Minnesota Department of **Human Services**

Child Care Workforce in Minnesota

2006 Statewide Study of Demographics, Training and Professional Development

Final Report

June 2007

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Contents

Contents (continued)

Figures

Figures (continued)

Acknowledgments

Summary

Study purposes and methods

The Minnesota Department of Human Services commissioned this study of the child care workforce in Minnesota to inform the design 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 the demographics of those serving children in licensed family child care homes, child care centers, preschools and school-age care programs. It also assesses needs 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 providers and center-based programs. Researchers stratified the providers and programs by metropolitan area and greater Minnesota and then randomized the lists.

The study included surveys with 354 randomly selected licensed family child care providers and an over-sample of 149 American Indian, Hmong, Latino and Somali licensed family child care providers; a two-part survey with 328 center-based programs and 1,162 directors and teaching staff; and nine focus groups with 77 providers and teachers. Details on sample sizes, response rates and strengths and limitations of the study samples are in the Introduction to the full report.

The randomly-selected licensed family child care providers were surveyed by telephone from June through October 2006, with the over-sample surveyed from December 2006 through March 2007. Surveys were conducted in English, Hmong, Somali and Spanish.

The center-based program survey had two parts. First, directors were mailed questionnaires with business reply envelopes to gather program-level data, as well as pertinent information about the director. Researchers then worked with center directors to distribute and collect individual self-administered questionnaires for center staff to gather their demographic and training characteristics. The center-based program and staff survey started in July 2006 and continued until the end of January 2007.

From June to September 2006, researchers also conducted nine focus groups with 77 licensed child care providers as part of a larger study of Minnesota's child care workforce regarding training experiences, barriers to training, and training needs. The focus groups were purposely not representative of the child care workforce as a whole, but intended to complement the information gathered from the child care workforce survey.

Some program and demographic characteristics and the experience and training levels of family child care providers were available from CCR&R administrative data and merged with the survey data. Researchers also reviewed and analyzed data from a CCR&R district-level training needs assessment.

Size and stability of the child care workforce

Estimated size of child care workforce in Minnesota

Minnesota has an estimated 12,334 licensed family child care providers and center-based programs. Most licensed family child care homes (61 percent) are located in greater Minnesota, while most child care centers (68 percent) and school-age care programs (65 percent) are located in the seven-county metropolitan area. Preschools are about evenly split between greater Minnesota and the metropolitan area.

The estimated size of Minnesota's child care workforce is 36,500, which includes about 14,700 providers and paid assistants in the licensed home-based workforce and about 21,800 staff in the center-based workforce, including 2,050 directors, 9,150 teachers, 5,000 assistant teachers and 5,600 aides.

The estimated 5,500 teachers in child care centers are mostly (83 percent) full-time staff (35 or more hours per week). Fewer of the 1,460 teachers in preschools (34 percent) and the 2,200 teachers in school-age programs (48 percent) are full-time staff.

Staffing stability and turnover rates

According to the Minnesota Department of Human Services, the rate of licensed family child care business turnover in Minnesota was 15 percent in 1999, 16.4 percent in 2005, and 12.5 percent in 2006.

For the full year prior to this study, 84 percent of child care centers had some type of staff turnover, followed by school-age care programs (66 percent). Fewer preschools experienced some type of staff turnover in 2005 (39 percent).

Aides in child care centers have the highest mean turnover rates (30 percent), similar to 1999 turnover rates.[1] The turnover rate for aides in preschools (18 percent) and school-age care sites (19 percent) is lower than the turnover rates in 1999 (about 32 percent). Turnover rates for assistant teachers in centers (21 percent), preschools (10 percent) and school-age

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[1]   Comparison data from 1999 cited throughout this report are from Chase, R. (2001). *Staff Recruitment and Retention in Early Childhood Care and Education and School-age Care.* St. Paul, MN: Wilder Research.

care sites (17 percent) is also lower than the turnover rates reported in 1999 (about 32 percent). As in 1999, the lowest mean turnover rates are among program directors.

The mean turnover rates for teachers overall (all types combined) are 20 percent in child care centers, 18 percent in school-age care sites and 6 percent in preschools. In 1999, these rates were 23 percent in child care centers and preschools, and 20 percent in school-age care sites.

Demographics of the child care workforce

Licensed family child care providers are nearly all female, with an average age of 42. Ninety-four percent are White. Fourteen percent report employment in addition to child care. The other jobs are primarily part time, averaging about 14 hours per week.

Among center-based teachers, child care center teachers have an average age of 35, and 89 percent are White; preschool teachers have an average age of 43, and 98 percent are White; and school-age program teachers have an average age of 34, and 92 percent are White.

In center-based programs, assistant teachers and aides are more diverse than teachers and directors with respect to race, ethnicity and language, particularly Spanish, and have shown the only apparent increases in diversity since 2000. The increased diversity appears mostly due to an increase in the percentage of staff self-identifying as multi-racial.

Among center-based teachers, 21 percent of those in child care centers, 18 percent in preschools and 23 percent in school-age programs report employment in addition to child care. The other jobs are primarily part time, averaging about 13 to 16 hours per week.

Child care experience

Licensed family child care providers and preschool teachers have a few more years of child care experience, on average, than center and school-age teachers.

Licensed family child care providers have worked, on average, 14 or 15 years in the early childhood or school-age care and education field, about four years longer than reported in 1999. They have been licensed family child care providers for an average of 11 or 12 years. Preschool teachers have worked, on average, about 15 years in the early childhood or school-age care and education field, and have worked in a center-based program for an average of 10 years.

Center teachers have worked, on average, about 11 years in the early childhood or school-age care and education field and have worked in a center-based program for an

average of about 10 years. School-age care teachers have worked, on average, about 10 years in the early childhood or school-age care and education field, and have worked in a center-based program for an average of 8 or 9 years.

Ninety-one percent of school-age teachers, about three-quarters of center teachers, about 62 percent of preschool teachers and 44 percent of licensed family child care providers say they have experience serving children with special needs.

Early childhood education

Degrees and certificates completed

Among licensed family child care providers, about 24 percent have bachelor's degrees or higher, including 10 percent having child-related degrees. In 1999, 7 percent had early childhood college degrees. Among center-based teachers, 45 percent in child care centers report having bachelor's degrees or higher, including 34 percent with child-related degrees; about 78 percent in preschools report having bachelor's degrees or higher, including 68 percent with child-related degrees; and 55 percent in school-age care programs report having bachelor's degrees or higher, including 40 percent with child-related degrees.

Eighteen percent of center teachers report having Child Development Associate credentials or CDAs, followed by 14 percent of school-age program teachers, 10 percent of preschool teachers and 3 percent of licensed family child care providers.

Among center-based directors, 67 percent in child care centers report having bachelor's degrees or higher, including 45 percent with child-related degrees; 81 percent in preschools report having bachelor's degrees or higher, including 73 percent with child-related degrees; and about 59 percent in school-age care programs report having bachelor's degrees or higher, including 46 percent with child-related degrees.

Continuing early childhood education

Twenty percent of licensed family child care providers report completing any continuing education college classes in child development or early childhood in the last 12 months, with a wide range of hours and a median number of 8 or 9 hours.

As reported by center-based teachers, the percentage completing any continuing education college classes in child development or early childhood in the last 12 months is as follows: 50 percent in child care centers, with a wide range of hours and a median of 30 hours; 43 percent in preschools, with a wide range of hours and a median of 17 hours; and 51 percent in school-age programs, with a wide range of hours and a median of 14 hours.

Child care training

Child care training completed in past two years

On average, child care center teachers report completing 65 hours of training related to child care in the past two years, followed by 59 hours for school-age program teachers, 43 hours for preschool teachers and 28 hours for licensed family child care providers.

Training in core competencies

Respondents reported the training they have received in the past two years in core content areas or competencies as described in the Minnesota Core Competencies for Early Childhood Education and Care Practitioners and the Minnesota School-Age Core Competencies.[2]

Nearly all licensed family child care providers report completing health, safety and nutrition training in the past two years. Training on child growth and development is the next most common type of training (completed by 73 percent of licensed family child care providers), followed by training on how to establish an environment that provides learning experiences to meet each child's needs, capabilities and interests (completed by 66 percent). The least common types of training include program planning and evaluation (25 percent), professionalism and leadership (25 percent), how to work with families and communities regarding early care and education (30 percent), and assessment and addressing individual developmental and learning needs (35 percent).

As with licensed family child care providers, center-based staff most commonly complete training on health, safety and nutrition; child growth and development; and learning environments and curriculum.

Child Care Resource and Referral (32 percent) tops the duplicated list of dozens of sources of core content training mentioned by licensed family child care providers, followed by counties (11 percent) and Providers Choice, Inc. (10 percent).

Of the dozens of sources of core content training mentioned, child care center teachers most commonly turn to local associations and other local sources (24 percent), their own

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2   Kurz-Riemer, K, editor. (September 2004). *Minnesota Core Competencies for Early Childhood Education and Care Practitioners who work with children birth through age eight and their families.* St. Paul, MN: Minnesota Association for the Education of Young Children in collaboration with the Minnesota Professional Development Council.

Kurz-Riemer, K, editor. (February 2006). *Minnesota Core Competencies for School-Age and Youth Care Practitioners who work with children age 5 through 12 and their families.* St. Paul, MN: Minnesota Association for the Education of Young Children in partnership with the Minnesota Professional Development Council and the Minnesota School-Age Care Alliance.

centers (16 percent), CCR&R (15 percent) and higher education (14 percent). These are also the most common sources of core content training for other child care center staff.

Of the dozens of sources of core content training mentioned, preschool teachers most commonly turn to local associations and other local sources (26 percent) and higher education (14 percent). These are also the common sources of core content training for other preschool staff.

Of the dozens of sources of core content training mentioned, school-age care program teachers also most commonly turn to local associations and other local sources (22 percent), their own centers (16 percent) and higher education (15 percent). These are also common sources of core content training for other school-age care program staff. In addition, school-age program directors commonly receive training from Minnesota School-Age Care Alliance (MNSACA) (22 percent), and assistant teachers commonly receive training from their school districts (36 percent).

Professional support and development

Eighteen percent of teachers in centers and preschools, about 15 percent of teachers in school-age programs and 12 percent of licensed family child care providers report using a mentor, coach or consultant in the past two years. Twenty-six percent of child care center directors report using a mentor, coach or consultant in the past two years, the highest percentage of any type of center-based staff.

Ninety percent of licensed family child care providers have Internet access, up from 71 percent in the 1999 survey. Nearly all center-based teachers have Internet access.

About half (46 percent) of the licensed family child care providers report belonging to their county licensed family child care association, about a quarter (27 percent) to a local provider support group or network and about a quarter (23 percent) to the Minnesota Licensed Family Child Care Association (MLFCCA). Two-thirds of licensed family child care providers report one or more memberships in professional groups, the same as reported in 1999.

About a quarter of child care center directors and about a fifth of preschool directors report belonging to the Minnesota and the National Association for the Education of Young Children (MnAEYC and NAEYC). Fewer child care center and preschool teachers report belonging to MnAEYC (12 and 13 percent) and NAEYC (17 and 9 percent). The largest group of school-age directors (57 percent) and teachers (40 percent) report belonging to Minnesota School-Age Care Alliance.

Training motivations

Among licensed family child care providers, about half report that they are motivated to improve the quality of the care in order to generally help children, and about a third are motivated by licensure or regulatory requirements.

To generally grow professionally and to improve their performance are the most common motivations for center-based staff, generally followed by an interest in a new or different topic.

In every focus group, participants described their primary motivations for involvement in child care training and education as emphatically child centered, with their interest in specific types of training directly linked to the needs of the children in their care.

Types of support, training or education desired

In all of the focus groups, participants most frequently requested training that would result in direct benefits to the children in their care. These included training to help them recognize emotional and developmental "red flags" that are outside the range of normal development, training on specific ways to support children with a wide variety of special needs and training on how to discuss a child's needs with parents in a way that engages parents in solutions, especially children from troubled families or homes. The child care providers emphasized that in these types of trainings, they want to receive very detailed, action-oriented information about how to ensure positive outcomes for special needs children – what to do, when to do it and how to do it.

Similar to training needs identified in the focus groups, some teachers want training on how to work with specific needs of children and with specific age groups. For licensed family child care providers and center-based staff, reasons for preferring their favorite trainings include the information was helpful and something they can use with their children and the trainer was interesting and not boring.

Sources of training

Among licensed family child care providers, 85 percent report they have received some (64 percent) or all (21 percent) of their training in the past two years through CCR&R. Among teachers in center-based programs, 46 percent in child care centers, 30 percent in preschools and 41 percent in school-age care programs report they have received some or all of their training in the past two years through CCR&R.

A third of child care centers and 12 percent of preschools report that they do all or most of their training in-house, but most do at least some training in-house. Nearly all school-age programs do at least some training in house, including 45 percent all or most of it. Forty-four percent of child care centers, 14 percent of preschools and 51 percent of

school-age programs contract with CCR&R to deliver in-house training. Eighty-seven percent of child care centers, 80 percent of preschools and 90 percent of school-age programs say they encourage staff to use or attend CCR&R trainings.

Metropolitan area child care centers are more likely than those in greater Minnesota to do all or most of their training in house (40 percent compared with 23 percent).

Experience with Child Care Resource and Referral training

Among those who have received training through a CCR&R, 85 percent of licensed family child care providers, 75 percent of child care center directors and 51 percent of child care center teachers say they felt welcome, included or comfortable at the trainings. In addition, 93 percent of licensed family child care providers, 96 percent of center directors and 71 percent of center teachers report being very satisfied or somewhat satisfied with the training overall.

Among licensed family child care providers, center directors and center teachers dissatisfied with the training offered by CCR&R, the most common reasons are the location (58 percent, 25 percent and 12 percent) and the time of training (32 percent, 18 percent and 11 percent).

Center directors and teachers dissatisfied with CCR&R trainings most commonly attend trainings elsewhere because training is available at their centers (25 percent and 34 percent). In addition, directors say the trainings do not meet their specific needs or interests (18 percent), and teachers say they lack awareness about CCR&R trainings (29 percent) or they prefer to get college credits (14 percent).

Professional development problems and barriers

More licensed family child care providers report problems accessing affordable and quality professional development opportunities in this survey than in the 1999 survey. About a third report those are problems at least somewhat, compared with about a quarter who reported those were problems in the 1999 survey.

The most common barrier to training and education, identified by two-thirds of the licensed family child care providers, is the day and time when opportunities are available. Transportation (15 percent) and cost (14 percent) are other key barriers.

Finding affordable and quality professional development opportunities is a bigger problem for center-based staff, with more than half of the directors and teachers reporting it at least somewhat of a problem.

Cost and scheduling are also key barriers for center-based staff reported by child care center directors (33 percent and 19 percent), child care center teachers (22 percent and 21 percent), preschool teachers (21 percent and 16 percent), school-age program directors (24 percent and 22 percent) and school-age program teachers (25 percent and 17 percent). Another common barrier reported by center-based staff is finding the time to get away when they would prefer to spend time with their families.

Cost, time and location (which can add more time and costs) were the major barriers described by participants in all nine focus groups. Other barriers include problems with accessing full or cancelled classes, scheduling conflicts, language barriers, negative training experiences with poor-quality trainers or trainings that either did not deliver what was advertised or did not advertise a particular focus on a specific age group or type of child care provider and general disinterest because the child care provider is either dissatisfied with the training they have received to date or with the options that are currently available.

Key findings regarding American Indian, Hmong, Latina and Somali licensed family child care providers

On average, compared with licensed family child care providers overall, American Indian, Hmong, Latina and Somali providers tend to provide slightly more care per day, per week, and per year. Hmong and Somali providers tend to be newer to the field (average of about 6 years) and to the licensed family child care profession (average of about 4 or 5 years).

Nearly all Hmong licensed family child care providers report speaking and preferring to be trained in Hmong; 69 percent of Somali providers report a preference to be trained in Somali, and 19 percent of Latina providers report a preference to be trained in Spanish.

Higher proportions of American Indian (40 percent), Hmong (25 percent), Latina (42 percent) and Somali (20 percent) providers report using mentors, coaches or consultants in the past two years compared with licensed family child care providers overall (12 percent).

American Indian, Hmong, Latina and Somali providers, similar to licensed family child care providers overall, are motivated to improve the quality of their care to generally help children and to meet licensure or regulatory requirements. They also are motivated by wanting to learn more about behavior management and to support early literacy. These providers also expressed interest in training on behavior management; some American Indian, Hmong and Latina providers expressed interest in training on working with parents; and some American Indian, Latina and Somali providers expressed interest in training on business management.

American Indian, Hmong, Latina and Somali providers report feeling welcome and satisfied with CCR&R training. However, large proportions of Hmong providers report receiving no training from CCR&R (79 percent) and express a lack of awareness about CCR&R and its offerings (71 percent).

Key findings comparing metropolitan area and greater Minnesota child care centers

Child care centers in the metropolitan area are more likely than those in greater Minnesota to do all of their training in-house. Child care teachers in greater Minnesota complete more training hours, on average, than those in the metropolitan area and are more likely to be trained on child assessments.

Child care center teachers in the metropolitan area have higher wages and more experience, on average, than those in greater Minnesota. They also are more likely to have memberships in professional associations.

Key changes since 1999

Compared with data from previous studies of the child care workforce in Minnesota, licensed family child care providers are more experienced caregivers and have increased access to the Internet. Among center-based staff, turnover rates are lower, and diversity has increased among assistant teachers and aides.

Recommendations

Based on survey and focus group discussion 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.

1. **Implement an accountability process that ensures delivery of quality training through rigorous evaluation and regular assessment of trainers and the organizations responsible for training.**

Perhaps more than anything, child care teachers and licensed providers want their professional development and training experiences to be worth the time and money. To that end, trainers should be rigorously evaluated or credentialed. 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.

2. **Implement and maintain a standard method for documenting completion of training hours by core content.**

Even when providers and teachers keep a training record, categorizing their training experience by core content area is largely up to them. Ideally, the professional development system would have a registry of approved high-quality trainings categorized by core content and a method for recording completion of the training by individuals in the child care workforce. Documenting completion of training this way would require individual providers and teachers only to report their participation in trainings not included in the training registry.

3. **Improve the quality of trainers and training content.**

Trainers must engage training participants in ways that respect their time, culture and intelligence. Trainers must have recent experience working in a child care setting or with children in addition to degrees or other credentials, and must be able to effectively facilitate the learning of child care providers from a wide variety of backgrounds.

Trainers should provide innovative approaches and strategies for supporting child development, with a much heavier focus on specific skills and techniques for meeting specific needs of children, rather than on broad theoretical overviews. Providers requested a larger number and greater variety of training options on specific topics to ensure that they are able to choose those that are relevant to their particular needs, especially options for different age groups and different child care settings.

Providers and teachers want trainings to deliver new ideas and new approaches, not refresher courses, especially for experienced providers who have taken the same required course multiple times.

Providers and teachers prefer training methods that are interactive and include opportunities to apply and practice what they are learning. They also want handouts, examples and/or samples that they can try with children in their care. They tend to not like trainings that are didactic and that use videos as their main method.

4. **Improve access to professional development and training opportunities.**

Provide and publicize more local training options. Hold trainings on a regular basis in several regular sites in each district that do not require extensive travel. Offer a variety of dates and times for each training, especially for mandatory trainings and trainings in Hmong, Spanish and Somali languages.

Since nearly all providers have Internet access, support more online training options, especially as a way to increase the number of trainings available in remote areas and for

very specific topics or interests. However, do not increase online options at the expense of hands-on trainings, which most providers and teachers prefer.

If classes are offered evenings during the work week, start them after 6:30 p.m. to allow enough travel time, taking into account the usual child pick-up times.

Hmong, Somali and Spanish speakers asked for more trainings and a greater variety of trainings in their languages. In particular, these groups, along with American Indian providers, expressed interest in training on behavior management, early literacy and working with parents.

Increase financial assistance to improve access to required first aid and CPR training. Simplify the process and guidelines for training grants and scholarships, and provide support and training on how to prepare the grant application.

Because providers typically cannot be reimbursed for a training until after they have completed it, providers would like a different approach to training registration that does not require payment months in advance, which requires them to carry the cost of training personally until they can be reimbursed.

Finally, the use of relationship-based professional development, which includes on-site mentoring and coaching, should be encouraged, supported and eligible for receiving credit hours. At present, fewer than one in five providers and teachers report using a mentor, coach or consultant in the past two years. This training approach addresses issues of access while delivering training in ways that are attractive to child care providers and teachers (i.e., hands-on and specific to their language, cultural and other needs).

5.   Improve information about training.

Provide Hmong, Somali and Spanish-speaking providers training calendars and newsletters in their languages and far enough in advance so they can make arrangements, to attend.

Ensure that training advertisements are an accurate representation of what will be offered in the training, including specific information about the training topic and the trainer, as well as the children's age group, type of child care setting, and types of activities that will be focused on in the training. When possible, training should be advertised directly to center-based teachers and aides rather than through directors to ensure timely notification.

6. Continue and support public and private efforts to enhance the knowledge and skills of the child care workforce.

While Minnesota has a highly experienced child care workforce, with 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.

One way to increase these educational levels is by supporting Teacher Education And Compensation Helps (T.E.A.C.H.), a scholarship program that helps child care providers earn a college degree in early childhood education or child development. The scholarship pays for a large portion of college tuition and books and also provides assistance with transportation and costs of hiring substitutes. Successful scholarship recipients also qualify for a pay raise or bonus upon completion of their scholarship contract.

In addition to encouraging the child care workforce to attain college degrees, efforts should be supported to inform providers and teachers about all the core competencies and to obtain training in all core content areas. The basics of health, safety and nutrition; child growth and development; and effective learning environments for young children are fairly well covered. More attention should be paid to encouraging providers to seek training in child assessments and lesson planning for individual developmental needs and trainings that involve working with families and communities.

7. Support public and private efforts to increase the diversity of the child care workforce.

The child care workforce has seen some small gains with respect to diversity in the past six or seven years. This study found that assistant teachers and aides in center-based programs are more diverse than teachers and directors with respect to race, ethnicity and language, particularly Spanish, and have shown the only apparent increases in diversity 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 culture-specific center-based programs.

Introduction

Study purposes

The Minnesota Department of Human Services (DHS), through its Community Partnerships Division, 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 designing a 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, to better reach underserved communities and to 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.

Study groups

This study includes child care and education professionals who are involved in the day-to-day lives of children enrolled in their programs. This includes:

■ Providers in 10,491 licensed family child care homes in Minnesota, defined as programs that are licensed by the state or by tribal governments to provide care and education for children in their home.

■ Staff in 1,843 center-based child care programs operating in Minnesota, including 829 licensed child care centers, 519 licensed preschools and 4,954 school-age programs. The study includes directors and assistant directors, teachers and assistant teachers, and aides in all programs licensed as a center by the state or tribal governments, as well as in school-age or preschool programs that are legally unlicensed.

Study methods and samples

Focus group process

Researchers conducted nine focus groups from June to September 2006 with 77 child care providers to gather more detailed information from underserved communities about their training experiences, barriers to training, and professional development needs. The locations of the focus groups and the methods for recruiting participants were chosen to ensure broad representation from urban and rural communities, as well as racial and ethnic communities. The focus groups were held with:

- American Indian licensed child care center, school-age program, and licensed family home child care providers in the Cass Lake area

- Hmong licensed family home child care providers in St. Paul

- Latino center and licensed family home child care providers in St. Paul and its suburbs

- Licensed child care center teachers in low-income urban areas in the Twin Cities (two groups, one in south Minneapolis and one in the North End/Payne-Phalen area of St. Paul

- Remote rural licensed child care center teachers and licensed family home child care providers in northern and southern Minnesota (two groups, one in Virginia and one in Marshall)

- Suburban licensed child care center teachers and licensed family home child care providers (Eagan)

- Somali licensed family home child care providers (Rochester).

When recruiting for each of the focus groups, researchers selected specific zip codes in which the target population for each group was concentrated, based on the data file provided by the Child Care Resource and Referral (CCR&R) system. The description of each group, its location and participants, and the list of zip codes used for each group are shown in the Appendix.

For the five general population focus groups (two low-income urban, one suburban, and two remote rural), researchers screened providers during recruitment calls for how strongly potential focus group participants were connected to the CCR&R system for their training needs. The goal was to have a good mix of providers in each focus group by recruiting those with varying levels of connection to CCR&R training. The screening categories used to balance the groups were: connected and satisfied, connected and not satisfied, and

not connected. Because the number of licensed American Indian, Hmong, Latino and Somali providers is relatively small, they were not screened in order to recruit as many participants as possible.

Focus group participants received a $40 cash stipend for attending a 90-minute group. Snacks or a light meal and drinks were provided.

Focus groups were conducted in English, Hmong, Somali and Spanish as needed. Researchers recorded each of the focus group conversations and transcribed those recordings into English. To supplement the Hmong focus group, researchers called providers who had confirmed they would come but did not to conduct telephone interviews using the focus group questions with those who consented. Their responses were added to the transcript prior to analysis.

The nine transcripts were loaded into Atlas TI, a computer software program used specifically for the coding and analysis of qualitative data. A team of three researchers developed a consistent and replicable coding scheme, and coded all of the transcripts. Two coders cross-checked each other's coded transcripts to ensure agreement. Researchers generated all transcript sections for each of the codes and analyzed the output for major themes.

Questionnaire development

Researchers developed three questionnaires, one for family child care providers, one for center-based programs and one for center-based program staff. The questionnaires build upon surveys developed by Wilder Research for the 2001 staff recruitment and retention study conducted for the Minnesota Department of Children, Families & Learning. For that study, researchers modified copyrighted surveys from the 1998 Minnesota Early Childhood Workforce Study by the Alliance of Early Childhood Professionals with permission from the Alliance. The definitions, measures and categories for data elements used in the three questionnaires are consistent with professional development work conducted by the Child Care Bureau, Child Trends and the Minnesota Child Care Resource and Referral Network. Other sources of items for the questionnaires developed for this study include core content areas or core competencies as described in the Minnesota Core Competencies for Early Childhood Education and Care Practitioners and the Minnesota School Age Core Competencies, items from the Quality Interventions for Early Care and Education (QUINCE) Project Family Child Care Provider Interview, as well as suggestions from the study advisory committee.

Study samples

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, including names, addresses, and phone numbers. The lists were stratified by metro area and greater Minnesota and then randomized. From the randomized lists, researchers initially contacted the first 500 center-based programs and 577 licensed family homes, and added more as needed to achieve the desired final number of completed surveys. The goal was to complete surveys with 325 center-based programs and 375 licensed family child care homes. (The goal of 375 licensed homes was later reduced to 350 after the number of eligible providers was reduced.) The initial and supplemental samples were in proportion to their numbers in the Twin Cities and greater Minnesota for each type.

The center-based survey gathered information at the site level. If a selected site turned out to be a central site or an administrative site, and no individual sites were listed in the database, researchers worked with the director at the central site to identify and select one of their program sites for the survey.

To ensure the inclusion of providers from underserved communities in the study, those who were not contacted from the randomized list were also added to the study sample.

Survey data collection process

The selected programs and providers first received a letter that described the purpose of the study and the type of information to prepare for participation in the study. The licensed family child care providers were then contacted by telephone to determine if they were eligible (currently in business) and to complete their questionnaires at a time convenient to their schedules. Using computer-assisted scheduling, researchers called each randomly selected provider at least 10 times at different times of the day and on different days of the week, including Saturday mornings and Sunday evenings. Surveys were conducted in English, Hmong, Somali and Spanish.

Providers asked for and had the option of completing questionnaire items about their training record on a self-administered grid and returning it by business reply mail.

The center-based program survey had two parts. First, directors were mailed questionnaires and business reply envelopes to gather program-level data as well as pertinent information about the director. Then, researchers phoned center directors to follow-up with those who did not return surveys and worked with them on how to best distribute and collect individual self-administered questionnaires with the center staff to gather their demographic and training characteristics. Those individual questionnaires were sent to center directors in

batches and returned in bulk by program directors or individually by staff with business reply envelopes addressed to Wilder Research. Program directors were called, on average, six times to remind and coax them to return the completed program and staff surveys.

As incentives to participate, programs were entered into a drawing with a chance to win a $250 cash gift, and individual staff and providers were entered into a drawing for 10 chances to win $50.

The survey of licensed family child care providers ran from June through October 2006. The center-based program and staff survey started in July 2006. To boost the number of completed surveys and to gather as much information as possible from programs that did not return completed questionnaires by mail, researchers completed 29 truncated surveys by telephone that collected basic information needed for projecting the size of the child care workforce. Researchers also added sample in November and continued following up until the end of January 2007. The supplemental survey of American Indian, Hmong, Latino and Somali licensed family child care providers ran from December 2006 through early March 2007.

Some program and demographic characteristics and the experience and training levels of family child care providers were available from CCR&R administrative data and were merged with the survey data.

Researchers also reviewed and analyzed data from a CCR&R district-level training needs assessment.

Strengths and limitations of survey samples

Figure 1 shows the number of each type of provider or program listed in the CCR&R database, the percentage in the seven-county metropolitan area, the number randomly sampled for this study, the response rate for each subgroup, and the percent of respondents who are from the seven-county metropolitan area. The figure also shows the sampling errors for each subgroup, ranging from 5 percent to 11 percent.

> Response rates were higher than average for metropolitan area preschools and greater Minnesota child care centers (62 percent).

These sample sizes and response rates provide the best data accuracy for licensed family child care homes and fairly accurate data for preschools and child care centers. The expected number of preschools responded but slightly over-represents preschools in the metropolitan area. The results for school-age care sites should be interpreted with caution because of the lower response rate and the over-representation of greater Minnesota in the responses.

To test the representativeness of the licensed family child care sample, researchers compared respondents, non-respondents, and non-sampled providers on three variables.

> The three groups are statistically similar with regard to race/ethnicity and the proportion who care for children through the Child Care Assistance Program.
>
> The respondents over-represent providers caring for children with special needs (26 percent, compared with 16 percent for non-respondents and 22 percent for the non-sampled providers).

The number of licensed family child care providers included in the supplemental survey of American Indian, Hmong, Latino and Somali licensed family child care providers and the response rates for each subgroup are also in Figure 1. The response rates are quite acceptable, ranging from 63 percent to 73 percent.

Figure 1 also shows the number of center-based programs that participated in the second part of the center-based survey (distributing and returning questionnaires from individual staff) and the number of questionnaires returned for each type of staff. This part of the data collection posed the greatest challenge. In the end, a fairly high percentage of center-based programs that participated in the first part of the survey also participated in the second part and returned staff surveys (64 percent of centers, 72 percent of preschools and 71 percent of school-age care programs). However, the results should be interpreted with caution because the responding center-based programs represent smaller proportions of the initial samples of center-based programs, and because the centers and the school-age care programs that responded slightly over-represent greater Minnesota.

The center-based staff who completed questionnaires probably represent the most engaged professionals in the child care workforce who have something to show for their efforts. They also probably represent more stable and well-functioning center-based programs. Being overwhelmed with their workload was a common reason provided by directors for not participating in the survey.

Report structure

This report presents results in figures for licensed family child care providers as a whole and separately for American Indian, Hmong, Latino and Somali licensed family home providers; 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 these figures 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.

One American Indian licensed provider, five Hmong licensed providers and two Latina licensed providers were surveyed as part of the random sample of all licensed family child care providers. These eight providers are included in both the random sample results and the supplemental survey results.

Summary findings from the focus groups are incorporated throughout this report. Detailed focus group findings are presented in a separate report.

Researchers conducted statistical tests to see if results differed by location (seven-county Twin Cities metropolitan area versus greater Minnesota), whether or not the program or provider cares for children enrolled in the Child Care Assistance Program, and whether or not the program or provider cares for children with special needs.

> 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 1999 to 2006, comparing data from this study with data from the 1999 child care workforce study conducted by Wilder Research (*Staff Recruitment and Retention in Early Childhood Care and Education and School-age Care,* released in 2001) plus data from the Urban Coalition survey conducted in 2000 that documented the race, ethnicity and languages spoken by child care staff working in centers (*Study of Racial, Ethnic and Linguistic Diversity in Minnesota's Center-Based Child Care Programs*, released in 2001).

Size of child care workforce in Minnesota

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

Starting with the number of providers and programs listed in the Minnesota CCR&R database in 2006 and deducting the proportions of each type found to be not providing child care at the time of the survey, researchers estimate Minnesota has a total of 12,334 licensed family child care providers and center-based programs, as shown in Figure 2. Most licensed family child care homes (61 percent) are located in greater Minnesota, while most child care centers (68 percent) and school-age care programs (65 percent) are located in the seven-county metropolitan area. Preschools are about evenly split between greater Minnesota and the metropolitan area.

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

		Percentage metro area
Licensed family child care providers	10,491	39%
Child care centers	829	68%
Preschools	519	53%
School-age care programs	495	65%
Total	12,334	43%

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

1. Study samples

Providers and programs	Number (adjusted)*	Percent metro area	Number sampled and eligible	Number and percent responding	Percent metro area	Margin of error (plus or minus)
Licensed family child care homes	10,491	39%	572/499	354 (71%)	40%	5.1%
Child care centers	829	68%	331/318	169 (53%)	68%	6.7%
Preschools	519	53%	176/159	96 (60%)	59%	9.0%
School-age care programs	495	65%	216/178	63 (35%)	52%	11.5%

Licensed family child care homes (over-sample)	Number (adjusted)*	Number and percent responding
American Indian	45	33 (73%)
Hmong	98	62 (63%)
Latino	58	41 (71%)
Somali	20	13 (65%)

Number of center-based programs and staff responding

	Programs responding	Directors	Teachers	Assistant teachers	Aides
Child care centers	108	92	352	118	135
Preschools	69	48	126	33	31
School-age care	45	55	65	45	62

Adjusted from original numbers provided by Minnesota Child Care Resource and Referral based on percent screened as eligible in sample.

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

Ten 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. Nineteen percent have one or more paid assistants, up from 10 percent in the 1999 survey.

Business partners are more common among Hmong (51 percent) and American Indian (24 percent) providers. Somali providers (46 percent) are more likely than other providers to work with paid assistant caregivers.

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

Number of partners, not including paid assistants, who provide child care	N=353
None	89%
One	8.5%
Two	1%
Three or more	1%
Number of paid assistant caregivers	**N=354**
None	81%
One	13%
Two	4%
Three or more	2%

Number of partners, not including paid assistants, who provide child care	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
None	76.5%	49%	93%	85%
One	23.5%	49%	7%	8%
Two	0%	1.5%	0%	8%
Three or more	0%	0%	0%	0%
Number of paid assistant caregivers				
None	79%	82%	84%	54%
One	15%	7.5%	9%	23%
Two	3%	7.5%	7%	15%
Three or more	3%	3%	0%	8%

Number of center-based staff by type of position and hours worked per week

Figure 4 shows that, as reported by directors for all their staff, teachers in child care centers (83 percent) are mostly full-time staff (35 or more hours per week). Fewer teachers in preschools (34 percent) and school-age programs (48 percent) are full-time staff. Aides in preschools (67 percent) and school-age care programs (62 percent) tend to work fewer hours (20 hours or fewer per week) than do aides in child care centers (36 percent).

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

Hours per week work for pay	Directors	Teachers	Assistant teachers	Aides
Centers	**Percent N=216**	**Percent N=1118**	**Percent N=444**	**Percent N=637**
Less than 10 hrs/wk	<1%	1%	2%	8%
10-20 hrs/wk	2%	4%	14%	28%
21-34 hrs/wk	6%	12%	22%	22%
35-40 hrs/wk	37%	78%	59%	41%
41-50 hrs/wk	38%	4%	2%	<1%
Over 50 hrs/wk	16%	1%	1%	<1%
Preschools	**N=96**	**N=270**	**N=86**	**N=113**
Less than 10 hrs/wk	12.5%	3%	5%	17%
10-20 hrs/wk	16%	36%	49%	50%
21-34 hrs/wk	28%	27%	28%	22%
35-40 hrs/wk	27%	31%	17%	11%
41-50 hrs/wk	10%	3%	1%	0%
Over 50 hrs/wk	6%	0%	0%	0%
School-age	**N=60**	**N=281**	**N=300**	**N=236**
Less than 10 hrs/wk	7%	10%	10%	11%
10-20 hrs/wk	22%	21%	57%	51%
21-34 hrs/wk	7%	21%	24%	25%
35-40 hrs/wk	48%	44%	9%	12%
41-50 hrs/wk	15%	4%	1%	1%
Over 50 hrs/wk	2%	0%	0%	0%

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 36,479 in 12,334 sites (see Appendix for calculations). This number includes 14,687 providers and paid assistants in the licensed family child care workforce and 21,792 staff in the center-based child care workforce.

5. Estimated size of center-based child care workforce

	Directors	Teachers	Assistant Teachers	Aides	Total
Centers	1,060	5,484	2,178	3,125	11,847
Preschools	519	1,460	465	611	3,055
School-age	471	2,208	2,357	1,854	6,890
Total	**2,050**	**9,152**	**5,000**	**5,590**	**21,792**

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 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.

In recent years, center-based staff turnover in the United States has been estimated at about 30 percent annually, which is one of the highest turnover rates among all professions and markedly higher than the 7 to 10 percent national rate cited for public school teachers.[4] The Alliance for Excellent Education (2005) conducted a secondary analysis of U.S.

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

Shellenbarger, S. (2006). Notable absence: High teacher turnover can take emotional toll on preschoolers. *Wall Street Journal - Eastern Edition, 248*(5), D1-D1.

Marvel, J., Lyter, D.M., Peltola, P., Strizek, G.A., and Morton, B.A. (2006). *Teacher Attrition and Mobility: Results from the 2004–05 Teacher Follow-up Survey* (NCES 2007–307). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Department of Education data and found a 13 percent attrition rate among Minnesota's public school teachers.[5] (This attrition rate does not account for new teachers in a given year, which could either raise or lower the percentage.)

For additional perspective on center-based staff turnover, the rate of family child care business turnover in Minnesota was 15 percent in 1999, 16.4 percent in 2005, and 12.5 percent in 2006, according to the Minnesota Department of Human Services.

Because the center-based program survey began in July 2006, to examine staffing stability and turnover for a full year, center-based program directors provided staffing information for the full year of 2005 as shown in Figure 6. On average, child care centers had 13 or 14 staff employed on January 1, 2005, added four or five new staff during 2005 and lost about four staff during 2005. Preschools, on average, had five or six staff employed on January 1, 2005, added one new staff during 2005, and lost about one staff during 2005. School-age care sites, on average, had 13 staff employed on January 1, 2005, added four or five new staff during 2005, and lost about three staff during 2005. As in 1999, the highest average number of staff leaving are aides, ranging as high as 15 leaving a single program.

Figure 8 shows that 84 percent of child care centers had some type of staff turnover in 2005, followed by school-age care programs (66 percent). Fewer preschools experienced some type of staff turnover in 2005 (39 percent).

Turnover rates

Researchers calculated turnover rates using this formula and definition:

Number of staff (both part-time and full-time) who left a program altogether in 2005
or who stayed in the program but are no longer in a teaching or aide position
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Number of staff employed on January 1, 2005, plus the number of staff hired during 2005

Aides in child care centers have the highest mean turnover rates (30 percent), similar to 1999 turnover rates. The turnover rate for aides in preschools (18 percent) and school-age care sites (19 percent) is lower than the turnover rates in 1999 (about 32 percent). Turnover rates for assistant teachers in centers (21 percent), preschools (10 percent) and school-age care sites (17 percent) is also lower than the turnover rates reported in 1999 (about 32 percent). As in 1999, the lowest mean turnover rates are among program directors.

The mean turnover rates for teachers overall (all age-groups combined) are 20 percent in child care centers, 18 percent in school-age care sites and 6 percent in preschools (Figure

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[5] Alliance for Excellent Education. (2005). *Teacher attrition: A costly loss to the nation and to the states* (Issue Brief). Washington, D.C.: Alliance for Excellent Education. from http://www.all4ed.org/publications/TeacherAttrition.pdf

9). These rates in 1999 were 23 percent in child care centers and preschools combined and 20 percent in school-age care sites.

Factors associated with teacher turnover

Some studies have shown that lower teacher turnover is correlated with higher wages and health insurance benefits.[6] Policymakers and advocates for at-risk children are concerned that teacher turnover may be higher in programs serving children through the Minnesota Child Care Assistance Program and children with special needs. And since turnover is considered an indicator of quality, perhaps accredited programs may exhibit lower turnover. Within this context, researchers conducted tests of statistical difference to examine factors associated with teacher turnover.

> Teacher turnover in preschools (6 percent) is lower than in centers (20 percent) and school-based programs (18 percent).
>
> Teacher turnover is similar in greater Minnesota and the metropolitan area. In 1999, teacher turnover was found to be higher in the metropolitan area (28 percent) than elsewhere in Minnesota (18 percent).
>
> Teacher turnover is not related to wage levels. In 1999, teacher turnover was inversely related to wages.
>
> Teacher turnover is similar in accredited and non-accredited programs. In 1999, teacher turnover appeared lower in accredited centers and preschools than in those without accreditation (16 percent versus 24 percent).
>
> Teacher turnover is not associated with whether a program is serving children through the Minnesota Child Care Assistance Program or children with special needs.

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

6. Number of center-based staff employed, hired and leaving in 2005

	Number of staff employed on January 1, 2005		Number of staff hired during 2005		Number of staff who left or ceased teaching during 2005	
	Mean	Range	Mean	Range	Mean	Range
Centers (N=167)						
Directors	1.2	0-4	0.2	0-2	0.1	0-2
Infant teachers	1.8	0-15	0.45	0-5	0.4	0-4
Toddler teachers	1.8	0-15	0.6	0-8	0.5	0-8
Preschool teachers	2.9	0-15	0.8	0-9	0.7	0-5
School age teachers	0.8	0-15	0.2	0-3	0.2	0-3
Assistant teachers	2.2	0-18	0.8	0-12	0.7	0-10
Aides	2.9	0-19	1.5	0-20	1.5	0-15
Preschools (N=96)						
Directors	1.0	0-3	0.1	0-2	0.1	0-2
Infant teachers	0.03	0-2	0.04	0-2	0.02	0-1
Toddler teachers	0.2	0-4	0.1	0-4	0.03	0-2
Preschool teachers	2.5	0-15	0.25	0-2	0.2	0-2
School age teachers	0.2	0-5	0.02	0-1	0.02	0-1
Assistant teachers	0.8	0-14	0.2	0-2	0.1	0-2
Aides	1.0	0-8	0.2	0-4	0.2	0-2
School-age (N=61)						
Directors	1.0	0-3	0.05	0-1	0.05	0-1
Infant teachers	0.2	0-4	0.1	0-2	0.1	0-2
Toddler teachers	0.1	0-3	0.02	0-1	0.0	0-0
Preschool teachers	0.75	0-8	0.2	0-2	0.1	0-2
School age teachers	3.4	0-20	0.7	0-4	0.6	0-3
Assistant teachers	4.4	0-35	1.4	0-17	1.0	0-8
Aides	3.3	0-25	2.1	0-15	1.2	0-10

Note: Includes full-time and part-time staff. Floaters are included in position they float to most often. Ns for centers vary from 164-167. Ns for preschools vary from 95-96.

7. Center-based programs by staff sizes

	Centers N=168	Preschools N=96	School-age N=61
Mean of total staff size	**14.4**	**5.9**	**14.4**
Median of total staff size	**13**	**4**	**8**
Proportion of programs by total staff size			
1-3	5%	40%	13%
4-8	23%	41%	38%
9-13	27%	12%	16%
14-18	20%	4%	8%
19 or more	24%	4%	25%

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

	Centers N=167	Preschools N=95	School-age N=61
Any staff	84%	39%	66%
Directors	8%	11%	5%
Infant teachers	31%	2%	8%
Toddler teachers	34%	2%	0%
Preschool teachers	46%	17%	7%
School-age teachers	14%	2%	33%
Assistant teachers	38%	7%	32%
Aides	57%	16%	39%

Note: *Ns for child care centers vary from 165-167. Ns for School age programs vary from 60-61.*

9. Turnover rates in past year

	Centers		Preschools		School-age	
	N	**Mean**	**N**	**Mean**	**N**	**Mean**
Directors	159	5%	86	9%	52	6%
Infant teachers	116	19%	4	25%	5	47%
Toddler teachers	135	19%	8	10%	5	0%
Preschool teachers	154	20%	86	5%	14	7%
School-age teachers	86	16%	8	25%	52	21%
Assistant teachers	118	21%	41	10%	45	17%
Aides	127	30%	49	18%	42	19%
Teachers combined (excluding directors, assistant teachers and aides)	**158**	**20%**	**86**	**6%**	**54**	**18%**

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

Type of incorporation or license

Among licensed family child care providers (Figure 10), the most common types of licenses are C.2--Group License (36 percent), C.1--Group License (25 percent) and C.3--Group License (21 percent). This is a change compared with 1999 when the most common types of license was A--Family License (30 percent), followed by C.2--Group License (29 percent), and C.1--Group License (26 percent). Definitions of these licenses are in the Appendix.

The family A. License is the most common type among Somali (69 percent) and Hmong (61 percent) providers. American Indian providers tend to have the C.2 and C.3 group licenses, and Latina providers tend to have a variety of license types.

Child care centers in this study have a variety of incorporations, including 31 percent independent or small for-profit local chains, 23 percent independent non-profits, 18 percent non-profits within a faith or service organization, and 17 percent for-profit national or larger chains (Figure 11). The preschools are primarily non-profits within a faith or service organization (64 percent), and the school-age care sites are primarily within the public school system (79 percent).

10. Type of family child care license

	N=354
Family child care home – A. License	17%
Family child care home – B.1. License	<1%
Family child care home – B.2. License	1%
Group family child care home – C.1. License	25%
Group family child care home – C.2. License	36%
Group family child care home – C.3. License	21%
Group family child care home – D. License	<1%

10. Type of family child care license (continued)

	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
Family child care home - A. License	18%	61%	37%	69%
Family child care home – B.1. License	0%	0%	0%	0%
Family child care home – B.2. License	0%	0%	2%	0%
Group family child care home – C.1. License	6%	7%	26%	15%
Group family child care home – C.2. License	32%	1%	16%	8%
Group family child care home – C.3. License	44%	30%	19%	8%
Group family child care home – D. License	0%	0%	0%	0%

Source: Child Care Resource and Referral database.

11. Type of center-based incorporation or license

	Centers N=167	Preschools N=95	School-age N=62
Not incorporated	6%	5%	2%
For-profit independent or local chain with 1-3 sites	31%	8%	0%
For-profit national or local chain with 4 or more sites	17%	0%	0%
Within the public school system	5%	6%	79%
Non-profit, separately incorporated	23%	16%	13%
Non-profit, part of a church, synagogue, or multi-service agency	18%	64%	6.5%

Accreditation

Twenty-three percent of child care centers and 5 percent of preschools are accredited through a variety of accrediting organizations, lower than reported in 1999 (30 percent). Six percent of school-age programs are accredited.

Hours and days of service

Figure 12 shows that, on average, licensed family child care providers provide child care 11 hours per day, five days per week and 50 weeks per year. This amount of service is the same as reported in the 1999 survey. On average, American Indian, Hmong, Latina and Somali providers tend to provide slightly more care per day, per week and per year.

Figure 13 shows that, on average, child care centers are open 11 or 12 hours per day, five days per week, almost year round; preschools are open six hours per day, four or five days per week, 38 weeks per year; and school-age programs are open about nine hours per day, five days per week, 47 or 48 weeks per year. These results are comparable to those reported in the 1999 survey.

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

Child care service by licensed family child care providers	N=354
Number of hours per day	
Less than 10	8%
10–12	86%
13–18	4%
19–23	0%
24 hours	1%
Mean	11.0
Median	11
Number of days per week	
1–2	<1%
3–4	3%
5	95%
6	1%
7	2%
Mean	5.0
Median	5
Number of weeks per year	
Less than 30	1%
30–39	1%
40–49	16%
50	36%
51	18%
52	29%
Mean	50.0
Median	50

12. Hours, days and weeks of service among licensed family child care providers (continued)

Child care service by licensed family child care providers	American Indian	Hmong	Latina	Somali
Number of hours per day	**N=34**	**N=67**	**N=43**	**N=13**
Less than 10	3%	13%	5%	46%
10-12	76%	49%	84%	23%
13-18	21%	33%	12%	8%
19-23	0%	0%	0%	0%
24 hours	0%	4%	0%	23%
Mean	11.6	13.6	11.1	12.9
Median	11	12	11	10
Number of days per week	**N=34**	**N=67**	**N=43**	**N=13**
1-2	0%	0%	0%	0%
3-4	0%	0%	0%	8%
5	85%	85%	91%	38%
6	6%	3%	2%	15%
7	9%	12%	7%	38%
Mean	5.2	5.3	5.2	5.8
Median	5	5	5	6
Number of weeks per year	**N=34**	**N=67**	**N=43**	**N=12**
Less than 30	3%	0%	0%	0%
30-39	0%	0%	0%	0%
40-49	12%	3%	14%	0%
50	24%	1%	42%	0%
51	24%	0%	12%	8%
52	38%	96%	33%	92%
Mean	49.9	51.7	50.5	51.9
Median	51	52	50	52

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

Number of hours per day	Centers N=169	Preschools N=96	School-age N=63
Less than 10	5%	90%	44%
10-12	93%	10%	54%
13-18	2%	0%	2%
19-23	0%	0%	0%
24 hours	1%	0%	0%
Mean	11.4	6.0	8.8
Median	11.5	6.0	11.3
Number of days per week			
Mean	5.0	4.6	5.0
Median	5.0	5.0	5.0
Number of weeks per year			
Mean	51.1	37.9	47.5
Median	52.0	36.0	50.0

Capacity

The children in family child care homes

More than half (57 percent) of licensed family child care providers have their own children age 12 or younger present while caring for other children. These children are most commonly age 6 to 12, and very few are infants.

In a typical week, the largest number of children in care at any one time (not counting their own children) averages eight to nine children for licensed family child care providers, ranging from 1 to 19 children. These numbers are slightly higher than reported in 1999.

Preschoolers and school-age children make up the largest groups of children in part-time care (25 hours or less per week); while preschoolers make up the largest group of children in full-time care, followed by toddlers and school-age children.

Figure 14 shows that results for American Indian, Hmong, Latino and Somali licensed family child care providers are similar to these results.

14. Own children at home among licensed family child care providers

Providers who have own children age 12 or younger present while caring for other children	N=354
Yes	57%
No	43%

Ages of own children present while caring for other children (multiple responses possible)	N=201
Less than 12 months	10%
12-35 months (1 or 2 years)	27%
3-5 years	41%
6-12 years	72%

	American Indian	Hmong	Latina	Somali
Providers who have own children age 12 or younger present while caring for other children	**N=34**	**N=67**	**N=43**	**N=13**
Yes	50%	46%	56%	38.5%
No	50%	54%	44%	61.5%
Ages of own children present while caring for other children (multiple responses possible)	**N=17**	**N=31**	**N=24**	**N=5**
Less than 12 months	6%	13%	12.5%	60%
12-35 months (1 or 2 years)	35%	16%	33%	20%
3-5 years	59%	45%	58%	20%
6-12 years	88%	77%	67%	80%

15. 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)	N=354
1 or 2 children	2%
3-5 children	16%
6-8 children	30%
9-11 children	30%
12-14 children	21%
15 or more children	1%
Mean	8.6
Median	9.0
Range	1-19

Children usually cared for at least once a week--not counting own children (N=354)	Mean number part time (25 hours per week or less)	Mean number full time (more than 25 hours per week)
Infants (6 weeks to 11 months)	.19	.73
Toddlers (12 to 24 months)	.38	1.09
Preschoolers (25 months to 4 months before Kindergarten entry)	.98	2.97
Kindergarten age	.35	.56
School age (age 6 to 9)	.89	1.00
Older school age (age 10 to 12)	.20	.12

Largest number of children in care at any time – not counting own children (typical week)	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
1 or 2 children	3%	0%	0%	0%
3-5 children	9%	7%	21%	31%
6-8 children	47%	39%	42%	46%
9-11 children	24%	30%	26%	23%
12-14 children	15%	16%	12%	0%
15 or more children	3%	7%	0%	0%
Mean	8.6	9.5	7.7	7.1
Median	8	9	8	7
Range	1-18	3-20	3-14	4-11

15. Number of children cared for by licensed family child care providers (continued)

	Mean number part time (25 hours per week or less)	Mean number full time (more than 25 hours per week)
American Indian (N=34)		
Infants (6 weeks to 11 months)	0.2	0.9
Toddlers (12 to 24 months)	0.4	1.6
Preschoolers (25 months to 4 months before Kindergarten entry)	1.0	2.6
Kindergarten age	0.5	0.6
School age (age 6 to 9)	0.6	0.6
Older school age (age 10 to 12)	0.1	0.1
Hmong (N=67)		
Infants (6 weeks to 11 months)	0.2	1.3
Toddlers (12 to 24 months)	0.3	1.5
Preschoolers (25 months to 4 months before Kindergarten entry)	0.4	2.0
Kindergarten age	0.2	0.7
School age (age 6 to 9)	1.1	0.4
Older school age (age 10 to 12)	0.2	0.1
Latina (N=43)		
Infants (6 weeks to 11 months)	0.2	1.0
Toddlers (12 to 24 months)	0.3	1.5
Preschoolers (25 months to 4 months before Kindergarten entry)	0.7	2.4
Kindergarten age	0.4	0.3
School age (age 6 to 9)	1.0	0.4
Older school age (age 10 to 12)	0.2	0.1
Somali (N=13)		
Infants (6 weeks to 11 months)	0.3	0.3
Toddlers (12 to 24 months)	0.4	0.8
Preschoolers (25 months to 4 months before Kindergarten entry)	1.2	0.3
Kindergarten age	0.2	0.7
School age (age 6 to 9)	0.9	0.7
Older school age (age 10 to 12)	0.3	0.3

Capacity levels and age groups served in center-based programs

Child care centers, on average, have a capacity for about 85 children, and serve approximately 23 children part time and 42 children full time. Centers are most commonly licensed to care for preschoolers and toddlers, more often serving them full time than part time.

Preschools, on average, have a capacity for about 59 children, and serve children primarily part time.

School-age care sites, on average, have a capacity for about 114 children, and serve about 73 children part time and about 44 children full time. School-age care sites serve about equal numbers of kindergarteners, school-age children and older school-age children (age 10 to 12).

16. Total child care capacity in center-based programs (derived by adding capacity for each age group served)

	Total licensed or regulated capacity (spaces for children)	Children enrolled part time (25 hours/wk or less)	Children enrolled full time (more than 25 hours/wk)
Centers	**N=143**	**N=144**	**N=144**
Mean	85.1	22.9	42.4
Median	74	13	36.5
Range	8-287	0-595	0-168
Preschools	**N=90**	**N=91**	**N=90**
Mean	58.89	62.5	6.2
Median	40	40	0
Range	0-350	0-350	0-180
School-age	**N=46**	**N=49**	**N=49**
Mean	113.5	73.4	43.9
Median	88.5	60	12
Range	0-900	0-304	0-304

Note: A large proportion of respondents reported capacity figures across two or more age groups, which prevents reporting capacity by age groups but allows responses to be summed to derive total capacity. Preschools and school-age programs regulated by a school or other oversight organization are not required to be licensed by the Department of Human Services, which is why some reported zero licensed capacity.

17. Proportions of center-based programs by age groups for which care is provided

Age groups	Licensed to care for age group	Children enrolled part time (25 hours/wk or less)	Children enrolled full time (more than 25 hours/wk)
Centers (N=148)			
Infant (6 weeks to 15 months)	74%	44%	68.5%
Toddler (16 to 32 months)	86%	63%	78%
Preschooler (33 months to Kindergarten)	98%	73%	87%
Kindergarten	63%	34%	39%
School age (age 6 to 9)	57.5%	35%	31%
Older school age (age 10 to 12)	43.5%	19%	14%
Preschools (N=91)			
Infant (6 weeks to 15 months)	4%	2%	3%
Toddler (16 to 32 months)	9%	4%	4%
Preschooler (33 months to Kindergarten)	98%	93%	13%
Kindergarten	11%	8%	3%
School age (age 6 to 9)	8%	3%	3%
Older school age (age 10 to 12)	7%	3%	3%
School-age (N=53)			
Infant (6 weeks to 15 months)	6%	6%	4%
Toddler (16 to 32 months)	6%	4%	4%
Preschooler (33 months to Kindergarten)	21%	20%	18%
Kindergarten	79%	84%	45%
School age (age 6 to 9)	83%	90%	41%
Older school age (age 10 to 12)	76%	84%	35%

Note: Ns for centers vary from 128-148, for preschools from 90-91, and for school-age programs from 46-53.

Caring for children with special needs

Twenty-six percent of licensed family child care providers, 58 percent of child care centers, 39 percent of preschools and 72 percent of school-age care programs report currently caring for children with special needs.

Caring for children through the Child Care Assistance Program

Thirty-two percent of licensed family child care providers, 86 percent of child care centers, 18 percent of preschools and 74 percent of school-age care programs currently care for children through the Child Care Assistance Program.

Ten percent of licensed family child care providers, one percent of centers, 24 percent of preschools and no school-age care programs say they are not willing to care for children through the Child Care Assistance Program now or ever.

Income, wages and benefits

Business income of family child care providers

Among licensed family child care providers, on average, 42 percent of their household income comes from child care. It appears that proportion is higher among Somali providers, averaging about 78 percent. As shown in Figure 18, in general, the lower the household income, the higher the proportion of income that comes from child care for all providers.

A 2005 legislative report by the Minnesota Department of Human Services found that family child care providers earned $4.95 per hour on average in the metropolitan area and $2.83 in greater Minnesota.[7]

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[7]   Minnesota Department of Human Services. (2005). *Cost of child care: Legislative report on cost containment options in the Child Care Assistance Program* (No. DHS-4350-ENG 1-05). St. Paul, MN: State of Minnesota. from http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4350-ENG

18. Household income from licensed family child care business

Household income	Percent of respondents N=318	Mean proportion of income from child care
Under $20,000	4%	82%
$20,000 to under $25,000	5%	67%
$25,000 to under $30,000	5%	50%
$30,000 to under $35,000	7%	50%
$35,000 to under $40,000	8%	34%
$40,000 to under $50,000	14%	39%
$50,000 to under $75,000	31%	38%
$75,000 to under $100,000	17%	38%
$100,000 or more	10%	31%
Mean for all respondents		**42%**
American Indian (N=31)		
Under $20,000	6%	43%
$20,000 to under $25,000	6%	100%
$25,000 to under $30,000	3%	100%
$30,000 to under $35,000	13%	70%
$35,000 to under $40,000	6%	23%
$40,000 to under $50,000	23%	63%
$50,000 to under $75,000	26%	20%
$75,000 to under $100,000	10%	39%
$100,000 or more	6%	35%
Mean for all respondents (N=32)		**48%**
Hmong (N=42)		
Under $20,000	0%	0%
$20,000 to under $25,000	0%	0%
$25,000 to under $30,000	5%	50%
$30,000 to under $35,000	5%	40%
$35,000 to under $40,000	12%	50%
$40,000 to under $50,000	19%	56%
$50,000 to under $75,000	36%	41%
$75,000 to under $100,000	10%	29%
$100,000 or more	14%	58%
Mean for all respondents (N=44)		**47%**

18. Household income from licensed family child care business (continued)

Household income	Percent of respondents	Mean proportion of income from child care
Latina (N=41)		
Under $20,000	0%	0%
$20,000 to under $25,000	7%	66%
$25,000 to under $30,000	5%	90%
$30,000 to under $35,000	2%	50%
$35,000 to under $40,000	20%	40%
$40,000 to under $50,000	15%	48%
$50,000 to under $75,000	29%	40%
$75,000 to under $100,000	17%	35%
$100,000 or more	5%	45%
Mean for all respondents (N=42)		**45%**
Somali (N=8)		
Under $20,000	38%	100%
$20,000 to under $25,000	0%	0%
$25,000 to under $30,000	0%	0%
$30,000 to under $35,000	25%	85%
$35,000 to under $40,000	25%	25%
$40,000 to under $50,000	0%	0%
$50,000 to under $75,000	13%	100%
$75,000 to under $100,000	0%	0%
$100,000 or more	0%	0%
Mean for all respondents (N=10)		**77.5%**

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 $8.74 in 2005.[8] Preschool teachers, which BLS classifies as a distinct occupation from child care workers, earned significantly more per hour ($12.09 on average). BLS reports that in Minnesota, child care workers earned an average of $8.57 per hour and preschool teachers earned $14.38 per hour in 2005.

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[8] Bureau of Labor Statistics. *Occupational employment statistics.* Retrieved February 22, 2007, from http://www.bls.gov/OES/

Between 2000 and 2005, after adjusting for inflation, child care worker pay rates were basically flat. Preschool teachers, on the other hand, saw their pay rates increase by 10 percent nationally and 14 percent in Minnesota after adjusting for inflation.

The mean annual salary for elementary school teachers in Minnesota was $45,560 in 2005.[9] This amount comes to $21.90 per hour, assuming full-time year-round employment, or $29.21 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. Many of the survey forms were incomplete on this item. Figure 19 shows how many responses were used when calculating the mean wages for each type of position.

Among teachers, those in preschools have the highest mean hourly wages ($15.39), slightly more than teachers in school-age care programs and $2 an hour more than the average hourly wage for child care center teachers.

> Teacher pay is higher, on average, in the metropolitan area and in programs not caring for children served through the Child Care Assistance Program.
>
> Teacher pay is not associated with accreditation or caring for children with special needs.

19. Hourly wages for center-based programs staff (means)

	Directors	Teachers	Assistant teachers	Aides
Center staff wages				
Lowest starting hourly wage if hiring today	(n=107) $14.54	(n=140) $10.57	(n=132) $8.83	(n=133) $7.36
Highest starting hourly wage now paying	(n=111) $17.95	(n=138) $13.26	(n=114) $10.33	(n=120) $8.62
Preschool staff wages				
Lowest starting hourly wage if hiring today	(n=44) $15.24	(n=66) $12.38	(n=37) $9.76	(n=43) $8.47
Highest starting hourly wage now paying	(n=50) $17.80	(n=67) $15.39	(n=33) $11.53	(n=40) $9.86
School-age staff wages				
Lowest starting hourly wage if hiring today	(n=42) $15.41	(n=46) $11.56	(n=45) $9.78	(n=48) $7.83
Highest starting hourly wage now paying	(n=44) $19.46	(n=46) $15.02	(n=43) $11.67	(n=49) $9.33

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[9] Bureau of Labor Statistics. *Occupational employment statistics.* Retrieved February 22, 2007, from http://www.bls.gov/OES/

Differential pay factors

For many centers (80 percent) and preschools (69 percent) and some school-age care programs (43 percent), level of education is the most common factor for differential pay, followed by type and amount of training. Other factors explored are listed in Figure 20.

20. Differential pay offered by center-based programs

Factors on which differential pay is based (multiple responses allowed)	Centers N=168	Preschools N=94	School-age N=63
Level of education	80%	69%	43%
Type and amount of training	55%	44%	37%
Previous experience	13%	12%	5%
Demonstrated cultural competency	14%	5%	3%
Languages spoken	8%	4%	2%
Longevity of employment at their center	1%	3%	2%
Performance	1%	2%	2%
Shifts/hours worked	1%	0%	2%
Bargaining unit contract	1%	0%	0%
Licensure	0%	1%	0%

Insurance coverage

Ninety-two percent of all licensed family child care providers report being covered by a health insurance or medical plan. Fewer (74 percent to 82 percent) American Indian, Hmong, Latina and Somali providers report having health insurance.

Overall, this health insurance most frequently is paid by a spouse or partner's employer in full (37 percent) or partially (29 percent). Twenty-six percent purchase their own health insurance with their child care income, compared with 14 percent in 1999. Eight percent of family child care providers are enrolled in MinnesotaCare or another public health insurance program, the same as in 1999.

Seventy-six percent of licensed family child care providers report having general liability business insurance or some type of umbrella coverage for their child care business.

21. Health insurance coverage for licensed family child care providers

	N=354
Covered by any kind of health insurance or medical plan	92%
How health insurance is paid for (multiple responses allowed)	**(N=326)**
Spouse's or partner's employer pays 100%	37%
Spouse's or partner's employer pays a partial amount	29%
Purchases own health insurance with child care income	26%
Enrolled in MinnesotaCare	6%
Enrolled in another government or public program (MA, GAMC, Champus, VA or Indian Health Services)	2%
Another employer of provider pays 100%	1%
Another employer pays a partial amount	<1%
Other	1%

	American Indian	Hmong	Latina	Somali
Covered by any kind of health insurance or medical plan	**N=34** 76.5%	**N=67** 82%	**N=43** 74%	**N=12** 75%
How health insurance is paid for (multiple responses allowed)	**N=26**	**N=55**	**N=32**	**N=9**
Spouse's or partner's employer pays 100%	23%	51%	53%	22%
Purchases own health insurance with child care income	23%	9%	13%	11%
Another employer pays 100%	0%	4%	3%	0%
Enrolled in Minnesota Care	8%	25%	6%	33%
Enrolled in another government or public program (MA, GAMC, Champus, VA or Indian Health Services)	8%	11%	0%	33%
Spouse's or partner's employer pays a partial amount	38%	0%	25%	0%

Availability of health and dental insurance for center-based staff

Figure 22 shows the availability of health and dental insurance for part-time and full-time staff in center-based programs. The percentages are based on survey forms with complete data. Many survey forms had missing or unusable data on these questions.

Among full-time teachers, health insurance is available in some form in 75 percent of child care centers, 62 percent of preschools and 89 percent of school-age care programs, compared with 74 percent in 1999 for centers and preschools, and 68 percent for school-

age programs. Fully paid health insurance is available to full-time teachers in 13 percent of centers, 31 percent of preschools, and 36.5 percent of school-age programs. In 1999, the comparable percentages were 13 percent of centers and preschools and 16 percent of school-age programs.

In 61 percent of child care centers, 55 percent of preschools and 76 percent of school-age care programs, full-time teaching staff have some type of dental insurance available, compared with 48 percent of centers and preschools and 60 percent of school-age programs in 1999.

22. Availability of health and dental insurance for center-based program staff

Center staff	Directors		Teachers		Assistant teachers		Aides	
	PT	FT	PT	FT	PT	FT	PT	FT
Health insurance	**N=76**	**N=137**	**N=81**	**N=138**	**N=83**	**N=129**	**N=77**	**N=125**
Fully paid insurance for employee and dependents	4%	4%	1%	1%	0%	1%	0%	1%
Fully paid insurance for employees only (no dependents)	8%	15%	6%	12%	6%	10%	4%	7%
Partially paid insurance for employee and dependents	8%	23%	7%	22%	7%	21%	6.5%	22%
Partially paid insurance for employee only (no dependents)	12%	29%	14%	35.5%	13%	33%	13%	34%
Health insurance is available but unpaid	3%	4%	6%	4%	7%	5%	6.5%	5%
Health insurance is not available	66%	25.5%	65%	25%	66%	31%	70%	32%
Dental insurance	**N=79**	**N=138**	**N=82**	**N=137**	**N=82**	**N=134**	**N=78**	**N=130**
Fully paid insurance for employee and dependents	2.5%	4%	1%	2%	0%	1.5%	0%	1.5%
Fully paid insurance for employees only (no dependents)	2.5%	9%	5%	8%	4%	7.5%	1%	5%
Partially paid insurance for employee and dependents	8%	22.5%	6%	22%	6%	19%	4%	19%
Partially paid insurance for employee only (no dependents)	5%	18%	6%	20%	6%	19%	6%	20%
Dental insurance is available but unpaid	8%	9%	8.5%	9%	8.5%	9%	9%	9%
Dental insurance is not available	75%	38%	73%	39%	76%	43%	79.5%	45%

22. Availability of health and dental insurance for center-based program staff (continued)

Preschool staff	Directors		Teachers		Assistant teachers		Aides	
	PT	FT	PT	FT	PT	FT	PT	FT
Health insurance	**N=45**	**N=54**	**N=55**	**N=58**	**N=44**	**N=34**	**N=47**	**N=37**
Fully paid insurance for employee and dependents	2%	6%	0%	7%	0%	3%	0%	3%
Fully paid insurance for employees only (no dependents)	2%	22%	2%	24%	2%	9%	0%	3%
Partially paid insurance for employee and dependents	4%	17%	7%	14%	9%	18%	4%	16%
Partially paid insurance for employee only (no dependents)	4%	13%	7%	15.5%	7%	15%	6%	22%
Health insurance is available but unpaid	7%	6%	5.5%	2%	7%	6%	6%	3%
Health insurance is not available	80%	37%	78%	38%	75%	50%	83%	54%
Dental insurance	**N=47**	**N=55**	**N=55**	**N=58**	**N=45**	**N=35**	**N=47**	**N=37**
Fully paid insurance for employee and dependents	2%	5.5%	0%	7%	0%	3%	0%	3%
Fully paid insurance for employees only (no dependents)	4%	14.5%	4%	17%	2%	9%	0%	0%
Partially paid insurance for employee and dependents	4%	16%	7%	15.5%	9%	14%	4%	22%
Partially paid insurance for employee only (no dependents)	4%	7%	5.5%	7%	7%	11%	4%	11%
Dental insurance is available but unpaid	6%	9%	5.5%	9%	7%	6%	6%	8%
Dental insurance is not available	79%	47%	78%	45%	76%	57%	85%	57%
School-age staff								
Health insurance	**N=25**	**N=46**	**N=35**	**N=46**	**N=36**	**N=41**	**N=41**	**N=35**
Fully paid insurance for employee and dependents	0%	11%	0%	6.5%	0%	5%	0%	3%
Fully paid insurance for employees only (no dependents)	32%	33%	20%	30%	19%	27%	17%	26%
Partially paid insurance for employee and dependents	16%	39%	20%	39%	17%	29%	5%	14%
Partially paid insurance for employee only (no dependents)	4%	9%	11%	11%	3%	10%	2%	6%
Health insurance is available but unpaid	0%	0%	3%	2%	11%	7%	5%	6%
Health insurance is not available	48%	9%	46%	11%	50%	22%	71%	46%

22. Availability of health and dental insurance for center-based program staff (continued)

School-age staff	Directors		Teachers		Assistant teachers		Aides	
	PT	FT	PT	FT	PT	FT	PT	FT
Dental insurance	**N=22**	**N=44**	**N=29**	**N=45**	**N=32**	**N=38**	**N=33**	**N=33**
Fully paid insurance for employee and dependents	0%	39%	3%	31%	0%	26%	0%	21%
Fully paid insurance for employees only (no dependents)	4.5%	11%	3%	16%	3%	16%	3%	12%
Partially paid insurance for employee and dependents	18%	27%	17%	22%	12.5%	13%	6%	3%
Partially paid insurance for employee only (no dependents)	4.5%	2%	3%	4%	3%	3%	0%	0%
Dental insurance is available but unpaid	4.5%	2%	10%	2%	19%	10.5%	6%	9%
Dental insurance is not available	68%	18%	62%	24%	62.5%	32%	85%	54.5%

Other 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. Overall, these benefits are available to center staff more than to preschool and school-based staff.

For full-time teachers, about 80 percent of centers provide financial assistance for in-service trainings and professional development opportunities, compared with 48 percent of preschools and 57 percent of school-age care programs. In addition, about 45 percent of centers provide full-time teachers financial assistance to cover tuition, compared with 18 percent of preschools and 19 percent of school-age care sites. Twenty-three percent of centers provide formal mentoring for full-time teachers, compared with 10 percent of preschools and 16 percent of school-age care programs.

23. Other benefits for center-based program staff

	Directors		Teachers		Assistant teachers		Aides	
Center staff	PT N=146	FT N=146	PT N=146	FT N=146	PT N=146	FT N=146	PT N=146	FT N=146
Financial assistance for in-service workshops, conferences, etc.	39%	79.5%	53%	79.5%	53%	70.5%	55.5%	68.5%
Financial assistance to cover credit-based courses or tuition reimbursement	18%	44.5%	22%	44.5%	20.5%	38%	19%	35%
Formal mentoring	12%	20.5%	15%	23%	14%	19%	14%	17%
Wage supplement based on training and experience	15%	24%	20.5%	31%	17%	25%	16%	23%
Short-term disability insurance	13%	40%	12%	37%	12%	32%	11%	32%
Long-term disability insurance	11%	38%	11%	35%	10%	30%	10%	30%
Preschool staff	N=89	N=89	N=89	N=89	N=89	N=89	N=89	N=89
Financial assistance for in-service workshops, conferences, etc.	44%	46%	62%	48%	40%	26%	36%	25%
Financial assistance to cover credit-based courses or tuition reimbursement	9%	17%	15%	18%	7%	6%	9%	6%
Formal mentoring	3%	6%	9%	10%	7%	7%	4.5%	6%
Wage supplement based on training and experience	3%	7%	6%	8%	3%	2%	2%	3%
Short-term disability insurance	10%	22.5%	9%	24%	8%	11%	6%	13.5%
Long-term disability insurance	8%	20%	8%	20%	8%	8%	3%	10%
School-age staff	N=58	N=58	N=58	N=58	N=58	N=58	N=58	N=58
Financial assistance for in-service workshops, conferences, etc.	31%	55%	59%	57%	53%	45%	53%	40%
Financial assistance to cover credit-based courses or tuition reimbursement	9%	17%	12%	19%	14%	12%	14%	14%
Formal mentoring	12%	17%	14%	15.5%	15.5%	15.5%	17%	17%
Wage supplement based on training and experience	3%	15.5%	14%	21%	12%	14%	14%	12%
Short-term disability insurance	19%	40%	26%	41%	22%	31%	17%	19%
Long-term disability insurance	34.5%	62%	40%	65.5%	36%	53%	28%	40%

Profile of providers and center-based staff

Gender, age, race/ethnicity and languages spoken

Licensed family child care providers are nearly all female, with an average age of about 42. Ninety-four percent are White in the overall sample.

Nearly all Hmong licensed family child care providers report speaking and preferring to be trained in Hmong; 69 percent of Somali providers report a preference to be trained in Somali, and 19 percent of Latina providers report a preference to be trained in Spanish.

Among center-based teachers, those in child care centers have an average age of 35, and 89 percent are White; preschool teachers have an average age of 43, and 98 percent are White; and school-age program teachers have an average age of 34, and 92 percent are White. Assistant teachers and aides in center-based programs are more diverse than teachers with respect to race/ethnicity and languages spoken, particularly Spanish.

To assess changes in the racial, ethnic and linguistic make-up of the child care workforce, researchers compared results from this study with the Urban Coalition's *Study on Racial, Ethnic and Linguistic Diversity in Minnesota's Center-Based Child Care Programs* conducted in 2000. These comparisons provide a general picture but are not exact because the Urban Coalition's study reported results for center-based programs combined, including Head Start centers, school-age programs and other child care centers.

In both 2000 and 2006, White or European American make up the largest group of all types of staff, followed by African American, then Asian, Hispanic and American Indian. Comparing the center-based programs in 2000 with child care centers only from this study, the percentages of White staff appear unchanged for directors and teachers but lower in 2006 than in 2000 for assistant teachers and aides, indicating a slight increase in racial and ethnic diversity. For example, the percentage of White assistant teachers was 88 percent in 2000, compared with 80 percent in 2006; and the percentage of White aides was 86 percent in 2000, compared with 81 percent in 2006. The increased diversity appears mostly due to an increase in the percentage of staff self-identifying as multi-racial.

The 2000 study by the Urban Coalition also found that 3 to 5 percent of center-based staff spoke Spanish, with "no clear pattern of relationship between linguistic diversity and staff position." In this study, while 3 to 5 percent of child care center directors and teachers report speaking Spanish, 15 percent of assistant teachers and 11 percent of aides in child care centers report speaking Spanish, again indicating a greater and growing linguistic diversity among these staff.

In sum, in center-based programs, assistant teachers and aides are more diverse than teachers and directors with respect to race, ethnicity and language and have shown the only apparent increases in diversity since 2000.

24. Gender, age, race/ethnicity and languages spoken – licensed family child care providers

Age (N=351)	Percent
Under 21 years old	0%
21-29 years old	11%
30-39 years old	36%
40-49 years old	28%
50-59 years old	19%
60 and older	6%
Mean age	42
Female (N=354)	99%
Racial/ethnic identity (N=354)	
African American	1%
American Indian	<1%
Asian	2%
Hispanic or Latina	1%
White	94%
Multi-racial, other	3%
Languages spoken (multiple responses allowed, N=343)	
English	98%
Spanish	4%
American Sign Language	2%
Other European origin languages	2%
Hmong	1%
Other	1%
African origin languages	<1%

24. Gender, age, race/ethnicity and languages spoken – licensed family child care providers (continued)

	American Indian	Hmong	Latina	Somali
Age	**N=34**	**N=66**	**N=43**	**N=13**
Under 21 years old	0%	0%	0%	0%
21-29 years old	9%	8%	12%	8%
30-39 years old	32%	27%	40%	31%
40-49 years old	35%	35%	28%	38%
50-59 years old	18%	27%	16%	8%
60 and older	6%	3%	5%	15%
Mean age	42.4	43.9	41	42.5
	N=34	**N=67**	**N=43**	**N=13**
Female	97%	92.5%	100%	100%
Languages spoken and preferred for training	**N=34**	**N=66**	**N=43**	**N=13**
English	100%	3%	77%	31%
Hmong	0%	97%	0%	0%
Somali	0%	0%	0%	69%
Spanish	0%	0%	19%	0%
English and Spanish equally	0%	0%	5%	0%

25. Gender, age, race/ethnicity and languages spoken for center-based staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Age	**N=92**	**N=352**	**N=118**	**N=135**
Under 21 years old	0%	2%	7%	28%
21-29 years old	23%	38%	55%	27%
30-39 years old	28%	24%	14%	10%
40-49 years old	29%	18%	11%	14%
50-59 years old	14%	11%	12%	8%
60 and older	4%	2%	1%	7%
Missing/refused	1%	5%	0%	6%
Mean age	39.5	35.0	31.3	31.9
Female	**N=92** 96%	**N=347** 96%	**N=118** 97%	**N=134** 96%
Primary racial/ethnic identity	**N=92**	**N=348**	**N=117**	**N=129**
African American	2%	3%	5%	10%
American Indian	0%	1%	0%	1%
Asian	2%	3%	5%	1%
Hispanic or Latina	0%	1%	3%	1%
White	92%	89%	80%	81%
Multi-racial, other	3%	3.5%	7%	6%
Languages spoken (multiple responses allowed)	**N=91**	**N=349**	**N=116**	**N=133**
English	100%	99%	100%	99%
Spanish	3%	5%	15%	10.5%
Hmong	0%	0%	0%	0%
Somali	0%	0%	0%	2%
Lao	0%	<1%	2%	1%
Russian	0%	<1%	0%	1%
Ojibwe	0%	1%	0%	1%
Lakota	0%	0%	0%	0%
Arabic	0%	<1%	0%	0%
American Sign Language	2%	4%	3%	4.5%
Other African	0%	0%	0%	0%
Other American Indian	0%	<1%	0%	0%
Other Asian	0%	2%	3%	0%
Other European	2%	2%	5%	3%

25. Gender, age, race/ethnicity and languages spoken for center-based staff (continued)

Preschool staff	Directors	Teachers	Assistant Teachers	Aides
Age	**N=48**	**N=126**	**N=33**	**N=31**
Under 21 years old	0%	1%	0%	3%
21-29 years old	6%	17%	21%	16%
30-39 years old	15%	17%	12%	23%
40-49 years old	29%	30%	36%	32%
50-59 years old	35%	25%	24%	16%
60 and older	13%	6%	6%	3%
Missing/refused	2%	5%	0%	6%
Mean age	48.3	43.1	42.4	40.8
	N=48	**N=125**	**N=33**	**N=31**
Female	96%	99%	100%	100%
Primary racial/ethnic identity	**N=48**	**N=125**	**N=33**	**N=30**
African American	0%	0%	0%	0%
American Indian	0%	0%	0%	0%
Asian	0%	0%	3%	3%
Hispanic or Latina	0%	1%	0%	7%
White	100%	98%	97%	90%
Multi-racial, other	0%	2%	0%	0%
Languages spoken (multiple responses)	**N=48**	**N=125**	**N=33**	**N=31**
English	100%	100%	100%	100%
Spanish	4%	3%	3%	6.5%
Hmong	0%	0%	3%	0%
Somali	0%	0%	0%	0%
Lao	0%	0%	0%	0%
Russian	0%	0%	0%	0%
Ojibwe	0%	0%	0%	0%
Lakota	0%	0%	0%	0%
Arabic	0%	0%	0%	0%
American Sign Language	2%	4%	3%	4.5%
Other African	0%	0%	0%	0%
Other American Indian	0%	0%	0%	0%
Other Asian	0%	0%	3%	3%
Other European	0%	0%	2%	0%

25. Gender, age, race/ethnicity and languages spoken for center-based staff (continued)

School-age staff	Directors	Teachers	Assistant Teachers	Aides
Age	**N=55**	**N=65**	**N=45**	**N=62**
Under 21 years old	0%	0%	22%	47%
21-29 years old	27%	40%	38%	18%
30-39 years old	27%	22%	18%	10%
40-49 years old	22%	18%	4%	3%
50-59 years old	13%	9%	11%	5%
60 and older	5%	0%	2%	11%
Missing/refused	5%	11%	4%	6%
Mean age	38.4	34.2	31.0	29.1
Female	**N=55** 82%	**N=61** 93%	**N=43** 88%	**N=61** 87%
Primary racial/ethnic identity	**N=55**	**N=61**	**N=40**	**N=62**
African American	0%	0%	3%	0%
American Indian	0%	0%	0%	0%
Asian	0%	0%	0%	3%
Hispanic or Latina	0%	2%	3%	2%
White	98%	92%	90%	95%
Multi-racial, other	2%	7%	5%	0%
Languages spoken (multiple responses allowed)	**N=54**	**N=63**	**N=44**	**N=62**
English	100%	100%	98%	100%
Spanish	7%	5%	11%	18%
Hmong	0%	0%	0%	0%
Somali	0%	0%	0%	0%
Lao	0%	0%	0%	0%
Russian	0%	0%	4.5%	3%
Ojibwe	0%	0%	2%	0%
Lakota	0%	0%	0%	0%
Arabic	0%	0%	0%	0%
American Sign Language	6%	3%	9%	3%
Other African	0%	0%	0%	0%
Other American Indian	0%	0%	0%	0%
Other Asian	0%	2%	0%	2%
Other European	2%	5%	2%	0%

Disabilities

One percent of licensed family child care providers and one percent of center-based staff report having a special disability need that requires accommodations for training. These disabilities include Attention Deficit Disorder, hearing loss, dyslexic comprehension and allergies.

Household size and economic status

Among licensed family child care providers, 53 percent report total household income, including child care income, of $50,000 or more, similar to 1999. Fourteen percent report other employment in addition to child care. The other jobs are primarily part time, averaging about 14 hours per week. These results are similar to those reported in 1999.

Compared to all other licensed family child care providers, Hmong and Somali providers tend to have more adults in their household; a lower proportion of Somali providers (16 percent) live in households that earn $50,000 or more; and Latina providers are least likely to have employment in addition to child care (5 percent).

Among center-based teachers, 55 percent of child care center teachers report total household income of $40,000 or less. Twenty-one percent report other employment in addition to child care. The other jobs are primarily part time, averaging about 13 hours per week. Fifty-four percent of preschool teachers report total household income of $50,000 or more. Eighteen percent report other employment in addition to child care. The other jobs are primarily part time, averaging about 13 hours per week. Thirty-six percent of school-age program teachers report total household income of $40,000 or less. Twenty-three percent report other employment in addition to child care. The other jobs are primarily part time, averaging about 16 hours per week.

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

Number of other adults (18 years and older) in household	N=354
None	12%
One adult	66%
Two adults	15%
Three adults	6%
Four or five adults	1%

Total gross household income (income from child care business included)	N=354
Under $20,000	4%
$20,000 - $29,999	8%
$30,000 - $39,999	13%
$40,000 - $49,999	14%
$50,000 - $74,999	28%
$75,000 - $99,000	16%
$100,000 or more	9%
Refused/do not know	8%

Has other employment, in addition to child care	14%

Number of hours per week, on average, spent on that job(s)	N=48
Mean	14.3
Median	8.5
Range	1-45

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

	American Indian	Hmong	Latina	Somali
Number of other adults (18 years and older) in household	**N=34**	**N=66**	**N=43**	**N=13**
None	15%	0%	12%	8%
One adult	65%	6%	77%	38%
Two adults	18%	44%	9%	31%
Three adults	3%	20%	2%	15%
Four or more adults	0%	30%	0%	8%
Total gross household income (income from child care business included)	**N=34**	**N=67**	**N=43**	**N=13**
Under $20,000	6%	1%	0%	23%
$20,000 - $29,999	12%	3%	12%	8%
$30,000 - $39,999	15%	4%	2%	23%
$40,000 - $49,999	6%	10%	19%	15%
$50,000 - $74,999	21%	13%	14%	8%
$75,000 - $99,000	24%	30%	28%	8%
$100,000 or more	9%	6%	16%	0%
Refused/do not know	0%	22%	5%	0%
Has other employment, in addition to child care	15%	22%	5%	23%
Number of hours per week, on average, spent in other employment	**N=5**	**N=15**	**N=2**	**N=3**
Mean	16.2	24.1	30.0	21.0
Median	8	25	30	20
Range	1-36	6-40	25-35	8-35

27. Economic status of center-based staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Total gross household income	**N=92**	**N=352**	**N=118**	**N=32**
Under $20,000	4%	17%	43%	33%
$20,000 - $40,000	21%	38%	19.5%	25%
$40,000 - $50,000	15%	11%	11%	7%
$50,000 - $75,000	26%	14%	8.5%	7%
$75,000 or more	28%	10%	7%	4%
Missing/refused/do not know	5%	10%	11%	24%
Has other employment, in addition to child care	16.5%	21%	29%	17%
Number of hours per week, on average, spent in other employment	**N=15**	**N=64**	**N=32**	**N=20**
Mean	17.5	12.8	15.5	16.7
Median	20	10	14	16
Range	2-40	2-40	2-40	4-35
Preschool staff				
Total gross household income	**N=48**	**N=126**	**N=33**	**N=31**
Under $20,000	2%	4%	15%	19%
$20,000 - $40,000	4%	18%	18%	10%
$40,000 - $50,000	8%	11%	18%	3%
$50,000 - $75,000	35%	25%	9%	32%
$75,000 or more	42%	29%	33%	16%
Missing/refused/do not know	8%	12%	6%	19%
Has other employment, in addition to child care	25%	18%	37.5%	23%
Number of hours per week, on average, spent in other employment	**N=10**	**N=20**	**N=12**	**N=6**
Mean	25.3	13.1	12.3	18.3
Median	22	10	10	15
Range	3-50	1-40	2-25	10-30

27. Economic status of center-based staff (continued)

School-age staff	Directors	Teachers	Assistant Teachers	Aides
Total gross household income	N=55	N=65	N=45	N=62
Under $20,000	4%	8%	42%	27%
$20,000 - $40,000	25.5%	28%	20%	23%
$40,000 - $50,000	11%	9%	7%	6.5%
$50,000 - $75,000	27%	23%	4%	8%
$75,000 or more	20%	12%	11%	14.5%
Missing/refused/do not know	13%	20%	16%	21%
Has other employment, in addition to child care	24%	23%	29.5%	29%
Number of hours per week, on average, spent in other employment	**N=11**	**N=14**	**N=13**	**N=16**
Mean	18.2	16.1	24.3	23.6
Median	12	14	30	15.5
Range	3-34	4-40	3-40	3-55

Child care experience

Licensed family child care providers overall have worked, on average, 14 or 15 years in the early childhood or school-age care and education field, about four years longer than reported in 1999. They have been licensed family child care providers for an average of 11 or 12 years. Hmong and Somali providers tend to be newer to the field (average of about six years) and to the licensed family child care profession (average of about four or five years).

Fewer than half (44 percent) of family child care providers have indicated, according to CCR&R data, that they have some experience caring for children with special needs. Based on survey responses, almost three-fourths (73 percent) of center teachers, 60 percent of preschool teachers and 90 percent of school-age teachers say they have some experience serving children with special needs.

Center teachers have worked, on average, about 11 years in the early childhood or school-age care and education field and have worked in a center-based program for an average of about 10 years. About three-quarters have experience serving children with special needs.

> Center teachers in the metropolitan area have worked more years in center-based programs, on average, than those in greater Minnesota (11 years compared with 8 years).

Preschool teachers have worked, on average, about 15 years in the early childhood or school-age care and education field and have worked in a center-based program for an average of 10 years. About 62 percent have experience serving children with special needs.

School-age care teachers have worked, on average, about 10 years in the early childhood or school-age care and education field and have worked in a center-based program for an average of eight or nine years. Ninety-one percent have experience serving children with special needs.

Figure 29 also shows the child care experience levels for directors, assistant teachers and aides in center-based programs.

28. Child care experience of licensed family child care providers

	N=354
Number of years worked in the early childhood or school-age care and education field	
0 years	2%
1-10 years	39%
11-20 years	36%
21-30 years	18%
More than 30 years	6%
Mean	14.5
Median	13
Range	0-43
Number of years as a licensed family child care provider	
0 years	2%
1-10 years	51%
11-20 years	31%
21-30 years	13%
More than 30 years	4%
Mean	11.6
Median	10
Range	0-39

28. Child care experience of licensed family child care providers (continued)

	American Indian	Hmong	Latina	Somali
Number of years worked in the early childhood or school-age care and education field	**N=33**	**N=67**	**N=43**	**N=13**
0 years	0%	1%	2%	0%
1-10 years	12%	51%	35%	38%
11-20 years	58%	45%	40%	62%
21-30 years	24%	3%	21%	0%
More than 30 years	6%	0%	2%	0%
Mean	13.3	5.7	10.1	6.5
Median	11	5	7	6
Range	2-30	0-20	0-30	1-15
Number of years as a licensed family child care provider	**N=34**	**N=67**	**N=43**	**N=13**
0 years	0%	1%	2%	0%
1-10 years	65%	91%	72%	100%
11-20 years	24%	7%	19%	0%
21-30 years	12%	0%	7%	0%
More than 30 years	0%	0%	0%	0%
Mean	10.1	4.9	7.7	3.8
Median	7	4	5	3
Range	2-27	0-20	0-30	1-8

29. Child care experience of center-based staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Number of years worked in the early childhood or school-age care and education field	**N=90**	**N=340**	**N=113**	**N=130**
Mean	15.3	11.2	6.3	5.4
Median	14.5	9	4	3.5
Range	<1 - 38	<1 - 41	<1 - 45	<1 - 30
Years in center-based program(s)	**N=90**	**N=341**	**N=116**	**N=130**
Mean	13.6	9.8	5.2	4.5
Median	12	8	3	3
Range	<1 - 35	<1 - 32	<1 - 45	<1 – 30
	N=92	**N=346**	**N=117**	**N=131**
Has experience serving special needs children	78%	74%	68%	50%
Preschool staff				
Number of years worked in the early childhood or school-age care and education field	**N=48**	**N=124**	**N=32**	**N=28**
Mean	19.0	14.7	8.7	6.8
Median	18	14	7.5	4.5
Range	<1 - 41	<1 - 47	<1 - 20	<1 - 21
Years in center-based program(s)	**N=48**	**N=122**	**N=31**	**N=29**
Mean	15.9	10	7.2	5.7
Median	16.5	9	5	3
Range	<1 - 38	<1 - 40	<1 - 22	<1 - 19
	N=48	**N=122**	**N=33**	**N=31**
Has experience serving special needs children	75%	61.5%	61%	39%
School-age staff				
Number of years worked in the early childhood or school-age care and education field	**N=54**	**N=64**	**N=44**	**N=58**
Mean	11.3	9.7	6.6	6.0
Median	9	7.5	4	2.5
Range	<1 - 39	<1 - 25	<1 - 25	<1 - 39
Years in center-based program(s)	**N=53**	**N=63**	**N=43**	**N=52**
Mean	9.3	8.5	4.7	3.4
Median	8	6	3	2
Range	<1 - 23	<1 - 25	<1 - 18	<1 - 17
	N=55	**N=65**	**N=44**	**N=59**
Has experience serving special needs children	96%	91%	77%	64%

Early childhood education

Degrees and certificates completed

Among licensed family child care providers overall, about 24 percent have bachelor's degrees or higher, including 10 percent with child-related degrees. In 1999, 7 percent had early childhood degrees. A larger proportion of Latina providers report having bachelor's degrees or higher (35 percent), including 16 percent with child-related degrees.

Among center-based teachers, 45 percent in child care centers report having bachelor's degrees or higher, including 34 percent with child-related degrees; about 78 percent in preschools report having bachelor's degrees or higher, including 68 percent with child-related degrees; and 55 percent in school-age care programs report having bachelor's degrees or higher, including 40 percent child-related degrees.

Eighteen percent of center teachers report having a Child Development Associate (CDA) credential, followed by 14 percent of school-age program teachers, 10 percent of preschool teachers and 3 percent of licensed family child care providers. An additional 4 percent of family child care providers, 9 percent of center teachers, 8 percent of preschool teachers, and 9 percent of school-age teachers have earned some other type of child-related associate degrees.

Among center-based directors, 67 percent in child care centers report having bachelor's degrees or higher, including 45 percent with child-related degrees; 81 percent in preschools report having bachelor's degrees or higher, including 73 percent with child-related degrees; and about 59 percent in school-age care programs report having bachelor's degrees or higher, including 46 percent with child-related degrees.

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

Multiple responses allowed	N=333
High school diploma or GED	99%
Some child development college courses	31%
1-year child-related certificate	5%
Child Development Associate (CDA) credential	3%
2-year child-related degree	5%
4-year child-related degree	10%
MA degree or higher, child-related	1%
RN or LPN degree	3%
Special education degree	2%
BA/BS or higher degree, not child-related	11%
Unduplicated responses	
Child-related bachelor's degree or higher	10%
Bachelor's degree or higher – not child related	13.5%

Multiple responses allowed	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
High school diploma or GED	94%	43%	91%	46%
Some child development college courses	44%	12%	47%	31%
1-year child-related certificate	3%	7%	5%	0%
Child Development Associate (CDA) credential	3%	3%	0%	0%
2-year child-related degree	3%	1.5%	0%	0%
4-year child-related degree	9%	3%	12%	8%
MA degree or higher, child-related	0%	0%	7%	0%
RN or LPN degree	6%	0%	2%	0%
Special education degree	0%	0%	0%	0%
BA/BS or higher degree, not child-related	3%	1%	19%	0%
Education level not reported (missing)	3%	54%	9%	46%
Unduplicated responses				
Child-related bachelor's degree or higher	9%	3%	16%	8%
Bachelor's degree or higher, not child-related	9%	0%	19%	0%

Source: Child Care Resource and Referral database.

Note: Cases indicating an associate degree or higher were recoded as having a diploma or GED. Cases indicating a child-related degree were recoded as having some child development coursework in college.

31. Degrees and certificates completed by center-based staff

Center staff	Directors N=91	Teachers N=351	Assistant Teachers N=116	Aides N=119
Multiple responses allowed				
High school diploma or GED	100%	99%	99%	96%
Some child development college courses	94.5%	88%	84.5%	24%
1-year child-related certificate	7%	15%	10%	4%
Child Development Associate (CDA) credential	11%	18%	7%	1%
2-year child-related degree	18%	13%	9.5%	1%
4-year child-related degree	44%	33%	15.5%	2.5%
MA degree or higher, child-related	3%	3%	3%	0%
RN or LPN degree	0%	1%	1%	2%
Special education degree	3%	2%	2%	2%
BA/BS or higher degree, not child-related	18%	14.5%	19%	4%
Unduplicated responses				
Child-related bachelor's degree or higher	45%	34%	17%	35%
Bachelor's degree or higher, not child-related	12%	11%	17%	5%
Preschool staff	**N=48**	**N=126**	**N=33**	**N=31**
Multiple responses allowed				
High school diploma or GED	98%	100%	100%	100%
Some child development college courses	90%	96%	58%	42%
1-year child-related certificate	6%	6%	3%	3%
Child Development Associate (CDA) credential	4%	9.5%	12%	6.5%
2-year child-related degree	8%	8%	6%	0%
4-year child-related degree	69%	66%	15%	3%
MA degree or higher, child-related	21%	3%	3%	0%
RN or LPN degree	0%	0%	0%	0%
Special education degree	6%	5%	9%	0%
BA/BS or higher degree, not child-related	17%	14%	27%	26%
Unduplicated responses				
Child-related bachelor's degree or higher	73%	67.5%	18%	3%
Bachelor's degree or higher, not child-related	8%	10%	27%	23%

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

School-age staff	Directors N=55	Teachers N=65	Assistant Teachers N=44	Aides N=44
Multiple responses allowed				
High school diploma or GED	100%	100%	96.5%	100%
Some child development college courses	87%	83%	57%	34%
1-year child-related certificate	5.5%	9%	4.5%	7%
Child Development Associate (CDA) credential	11%	14%	2%	2%
2-year child-related degree	4%	15%	2%	4.5%
4-year child-related degree	42%	40%	11%	2%
MA degree or higher, child-related	2%	1.5%	2%	0%
RN or LPN degree	0%	0%	0%	4.5%
Special education degree	5.5%	1.5%	4.5%	0%
BA/BS or higher degree, not child-related	18%	18.5%	11%	7%
Unduplicated responses				
Child-related bachelor's degree or higher	45.5%	40%	16%	2%
Bachelor's degree or higher, child-related	13%	15%	4.5%	11%

Note: Overall, 12 percent of center-based respondents who indicated a child-related associate degree or higher did not indicate receiving a high school diploma or GED or taking some child development college courses. Cases indicating an associate degree or higher were recoded as having a diploma or GED. Cases indicating a child-related degree were recoded as having some child development coursework in college.

Continuing early childhood education

Twenty percent of licensed family child care providers overall report completing any continuing education college classes in child development or early childhood in the last 12 months, with a median of eight or nine hours. Few Hmong providers (2 percent) report completing any continuing education classes at the college level.

As reported by center-based teachers, the percentage completing any continuing education college classes in child development or early childhood in the last 12 months is as follows: 50 percent in child care centers, with a wide range of hours and a median of 30 hours; 43 percent in preschools, with a wide range of hours and a median of 17 hours; and 51 percent in school-age programs, with a wide range of hours and a median of 14 hours.

32. Early childhood college education of licensed family child care providers

Number of college courses completed in early childhood or child development in past 7 years	N=352
0 courses	81%
1-3 courses	10%
4-8 courses	4%
9-12 courses	3%
More than 12 courses	3%
Mean	1.1 courses
Median	0 courses
Range	0-21 courses

Number of college semester credits completed in early childhood or child development in past 7 years	N=54
1-10 credits	57%
11-20 credits	22%
21-40 credits	13%
More than 40 credits	7%
Mean	14.2 credits
Median	7.5 credits
Range	1-80 credits

Number of hours of continuing education college classes on child development or early childhood completed in last 12 months	N=353
0 hours	80%
1-9 hours	10%
10-30 hours	7%
31-80 hours	3%
More than 80 hours	1%
Respondents reporting one or more hours	**N=68**
Mean	14.7 hours
Median	8.5 hours
Range	1-50 hours

32. Early childhood college education of licensed family child care providers (continued)

	American Indian	Hmong	Latina	Somali
Number of college courses completed in early childhood or child development in past 7 years	**N=32**	**N=65**	**N=42**	**N=10**
0 courses	69%	97%	86%	70%
1-3 courses	13%	0%	7%	20%
4-8 courses	13%	0%	5%	0%
9-12 courses	0%	3%	0%	10%
More than 12 courses	6%	0%	2%	0%
Mean	1.6	0.3	0.7	1.4
Median	0	0	0	0
Range	0-14	0-12	0-16	0-9
Number of college semester credits completed in early childhood or child development in past 7 years	**N=9**	**N=2**	**N=5**	**N=3**
1-10 credits	56%	0%	20%	67%
11-20 credits	22%	0%	40%	0%
21-40 credits	22%	0%	0%	0%
More than 40 credits	0%	100%	40%	33%
Mean	13.8	44.0	24.4	37.3
Median	10	44	16	11
Range	1-39	42-46	4-48	11-90
Number of hours of continuing education college classes on child development or early childhood completed in last 12 months	**N=34**	**N=65**	**N=43**	**N=8**
0 hours	76%	98%	81%	13%
1-9 hours	12%	0%	2%	0%
10-30 hours	6%	0%	12%	63%
31-80 hours	6%	0%	2%	0%
More than 80 hours	0%	2%	2%	25%
Respondents reporting one or more hours	**N=8**	**N=0**	**N=7**	**N=5**
Mean	26.6	-	21.4	20.2
Median	17	-	14	18
Range	3-78	-	11-62	16-30

Note: College continuing education credit hours greater than or equal to 80 hours in the past year were treated as outliers and excluded from the mean, median and range above.

33. Early childhood college education of center-based staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Number of college courses completed in early childhood or child development in past 7 years	**N=73**	**N=229**	**N=87**	**N=100**
0 courses	68%	49%	32%	87%
1-3 courses	15%	15%	28%	9%
4-8 courses	11%	16%	24%	3%
9-12 courses	3%	7%	6%	1%
More than 12 courses	3%	13%	10%	0%
Mean	1.7	5.4	6.1	0.4
Median	0	1	3	0
Range	0-20	0-60	0-69	0-11
Number of college semester credits completed in early childhood or child development in past 7 years (respondents who indicated one or more courses)	**N=27**	**N=130**	**N=66**	**N=10**
1-10 credits	41%	28%	39%	60%
11-20 credits	26%	18%	29%	30%
21-40 credits	19%	26%	15%	10%
More than 40 credits	15%	27%	17%	0%
Mean	21.2	33.5	25.2	11
Median	12	24	13	6
Range	3-100	1-160	1-156	3-40
Number of hours of continuing education college classes on child development or early childhood completed in last 12 months	**N=84**	**N=280**	**N=92**	**N=108**
0 hours	45%	50%	62%	85%
1-9 hours	6%	5%	9%	4%
10-30 hours	20%	20%	13%	7%
31-80 hours	25%	22%	13%	3%
More than 80 hours	4%	2%	3%	1%
Respondents reporting one or more hours	**N=43**	**N=132**	**N=32**	**N=15**
Mean	29.5	28.8	23.7	20.5
Median	30	30	20	20
Range	2-55	1-68	1-62	3-40

33. Early childhood college education of center-based staff (continued)

Preschool staff	Directors	Teachers	Assistant Teachers	Aides
Number of college courses completed in early childhood or child development in past 7 years	**N=39**	**N=102**	**N=22**	**N=25**
0 courses	72%	66%	86%	72%
1-3 courses	18%	9%	14%	12%
4-8 courses	8%	11%	0%	12%
9-12 courses	3%	6%	0%	4%
More than 12 courses	0%	9%	0%	0%
Mean	1.3	3.7	0.4	1.2
Median	0	0	0	0
Range	0-17	0-50	0-3	0-10
Number of college semester credits completed in early childhood or child development in past 7 years (respondents who indicated one or more courses)	**N=11**	**N=36**	**N=4**	**N=6**
1-10 credits	55%	28%	-	-
11-20 credits	18%	19%	-	-
21-40 credits	18%	22%	-	-
More than 40 credits	9%	31%	-	-
Mean	16.2	38.2	-	-
Median	10	21	-	-
Range	2-68	1-200	-	-
Number of hours of continuing education college classes on child development or early childhood completed in last 12 months	**N=43**	**N=108**	**N=26**	**N=25**
0 hours	58%	57%	58%	72%
1-9 hours	5%	9%	4%	8%
10-30 hours	21%	25%	27%	16%
31-80 hours	14%	6%	8%	4%
More than 80 hours	2%	3%	4%	0%
Respondents reporting one or more hours	**N=17**	**N=42**	**N=10**	**N=7**
Mean	26.3	19.2	18.7	-
Median	24	17	13	-
Range	2-60	1-70	8-50	-

33. Early childhood college education of center-based staff (continued)

School-age staff	Directors	Teachers	Assistant Teachers	Aides
Number of college courses completed in early childhood or child development in past 7 years	**N=40**	**N=53**	**N=32**	**N=50**
0 courses	63%	55%	50%	80%
1-3 courses	18%	9%	22%	4%
4-8 courses	10%	17%	13%	10%
9-12 courses	5%	2%	3%	4%
More than 12 courses	5%	17%	13%	2%
Mean	3.1	5.6	6.3	1.4
Median	0	0	.5	0
Range	0-45	0-50	0-100	0-22
Number of college semester credits completed in early childhood or child development in past 7 years (respondents who indicated one or more courses)	**N=18**	**N=24**	**N=17**	**N=9**
1-10 credits	50%	25%	47%	-
11-20 credits	22%	25%	18%	-
21-40 credits	17%	13%	18%	-
More than 40 credits	11%	38%	18%	-
Mean	26.4	33.3	18.7	-
Median	10.5	18	12	-
Range	1-135	1-100	2-60	-
Number of hours of continuing education college classes on child development or early childhood completed in last 12 months	**N=46**	**N=57**	**N=36**	**N=50**
0 hours	54%	49%	53%	78%
1-9 hours	15%	16%	3%	10%
10-30 hours	22%	18%	36%	8%
31-80 hours	7%	9%	6%	2%
More than 80 hours	2%	9%	3%	2%
Respondents reporting one or more hours	**N=20**	**N=23**	**N=16**	**N=10**
Mean	16.0	18.5	17.9	15.1
Median	13	14	14.5	9
Range	1-45	1-76	2-53	3-75

Note: Overall, 3 percent of center-based staff reported taking 80 or more college continuing education credit hours in the past year. These cases were treated as outliers and excluded from the means, medians and ranges above. Statistics are not listed for instances of nine or less respondents to a particular item.

Early childhood training

Licensed family child care providers are expected to complete eight hours of training per year to maintain their license. (The number of required hours of training was increased from six to eight hours during the 2006 legislative session.) Center-based staff, working full time, are generally required to complete 40 hours of training each year, although staff that meet a higher standard of qualification may complete as few as 20 hours.

Licensed family child care providers

Nearly all licensed family child care providers report keeping a training log, except for Hmong providers (51 percent). On average, providers overall report completing 28 hours of training related to child care in the past two years, with a wide range of hours and a median of 20 hours. Forty-three percent of the providers overall completed this training through multi-session courses. American Indian, Hmong, Latina and Somali providers tend to report a slightly higher average number of hours of child care-related training in the past two years.

> Licensed family child care providers serving children with special needs have more hours of child-care related training in the past two years, on average, than those not serving children with special needs (35 hours compared with 26 hours).

Based on data provided by the CCR&R system regarding training taken at anytime in their career, about 22 percent of licensed family child care providers report taking Building Cultural Connections training; 20 percent report taking Module 1 of the Infant/Toddler Training Intensive (ITTI), and 14 percent report taking Project Exceptional training. Most of the data regarding the completion of these trainings is missing, however.[10]

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[10] ITTI Training curriculum is designed for anyone who works with young children. Its goal is to promote responsive, caring relationships for infants and toddlers in emotionally secure and intellectually appropriate settings. The series of trainings, based on sound research and best practices, addresses infant and toddler social/emotional growth and socialization; learning and development; group care; and culture, family and providers.

Project EXCEPTIONAL training provides activities and materials in workshops that are designed for individuals who are interested in expanding their knowledge about inclusion of special needs children in early childhood and school-age settings. Its goal is to increase the number and quality of inclusive early care and education and school-age care programs for young children with special needs in Minnesota.

The Building Cultural Connections curriculum is designed to train child care providers and other early childhood and school-age care professionals as well as community members in the importance, respect and celebration of culture in the healthy development of all children. Each training offers participants the opportunity to develop a greater awareness of their own culture, learn how to help children grow up with healthy attitudes about cultural differences, work effectively with families, develop skills in cross-cultural communication, and recognize and address discrimination before it starts.

Six percent are or have been a professional child care trainer, but fewer than 1 percent have training credentials. A higher proportion of Somali and American Indian providers report being a trainer at some point in time.

Child care center teachers

Eighty-three percent of center teachers report keeping a training log. On average, they report completing 65 hours of training related to child care in the past two years, with a wide range and a median of 62 hours.

> Center teachers in greater Minnesota have more hours of child care related training in the past two years, on average, than those in the metropolitan area (74 hours compared with 59 hours).

Based on self-reporting regarding training taken at anytime in their career, 19 percent of center teachers report taking Building Cultural Connections training; 19 percent report taking Module 1 of ITTI training, and 15 percent report taking Project Exceptional training.

Four percent are or have been a professional child care trainer, but 9 percent say they have training credentials.

Preschool teachers

Ninety-one percent of preschool teachers report keeping a training log. On average, they report completing about 43 hours of training related to child care in the past two years, with a wide range of hours and a median of 35 hours.

Based on self-report regarding training taken at anytime in their career, 19 percent of preschool teachers report taking Building Cultural Connections training; 6 percent report taking Module 1 of ITTI training, and 4 percent report they have taken Project Exceptional training.

None of these preschool teachers report being professional child care trainers.

School-age program teachers

Eighty-six percent of school-age program teachers report keeping a training log. On average, they report completing about 59 hours of training related to child care in the past two years, with a wide range and a median of 40 hours.

Based on self-reporting regarding training taken at anytime in their career, 12 percent of school-age program teachers report taking Building Cultural Connections training;

14 percent report taking Module 1 of ITTI training, and 8 percent say they have taken Project Exceptional training.

None of these teachers report being professional child care trainers.

As shown in Figure 34, taking Building Cultural Connections training is more commonly reported by directors in child care centers (30 percent), preschools (27 percent) and school-age programs (25 percent).

34. Early childhood training of licensed family child care providers

Number of hours of child care related training completed in past 2 years	N=352
0 hours	0%
1-10 hours	7%
11-20 hours	47%
21-30 hours	19%
31-40 hours	10%
41-50 hours	7%
More than 50 hours	10%
Mean	28 hours
Median	20 hours
Range	2-220 hours
Completed training through multi-session courses (N=349)	43%
Keeps a log of trainings completed (N=354)	98%
Has CBTA credential (completed the Competency-Based Training and Assessment process)	**N=348**
Yes	5%
No	94.5%
In process	1%

34. Early childhood training of licensed family child care providers (continued)

Training taken anytime in career (multiple responses allowed)	N=354
Building Cultural Connections training	
Yes	21.5%
No/Missing	78.5%
Infant/Toddler Training Intensive Program	
Module 1 (Social-Emotional Growth and Socialization)	
Yes	20%
No/Missing	80%
Module 2 (Group Care)	
Yes	12%
No/Missing	88%
Module 3 (Learning and Development)	
Yes	11%
No/Missing	89%
Module 4 (Culture, Family and Providers)	
Yes	6%
No/Missing	94%
Project Exceptional	
Yes	14%
No/Missing	86%
Is now or has been a professional child care trainer	**N=354**
Yes, now	3%
Yes, in past	3%
No	95%
Has Minnesota Early Childhood and School-Age Trainers Association (MECSATA) credential	<1%

34. Early childhood training of licensed family child care providers (continued)

	American Indian	Hmong	Latina	Somali
Number of hours of child care related training completed in past 2 years	**N=32**	**N=56**	**N=43**	**N=8**
0 hours	0%	0%	0%	0%
1-10 hours	3%	2%	7%	13%
11-20 hours	34%	16%	40%	13%
21-30 hours	22%	36%	23%	25%
31-40 hours	16%	32%	9%	13%
41-50 hours	3%	4%	7%	25%
More than 50 hours	22%	11%	14%	13%
Mean	37.4	34.2	34.6	50.6
Median	26	30	24	31
Range	10-134	10-105	8-105	8-200
Has completed training through multi-session courses	**N=33** 54.5%	**N=67** 24%	**N=42** 55%	**N=13** 92%
Keeps a log of trainings completed	**N=34** 97%	**N=67** 51%	**N=43** 98%	**N=12** 83%
Has CBTA credential (completed the Competency-Based Training and Assessment process)	**N=33**	**N=61**	**N=43**	**N=6**
Yes	3%	2%	5%	33%
No	97%	98%	95%	50%
In process	0%	0%	0%	17%

34. Early childhood training of licensed family child care providers (continued)

	American Indian	Hmong	Latina	Somali
Training taken anytime in career (multiple responses allowed)	**N=34**	**N=67**	**N=43**	**N=13**
Building Cultural Connections training				
Yes	21%	24%	35%	8%
No/Missing	79%	76%	65%	92%
Infant/Toddler Training Intensive Program				
Module 1 (Social-Emotional Growth and Socialization)				
Yes	9%	31%	33%	46%
No/Missing	91%	69%	67%	54%
Module 2 (Group Care)				
Yes	9%	21%	23%	31%
No/Missing	91%	79%	77%	69%
Module 3 (Learning and Development)				
Yes	3%	16%	19%	31%
No/Missing	97%	84%	81%	69%
Module 4 (Culture, Family and Providers)				
Yes	0%	10%	14%	8%
No/Missing	100%	90%	86%	92%
Project Exceptional				
Yes	9%	16%	19%	15%
No/Missing	91%	84%	81%	85%
Is now or has been a professional child care trainer	**N=34**	**N=67**	**N=43**	**N=13**
Yes, now	6%	1%	5%	15%
Yes, in past	12%	3%	5%	8%
No	82%	96%	91%	77%
Has MECSATA credential (Minnesota Early Childhood and School-Age Trainers Association)	0%	0%	2%	8%

Sources: Child Care Workforce in Minnesota Survey, except training taken anytime in career, which was provided by the Minnesota Child Care Resource and Referral (CCR&R) Network.

Note: Responses of "no" and missing are indistinguishable in the CCR&R Network data regarding training taken any time in career.

35. Early childhood training of center-based staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Number of hours of child care related training completed in past 2 years	**N=83**	**N=281**	**N=79**	**N=85**
0 hours	0%	4%	8%	19%
1-10 hours	2%	3%	19%	9%
11-20 hours	2%	7%	11%	12%
21-30 hours	4%	7%	8%	7%
31-40 hours	10%	10%	8%	8%
41-50 hours	1%	10%	5%	7%
More than 50 hours	81%	59%	42%	38%
Mean	75.5	64.9	53.1	45.4
Median	80	62	35	40
Range	4-274	0-768	0-704	0-400
Keeps a log of trainings completed	**N=92**	**N=345**	**N=114**	**N=127**
Yes	98%	83%	72%	67%
Has CBTA credential (completed the Competency-Based Training and Assessment process)	**N=91**	**N=351**	**N=116**	**N=119**
Yes	1%	3%	5%	0%

35. Early childhood training of center-based staff (continued)

Center staff	Directors	Teachers	Assistant Teachers	Aides
Training taken anytime in career (multiple responses allowed)	**N=92**	**N=352**	**N=118**	**N=135**
Building Cultural Connections training				
Yes	30%	19%	17%	9%
No	42%	54%	53%	56%
Missing	27%	28%	30%	35%
Infant/Toddler Training Intensive Program				
Module 1 (Social-Emotional Growth and Socialization)				
Yes	18%	19%	14%	7%
No	39%	46%	45%	53%
Missing	42%	36%	42%	41%
Module 2 (Group Care)				
Yes	13%	15%	8%	4%
No	42%	46%	46%	53%
Missing	45%	39%	46%	43%
Module 3 (Learning and Development)				
Yes	15%	18%	14%	6%
No	40%	46%	45%	53%
Missing	45%	37%	41%	41%
Module 4 (Culture, Family and Providers)				
Yes	14%	15%	10%	4%
No	41%	47%	46%	53%
Missing	45%	38%	44%	43%
Project Exceptional				
Yes	18%	15%	11%	3%
No	45%	52%	53%	55%
Missing	37%	33%	36%	42%
Is now or has been a professional child care trainer	**N=85**	**N=318**	**N=112**	**N=120**
Yes, now	7%	4%	3%	2%
Credentialed by MECSATA (Minnesota Early Childhood and School-Age Trainers Association)	0%	9%	0%	0%
Yes, in past	6%	2%	1%	1%
No	87%	94%	96%	97.5%

35. Early childhood training of center-based staff (continued)

Preschool staff	Directors	Teachers	Assistant Teachers	Aides
Number of hours of child care related training completed in past 2 years	**N=44**	**N=99**	**N=22**	**N=21**
0 hours	9%	8%	18%	10%
1-10 hours	2%	4%	9%	19%
11-20 hours	11%	13%	18%	43%
21-30 hours	14%	17%	14%	14%
31-40 hours	20%	19%	27%	5%
41-50 hours	16%	15%	0%	0%
More than 50 hours	27%	23%	14%	10%
Mean	40.4	43.1	29.6	22.0
Median	40	35	27	19
Range	0-100	0-240	0-130	0-101
Keeps a log of trainings completed	**N=47**	**N=124**	**N=33**	**N=27**
Yes	94%	91%	85%	70%
Has CBTA credential (completed the Competency-Based Training and Assessment process)	**N=48**	**N=126**	**N=33**	**N=31**
Yes	0%	2%	3%	3%
Training taken anytime in career (multiple responses allowed)	**N=48**	**N=126**	**N=33**	**N=31**
Building Cultural Connections training				
Yes	27%	19%	9%	13%
No	56%	58%	64%	58%
Missing	17%	23%	27%	29%
Infant/Toddler Training Intensive Program				
Module 1 (Social-Emotional Growth and Socialization)				
Yes	10%	6%	3%	0%
No	60%	58%	67%	52%
Missing	29%	37%	30%	48%
Module 2 (Group Care)				
Yes	6%	5%	3%	0%
No	63%	58%	67%	52%
Missing	31%	37%	30%	48%

35. Early childhood training of center-based staff (continued)

Preschool staff	Directors	Teachers	Assistant Teachers	Aides
Module 3 (Learning and Development)	**N=48**	**N=126**	**N=33**	**N=31**
Yes	8%	55	3%	0%
No	60%	58%	67%	52%
Missing	31%	37%	30%	48%
Module 4 (Culture, Family and Providers)				
Yes	8%	5%	3%	0%
No	60%	58%	67%	52%
Missing	31%	37%	30%	48%
Project Exceptional				
Yes	6%	4%	9%	3%
No	69%	63%	64%	55%
Missing	25%	33%	27%	42%
Is now or has been a professional child care trainer	**N=45**	**N=117**	**N=31**	**N=28**
Yes, now	2%	0%	0%	0%
Credentialed by MECSATA (Minnesota Early Childhood and School-Age Trainers Association)	0%	0%	0%	0%
Yes, in past	4%	3%	3%	0%
No	93%	97%	97%	100%
School-age staff				
Number of hours of child care related training completed in past 2 years	**N=47**	**N=52**	**N=29**	**N=38**
0 hours	9%	8%	17%	37%
1-10 hours	4%	6%	14%	18%
11-20 hours	13%	13%	17%	18%
21-30 hours	19%	4%	10%	13%
31-40 hours	11%	23%	17%	5%
41-50 hours	9%	12%	0%	3%
More than 50 hours	36%	35%	24%	5%
Mean	50.4	59.1	35.5	17.0
Median	40	40	24	9.5
Range	0-340	0-750	0-150	0-150
Keeps a log of trainings completed	**N=54**	**N=65**	**N=45**	**N=59**
Yes	67%	86%	62%	56%

35. Early childhood training of center-based staff (continued)

School-age staff	Directors	Teachers	Assistant Teachers	Aides
Has CBTA credential (completed the Competency-Based Training and Assessment process)	**N=55**	**N=65**	**N=44**	**N=44**
Yes	4%	3%	4.5%	0%
Training taken anytime in career (multiple responses allowed)	**N=55**	**N=65**	**N=45**	**N=62**
Building Cultural Connections training				
Yes	25%	12%	20%	10%
No	51%	65%	40%	58%
Missing	24%	23%	40%	32%
Infant/Toddler Training Intensive Program				
Module 1 (Social-Emotional Growth and Socialization)				
Yes	7%	14%	13%	5%
No	53%	60%	47%	60%
Missing	40%	26%	40%	35%
Module 2 (Group Care)				
Yes	5%	8%	9%	3%
No	53%	62%	49%	60%
Missing	42%	31%	42%	37%
Module 3 (Learning and Development)				
Yes	7%	11%	11%	3%
No	53%	60%	47%	61%
Missing	40%	29%	42%	35%
Module 4 (Culture, Family and Providers)				
Yes	9%	11%	9%	5%
No	53%	60%	49%	60%
Missing	38%	29%	42%	35%
Project Exceptional				
Yes	16%	8%	9%	6%
No	36%	66%	44%	58%
Missing	47%	26%	47%	35%
Is now or has been a professional child care trainer	**N=49**	**N=57**	**N=40**	**N=61**
Yes, now	6%	0%	10%	0%
Credentialed by MECSATA (Minnesota Early Childhood and School-Age Trainers Association)	33%	0%	67%	0%
Yes, in past	6%	3.5%	2.5%	0%
No	88%	96.5%	87.5%	100%

Training in core competencies

The next section describes the child care training respondents report receiving in the past 2 years in nine core content areas or core competencies as described in the *Minnesota Core Competencies for Early Childhood Education and Care Practitioners* and the *Minnesota School Age Core Competencies*. The core content areas are:

■ Child growth and development – trainings that teach about how children gain language and develop physically, cognitively, emotionally and socially

■ Learning environment and curriculum – how to establish an environment that provides learning experiences to meet each child's needs, capabilities and interests

■ Assessment and planning for individual needs – how to observe and assess what children know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs

■ Interactions with children – trainings on how to establish supportive relationships with children and guide them as individuals and as part of a group

■ Families and communities – trainings on how to work collaboratively with families and organizations to meet children's needs and to encourage the community's involvement with early childhood education and care

■ Health, safety and nutrition – trainings on how to establish and maintain an environment that ensures children's health, safety and nourishment

■ Program planning and evaluation – how to establish, implement, evaluate, and enhance operation of an early childhood education and care program

■ Professional development and leadership – training on how to serve children and families in a professional manner and participate in the community as a representative of early childhood education and care

■ Business planning and record-keeping – training on how to establish an on-going system for running and planning a child care business.

Respondents were mailed a worksheet to facilitate collecting information for each core content area on the number of sessions, the total hours and where they completed the training (the name of the training, the source or the sponsor). Respondents were provided a list of 24 sponsors and modes of delivery as well as the option to name or write in others not listed. The worksheet noted that trainings could have been completed on their

own with a book, video or Web pages; with a coach, mentor, or consultant; through online classes; at provider or professional association meetings; through a teleconference or conference; or in a classroom or workshop. If a single training covered more than one content area, respondents were asked to split the total hours into the separate content areas, and if they received training through several places or sources, to report only the main one where they spent the most hours.

Figure 36 shows that 98 percent of licensed family child care providers report completing health, safety and nutrition training in the past two years. Training on child growth and development is the next most common type of training (completed by 73 percent of licensed family child care providers), followed by training on how to establish an environment that provides learning experiences to meet each child's needs, capabilities and interests (completed by 66 percent). These are also the most common types of core content training reported by American Indian, Hmong, Latina and Somali providers.

The least common types of training include program planning and evaluation (25 percent), professionalism and leadership (25 percent), how to work with families and communities regarding early care and education (30 percent) and assessment and addressing individual developmental and learning needs (35 percent).

> Licensed family child care providers in greater Minnesota are more likely than those in the metropolitan area to complete training on assessment and addressing individual developmental and learning needs (40 percent compared with 28 percent).
>
> Licensed family child care providers caring for children though the Child Care Assistance Program are more likely than those not doing so to complete training on business planning (52 percent compared with 39 percent), interactions with children (64 percent compared with 51 percent) and learning environments and curriculum (74 percent compared with 62 percent).

Figure 37 shows the percent of each type of center-based staff completing each type of core content training. As with licensed family child care providers, health, safety and nutrition; child growth and development; and learning environments and curriculum are the most common types of training completed by center-based staff.

> Child care center teachers in greater Minnesota are more likely than those in the metropolitan area to complete training on assessment and addressing individual developmental and learning needs (69 percent compared with 52 percent).
>
> Child care center teachers caring for children though the Child Care Assistance Program are more likely than those not doing so to complete training on assessment and addressing individual developmental and learning needs (63 percent compared with 38 percent), program planning and evaluation (45 percent compared with 28 percent) and families and communities (58 percent compared with 35 percent).

> Preschool teachers in greater Minnesota are more likely than those in the metropolitan area to complete training on health, safety and nutrition (96 percent compared with 72 percent), program planning and evaluation (57 percent compared with 35 percent) and professional development and leadership 48 percent compared with 26 percent).
>
> Preschool teachers caring for children though the Child Care Assistance Program are more likely than those not doing so to complete training on families and communities (71 percent compared with 17 percent).

Figures 38 and 39 show the duplicated lists of all the sources of core content training mentioned by providers and teachers for the core content areas combined. CCR&R (32 percent) tops the duplicated list of dozens of sources mentioned by licensed family child care providers, followed by counties (11 percent) and Providers Choice, Inc. (10 percent). CCR&R is also the top source among American Indian (29 percent), Hmong (83 percent), Latina (39 percent), and Somali (40 percent) providers.

Of the dozens of sources of core content training mentioned, child care center teachers most commonly turn to local associations and other local sources (24 percent), their own centers (16 percent), CCR&R (15 percent) and higher education (14 percent). These are also the most common sources of core content training for other child care center staff.

Of the dozens of sources of core content training mentioned, preschool teachers most commonly turn to local associations and other local sources (26 percent) and higher education (14 percent). These are also the common sources of core content training for other preschool staff.

Of the dozens of sources of core content training mentioned, school-age care program teachers also most commonly turn to local associations and other local sources (22 percent), their own centers (16 percent) and higher education (15 percent). These are also common sources of core content training for other school-age care program staff. In addition, school-age program directors commonly receive training from MNSACA (22 percent), and assistant teachers commonly receive training from their school districts (36 percent).

Details on the core content training completed by licensed family child care providers and center-based teachers are in the Appendix. Figures A1-A39 show the number of sessions, total hours and main training sources or sponsors for licensed family child care providers and center-based teachers and for each core content area.

Licensed family child care providers report CCR&R as the main source of training for each of the content areas but not ever the primary source. Health, safety and nutrition training has the largest number of providers served by Providers Choice, Inc. (34 percent) and Red Cross (28 percent). For child care center teachers, CCR&R, higher education, and their own centers are the usual sources of training, each accounting for about a fifth of the training sources for each content area.

36. Core content training completed by licensed family child care providers in past two years

Core content training area	Number of sessions					Hours of training					Percent with any hours of training
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum	
Child growth and development	(n=292) 2.6	2	(n=214) 3.5	2	24	(n=293) 6.0	3	(n=215) 8.2	4	60	73%
Learning environment and curriculum	(n=292) 2.0	1	(n=191) 3.1	2	38	(n=293) 5.0	2	(n=192) 7.6	4	132	65.5%
Assessment and planning for individual needs	(n=291) 1.0	0	(n=101) 3.0	2	32	(n=292) 2.3	0	(n=102) 6.6	4	48	35%
Interactions with children	(n=292) 1.3	1	(n=160) 2.3	1	24	(n=293) 2.7	2	(n=161) 4.9	3	48	55%
Families and communities	(n=293) 0.8	0	(n=87) 2.8	1	24	(n=293) 1.9	0	(n=87) 6.3	3	48	30%
Health, safety and nutrition	(n=293) 4.1	4	(n=287) 4.2	4	15	(n=293) 9.6	9	(n=287) 9.8	9	49	98%
Program planning and evaluation	(n=292) 0.6	0	(n=71) 2.6	1	24	(n=293) 1.6	0	(n=72) 6.3	2	48	25%
Professional development and leadership	(n=293) 0.8	0	(n=74) 3.2	2	22	(n=293) 2.0	0	(n=74) 8.1	4	92	25%
Business planning and record-keeping	(n=293) 0.9	0	(n=126) 2.0	1	13	(n=293) 1.9	0	(n=126) 4.5	2	36	43%

Note: Ns vary by core content area due to missing responses. Ns for medians are equivalent to sample sizes shown for corresponding means.

36. Core content training completed by American Indian licensed family child care providers in past two years (continued)

Core content training area	Number of sessions					Hours of training					
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum	Percent with any hours of training
Child growth and development	(n=30) 3.3	2	(n=25) 3.9	2	20	(n=30) 10.4	4	(n=25) 12.5	6	48	83%
Learning environment and curriculum	(n=30) 1.6	1	(n=18) 2.6	2	10	(n=30) 4.5	3	(n=18) 7.6	5	27	60%
Assessment and planning for individual needs	(n=30) 0.6	0	(n=10) 1.9	1.5	4	(n=30) 2.3	0	(n=10) 7.0	4	25	33%
Interactions with children	(n=30) 0.8	0	(n=12) 2.0	1	7	(n=30) 2.1	0	(n=12) 5.2	3	20	40%
Families and communities	(n=30) 0.7	0	(n=8) 2.8	2	7	(n=30) 2.2	0	(n=8) 8.4	6	22	27%
Health, safety and nutrition	(n=30) 3.7	3.5	(n=30) 3.7	3.5	10	(n=30) 10.6	8	(n=30) 10.6	8	40	100%
Program planning and evaluation	(n=30) 0.6	0	(n=6) 2.8	1.5	10	(n=30) 1.4	0	(n=6) 7.0	4	20	20%
Professional development and leadership	(n=30) 0.9	0	(n=8) 3.4	1.5	10	(n=30) 2.0	0	(n=8) 7.4	3	22	27%
Business planning and record-keeping	(n=30) 0.4	0	(n=9) 1.3	1	2	(n=30) 1.5	0	(n=9) 4.9	4	16	30%

Note: Ns for medians are equivalent to sample sizes shown for corresponding means.

36. Core content training completed by Hmong licensed family child care providers in past two years (continued)

Core content training area	Number of sessions					Hours of training					Percent with any hours of training
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum	
Child growth and development	(n=62) 2.3	2	(n=54) 2.6	2	9	(n=62) 5.5	4	(n=54) 6.3	4.5	27	87%
Learning environment and curriculum	(n=62) 1.8	2	(n=47) 2.4	2	8	(n=62) 4.8	4	(n=47) 6.3	4	22	76%
Assessment and planning for individual needs	(n=62) 1.3	1	(n=43) 1.9	2	4	(n=62) 2.9	2	(n=43) 4.1	4	10	69%
Interactions with children	(n=61) 1.8	1	(n=52) 2.1	2	10	(n=61) 4.3	3	(n=52) 5.0	4	20	85%
Families and communities	(n=61) 1.0	1	(n=32) 1.9	2	7	(n=61) 2.4	2	(n=32) 4.6	4	14	52%
Health, safety and nutrition	(n=61) 4.4	4	(n=59) 4.5	4	13	(n=61) 12.9	11	(n=59) 13.4	12	47	97%
Program planning and evaluation	(n=59) 0.9	1	(n=35) 1.5	1	5	(n=59) 2.0	2	(n=35) 3.4	3	10	59%
Professional development and leadership	(n=61) 0.7	0	(n=23) 1.8	1	4	(n=61) 1.7	0	(n=23) 4.4	3	10	38%
Business planning and record-keeping	(n=62) 1.0	1	(n=36) 1.7	1	5	(n=62) 2.4	2	(n=36) 4.1	3	16	58%

Note: Ns vary by core content area due to missing responses. Ns for medians are equivalent to sample sizes shown for corresponding means.

36. Core content training completed by Latina licensed family child care providers in past two years (continued)

Core content training area	Number of sessions					Hours of training					
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum	Percent with any hours of training
Child growth and development	(n=37) 4.6	2	(n=32) 5.3	3	60	(n=37) 10.7	6	(n=32) 12.4	6	80	86%
Learning environment and curriculum	(n=37) 2.1	2	(n=26) 2.9	2	10	(n=37) 6.3	4	(n=26) 9.0	6	40	70%
Assessment and planning for individual needs	(n=37) 0.8	0	(n=18) 1.7	1	4	(n=37) 2.0	0	(n=18) 4.1	2	12	49%
Interactions with children	(n=37) 0.9	0	(n=16) 2.0	2	4	(n=37) 1.5	0	(n=16) 3.5	3.5	8	43%
Families and communities	(n=37) 1.7	0	(n=16) 4.0	1	24	(n=37) 3.5	0	(n=16) 8.1	3.5	28	43%
Health, safety and nutrition	(n=37) 3.6	3	(n=37) 3.6	3	12	(n=37) 8.4	7	(n=37) 8.4	7	24	100%
Program planning and evaluation	(n=37) 0.4	0	(n=8) 1.9	1.5	4	(n=37) 0.9	0	(n=8) 4.3	4.5	8	22%
Professional development and leadership	(n=37) 0.5	0	(n=10) 1.7	1.5	4	(n=37) 1.2	0	(n=10) 4.6	2	16	27%
Business planning and record-keeping	(n=37) 0.8	0	(n=18) 1.6	1	3	(n=37) 2.1	0	(n=18) 4.3	3.5	10	49%

Note: Ns for medians are equivalent to sample sizes shown for corresponding means.

36. Core content training completed by Somali licensed family child care providers in past two years (continued)

Core content training area	Number of sessions					Hours of training					
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum	Percent with any hours of training
Child growth and development	**(n=6)** 0.7	0.5	**(n=3)** 1.3	1	2	**(n=6)** 2.3	1	**(n=3)** 4.7	3	9	50%
Learning environment and curriculum	**(n=6)** 1.3	1.5	**(n=4)** 2.0	2	3	**(n=6)** 4.3	4	**(n=4)** 6.5	5	12	67%
Assessment and planning for individual needs	**(n=5)** 0.6	0	**(n=2)** 1.5	1.5	2	**(n=5)** 2.0	0	**(n=2)** 5.0	5	7	40%
Interactions with children	**(n=6)** 0.5	0	**(n=2)** 1.5	1.5	2	**(n=6)** 2.5	0	**(n=2)** 7.5	7.5	12	33%
Families and communities	**(n=6)** 0.5	0	**(n=2)** 1.5	1.5	2	**(n=6)** 1.5	0	**(n=2)** 4.5	4.5	6	33%
Health, safety and nutrition	**(n=6)** 1.5	1.5	**(n=6)** 1.5	1.5	2	**(n=6)** 3.5	3.5	**(n=6)** 3.5	3.5	6	100%
Program planning and evaluation	**(n=6)** 0.3	0	**(n=2)** 1.0	1	1	**(n=6)** 1.3	0	**(n=2)** 4.0	4	5	33%
Professional development and leadership	**(n=6)** 0.8	0	**(n=2)** 2.5	2.5	4	**(n=6)** 3.0	0	**(n=2)** 9.0	9	12	33%
Business planning and record-keeping	**(n=6)** 0.3	0	**(n=2)** 1.0	1	1	**(n=6)** 1.0	0	**(n=2)** 3.0	3	3	33%

Note: Ns vary by core content area due to missing responses. Ns for medians are equivalent to sample sizes shown for corresponding means.

37. Core content training completed by center-based staff in past two years

Core content training area	Percent with any hours of training			
Centers	**Directors** **N=65-67**	**Teachers** **N=222-242**	**Assistant** **Teachers** **N=67-76**	**Aides** **N=60-63**
Child growth and development	82%	77%	76%	75%
Learning environment and curriculum	80%	76%	63%	52%
Assessment and planning for individual needs	70%	59%	41%	38%
Interactions with children	68%	63%	56%	50%
Families and communities	61%	54%	42%	40%
Health, safety and nutrition	90%	81.5%	80%	85%
Program planning and evaluation	51%	42%	31%	27%
Professional development and leadership	71%	53%	44%	41%
Business planning and record-keeping	40%	12%	15%	13%
Preschools	**N=32-34**	**N=101-107**	**N=20-21**	**N=19-21**
Child growth and development	70%	78%	86%	70%
Learning environment and curriculum	70%	74%	62%	57%
Assessment and planning for individual needs	67%	61%	33%	35%
Interactions with children	53%	54%	62%	38%
Families and communities	50%	29%	30%	20%
Health, safety and nutrition	76%	78%	76%	74%
Program planning and evaluation	44%	41%	38%	29%
Professional development and leadership	50%	32%	29%	33%
Business planning and record-keeping	29%	7.5%	9.5%	4.5%
School-age programs	**N=33-35**	**N=44-48**	**N=16-22**	**N=26-28**
Child growth and development	51.5%	75%	71%	35%
Learning environment and curriculum	68%	64%	59%	27%
Assessment and planning for individual needs	45.5%	47%	56%	15%
Interactions with children	61%	63%	50%	31%
Families and communities	44%	47%	50%	8%
Health, safety and nutrition	82%	83%	63%	70%
Program planning and evaluation	53%	45%	47%	0%
Professional development and leadership	61%	50%	45%	11%
Business planning and record-keeping	17%	15%	14%	4%

Note: Ns vary by core content area due to missing responses.

38. Sources and sponsors of core competency training among family child care providers

	Percentage of sources or sponsors cited (duplicated) for core content areas combined N=1,726
Child Care Resource and Referral agencies	32%
County	11%
Providers Choice, Inc.	10%
Local associations and other local sources	9%
Higher education	6%
Red Cross	5%
Provider meeting	4%
Minnesota Licensed Family Child Care Association (MLFCCA)	4%
Fire and police/hospital/public safety	2%
Nutrition or food programs	2%
Minnesota Department of Education	2%
Public health	2%
Individual (self-study)	1%
CCR&R online course Eager to Learn	1%
Proper name of trainer listed (org. unknown)	1%
None specified	1%
School (non-higher education)	1%
Early Childhood and Family Education (ECFE)	1%
Do not know	1%
Disability-related organizations (PACER, ARC)	1%
Tribal child care (MnTRECC)	1%
Coach, mentor or consultant	1%
Center for Early Education and Development SEEDS literacy training	1%
Accounting/bookkeeping	1%
Center for Inclusive Child Care	<1%
Minnesota Early Childhood and School-Age Trainers Association (MECSATA)	<1%
Library	<1%
National Association for Family Child Care (NAFCC)	<1%
Department of Human Services	<1%
Head Start	<1%
Minnesota Association for the Education of Young Children (MnAEYC)	<1%
Cultural programs (not listed in responses)	<1%
Minnesota School-Age Care Alliance (MnSACA)	<1%

38. Sources and sponsors of core competency training among family child care providers (continued)

	Percentage of sources or sponsors cited (duplicated) for core content areas combined			
	American Indian N=151	Hmong N=423	Latina N=229	Somali N=19
Child Care Resource and Referral agencies	29%	83%	39%	40%
Local associations and other local sources	8%	4%	9%	20%
County	7%	1%	10%	8%
Providers Choice, Inc.	9%	1%	9%	0%
Higher education	13%	<1%	3%	0%
Red Cross	3%	8%	4%	0%
Tribal child care (MnTRECC)	13%	0%	0%	0%
Nutrition or food programs	2%	1%	1%	8%
Provider meeting	5%	0%	5%	0%
Minnesota Licensed Family Child Care Association (MLFCCA)	1%	0%	6%	0%
Fire and police/hospital/public safety	3%	1%	2%	0%
Minnesota Department of Education	1%	0%	3%	0%
Individual (self-study)	2%	0%	1%	0%
Proper name of trainer listed (org. unknown)	0%	1%	2%	0%
CCR&R System online course Eager to Learn	2%	0%	<1%	0%
School (non-higher education)	1%	0%	<1%	0%
Head Start	1%	0%	0%	0%
Accounting/bookkeeping	0%	<1%	1%	0%
Minnesota School-Age Care Alliance (MnSACA)	0%	0%	1%	0%
Minnesota Association for the Education of Young Children (MnAEYC)	1%	0%	0%	0%
Center for Early Education and Development SEEDS literacy training	0%	0%	<1%	0%
Library	0%	0%	<1%	0%
Conference or workshop	0%	0%	<1%	0%
ECFE	0%	0%	<1%	0%
Early Childhood Resource and Training Center (ECRTC)	0%	<1%	0%	0%

39. Sources and sponsors of core competency trainings among center-based staff

| Centers | Percentage of sources or sponsors cited (duplicated) for core content areas combined | | | |
	Director N=521	Teachers N=1419	Assistant Teachers N=398	Aides N=287
Local associations and other local sources	29%	24%	23%	35%
Own center or program (in-service led by director, staff, outside trainer)	10%	16%	15%	14%
Child Care Resource and Referral agencies	21%	15%	14%	16%
Higher Education (MnSCU, tribal or community colleges)	7%	14%	22%	6%
Conference/workshop	4%	5%	1%	4%
Individual (self-study, including Internet)	5%	4%	4%	3%
Minnesota Association for the Education of Young Children (MnAEYC)	3%	3%	2%	0%
School/district(non-higher education)	2%	3%	3%	5%
Fire & police department/hospital and EMS/Department of Public Safety	3%	2%	1%	2%
Center for Early Education and Development SEEDS literacy training	2%	2%	1%	2%
Head Start	2%	2%	3%	4%
Red Cross	2%	2%	3%	4%
County	1%	1%	1%	1%
A coach, mentor or consultant	1%	1%	2%	1%
National Association for the Education of Young Children (NAEYC)	<1%	1%	1%	0%
Minnesota Department of Education (state programs)	2%	1%	0%	<1%
Public health	1%	1%	<1%	<1%
ECFE	1%	1%	<1%	1%
Center for Inclusive Child Care (special needs, Project Exceptional)	2%	<1%	0%	0%
Proper name of trainer listed (organization unknown)	1%	<1%	3%	1%
Minnesota School-Age Care Alliance (MNSACA)	1%	<1%	0%	0%
Nutrition or food programs	<1%	<1%	0%	<1%
CCR&R online course Eager to Learn	0%	<1%	0%	0%
Cultural programs (not listed above)	0%	<1%	0%	0%
Early Childhood Resource and Training Center (ECRTC)	0%	<1%	0%	0%
Providers Choice Food Network	0%	<1%	0%	<1%
Department of Human Services (including social services/licensing)	1%	<1%	0%	0%
Disability-related organizations (PACER, ARC)	<1%	<1%	1%	<1%
Accounting/bookkeeping	<1%	0%	0%	0%
Tribal child care (MnTRECC, and other tribal services)	<1%	0%	0%	0%

39. Sources and sponsors of core competency trainings among center-based staff (continued)

Preschools	Director N=214	Teachers N=604	Assistant Teachers N=99	Aides N=93
	Percentage of sources or sponsors cited (duplicated) for core content areas combined			
Local associations and other local sources	35%	26%	36%	29%
Higher education (MnSCU, tribal or community colleges)	3%	14%	7%	23%
Own center or program (in-service led by director, staff, outside trainer)	10%	9%	3%	14%
Child Care Resource and Referral agencies	10%	9%	13%	8%
Conference/workshop	10%	9%	7%	4%
ECFE	1%	6%	0%	2%
School/district(non-higher education)	4%	5%	2%	4%
Fire & police department/hospital and EMS/Department of Public Safety	6%	5%	4%	4%
Red Cross	3%	4%	5%	3%
Center for Early Education and Development SEEDS literacy training	2%	3%	0%	1%
Minnesota Association for the Education of Young Children (MnAEYC)	4%	2%	5%	0%
Head Start	3%	1%	0%	0%
Minnesota Department of Education (state programs)	1%	1%	8%	0%
Individual (self-study, including Internet)	3%	1%	6%	1%
County	2%	1%	2%	2%
National Association for the Education of Young Children (NAEYC)	<1%	1%	0%	0%
A coach, mentor or consultant	0%	<1%	0%	0%
CCR&R online course Eager to Learn	0%	<1%	0%	0%
Department of Human Services (including social services/licensing)	0%	<1%	0%	1%
Proper name of trainer listed (organization unknown)	0%	<1%	0%	3%
Public health	0%	<1%	0%	0%
Disability-related organizations (PACER, ARC)	1%	<1%	1%	0%
Nutrition or food programs	0%	<1%	0%	0%
Minnesota School-Age Care Alliance (MNSACA)	1%	<1%	0%	0%
Accounting/Bookkeeping	<1%	0%	0%	0%
Minnesota Licensed Family Child Care Association (MLFCCA)	<1%	0%	0%	0%

39. Sources and sponsors of core competency trainings among center-based staff (continued)

School-age programs	Director N=190	Teachers N=277	Assistant Teachers N=97	Aides N=60
	Percentage of sources or sponsors cited (duplicated) for core content areas combined			
Local associations and other local sources	25%	22%	33%	30%
Own center or program (in-service led by director, staff, outside trainer)	11%	16%	0%	17%
Higher education (MnSCU, tribal or community colleges)	5%	15%	19%	22%
Minnesota School-Age Care Alliance (MNSACA)	22%	13%	6%	-%
Head Start	1%	6%	0%	0%
Child Care Resource and Referral agencies	2%	5%	2%	7%
Fire & police department/hospital and EMS/Department of Public Safety	4%	5%	0%	0%
Conference/workshop	12%	4%	0%	0%
School/district(non-higher education)	11%	4%	36%	13%
ECFE	1%	3%	0%	0%
Red Cross	2%	2%	3%	8%
Minnesota Department of Education (state programs)	0%	2%	0%	0%
Center for Early Education and Development SEEDS literacy training	0%	1%	0%	0%
Public health	0%	1%	0%	0%
A coach, mentor or consultant	1%	1%	0%	0%
Proper name of trainer listed (organization unknown)	0%	<1%	0%	0%
Individual (self-study, including Internet)	2%	<1%	1%	2%
Accounting/bookkeeping	1%	0%	0%	0%
CCR&R online course Eager to Learn	1%	0%	0%	0%
County	1%	0%	0%	0%
Cultural programs	1%	0%	0%	0%
Nutrition or food programs	1%	0%	0%	0%
Disability-related organizations (PACER, ARC)	0%	0%	0%	2%

Professional support and development

Most (91 percent) licensed family child care providers have at least one other professional caregiver they can talk to about any work problems. Twelve percent have used a mentor, coach or consultant in the past two years. Higher proportions of American Indian (40 percent), Hmong (25 percent), Latina (42 percent) and Somali (20 percent) providers report using mentors, coaches or consultants in the past two years.

Eighteen percent of teachers in centers and preschools and about 15 percent in school-age programs report using a mentor, coach or consultant in the past two years. Twenty-six percent of child care center directors report using a mentor, coach or consultant in the past 2 years, the highest percentage of any type of center-based staff.

Ninety percent of licensed family child care providers have Internet access, up from 71 percent in the 1999 survey. American Indian and Latina providers have about the same access to the Internet as providers overall, but Somali (54 percent) and Hmong (51 percent) providers have less access. Nearly all center-based teachers have Internet access.

Respondents were provided a list of professional groups and asked to indicate their memberships. About half (46 percent) of the licensed family child care providers report belonging to their county licensed family child care association, and about a quarter each belong to a local provider support group or network (27 percent) and to the Minnesota Licensed Family Child Care Association (MLFCCA) (23 percent). Two-thirds of licensed family child care providers report one or more memberships in professional groups, the same as reported in 1999. About three-quarters of Latina providers, two-thirds of Somali providers, half of American Indian providers and only 9 percent of Hmong providers report one or more memberships in professional groups.

> Licensed family child care providers in the metropolitan area are more likely than those in greater Minnesota to have any affiliation with professional groups (75 percent compared with 61 percent).

About a quarter of child care center directors and about a fifth of preschool directors report belonging to both the Minnesota and the National Associations for the Education of Young Children (MnAEYC and NAEYC). Fewer child care center and preschool teachers report belonging to MnAEYC (12 and 13 percent) and NAEYC (17 and 9 percent). School-age directors (57 percent) and teachers (40 percent) report the highest rates of membership in the Minnesota School-Age Care Alliance.

> Child care center teachers in the metropolitan area are more likely than those in greater Minnesota to have any professional association memberships (31 percent compared with 21.5 percent).

40. Professional support of licensed family child care providers

	N=354
Has used a professional mentor, coach, or consultant in past two years	12%
Has at least one other professional caregiver to talk to if has a work problem	91%
Has access to the Internet	90%
Belongs to any of the following professional groups (multiple responses allowed)	
Their county licensed family child care association	46%
Local provider support group or child care network	27%
Minnesota Licensed Family Child Care Association (MLFCCA)	23%
National Association for Family Child Care (NAFCC)	10%
Alliance for Early Childhood Professionals	5%
Adult and Children Alliance (ACA)	4%
Minnesota Association for the Education of Young Children (MnAEYC)	3%
Minnesota Early Childhood and School-Age Trainers Association (MECSATA)	3%
Minnesota School-Age Care Alliance (MNSACA)	2%
The National Association for the Education of Young Children (NAEYC)	2%
National After-school Association	<1%
Other	15.5%

40. Professional support of licensed family child care providers (continued)

	American Indian	Hmong	Latina	Somali
Has used a professional mentor, coach, or consultant in past two years	**N=30** 40%	**N=53** 24.5%	**N=36** 42%	**N=10** 20%
Has at least one other professional caregiver to talk to if has a work problem	**N=34** 88%	**N=67** 79%	**N=43** 84%	**N=13** 77%
Has access to the Internet	**N=34** 91%	**N=67** 51%	**N=43** 86%	**N=13** 54%
Belongs to any of the following professional groups (multiple responses allowed)	**N=34**	**N=67**	**N=43**	**N=13**
Their county Licensed Family Child Care Association	32%	1%	53%	54%
Minnesota Licensed Family Child Care Association (MLFCCA)	18%	3%	26%	31%
Local provider support group or child care network	18%	0%	35%	8%
National Association for Family Child Care (NAFCC)	9%	1%	2%	15%
Minnesota Association for the Education of Young Children (MnAEYC)	6%	0%	5%	15%
Alliance for Early Childhood Professionals	3%	0%	14%	8%
Minnesota Early Childhood and School-Age Trainers Association (MECSATA)	0%	1%	7%	8%
The National Association for the Education of Young Children (NAEYC)	3%	0%	7%	0%
Minnesota School-Age Care Alliance (MNSACA)	0%	1%	7%	0%
Other	9%	1%	12%	0%

41. Professional support of child care center-based staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Has used a professional mentor, coach, or consultant in past two years	**N=92** 26%	**N=339** 18%	**N=114** 16%	**N=132** 16%
Has access to the Internet	**N=92** 97%	**N=351** 95%	**N=118** 90%	**N=134** 88%
Belongs to any of the following professional groups (multiple responses allowed)	**N=89**	**N=338**	**N=112**	**N=131**
Minnesota Association for the Education of Young Children (MnAEYC)	25%	12%	0%	2%
Minnesota School-Age Care Alliance (MNSACA)	4.5%	1%	0%	1%
National After-school Association	0%	0%	0%	1%
Local provider support group or child care network	17%	3%	3%	1%
The National Association for the Education of Young Children (NAEYC)	26%	17%	4%	1%
Alliance for Early Childhood Professionals	0%	<1%	1%	4%
Minnesota Early Childhood and School-Age Trainers Association (MECSATA)	0%	1%	1%	1%
Other	18%	5%	4%	1%
Preschool staff				
Has used a professional mentor, coach, or consultant in past two years	**N=48** 15%	**N=124** 18%	**N=32** 22%	**N=31** 16%
Has access to the Internet	**N=48** 90%	**N=126** 97%	**N=33** 97%	**N=31** 87%
Belongs to any of the following professional groups (multiple responses allowed)	**N=47**	**N=118**	**N=31**	**N=30**
Minnesota Association for the Education of Young Children (MnAEYC)	21%	13%	6.5%	0%
Minnesota School-Age Care Alliance (MNSACA)	2%	1%	0%	0%
National After-school Association	0%	0%	0%	0%
Local provider support group or child care network	8.5%	1%	0%	0%
The National Association for the Education of Young Children (NAEYC)	19%	8.5%	10%	0%
Alliance for Early Childhood Professionals	0%	0%	0%	0%
Minnesota Early Childhood and School-Age Trainers Association (MECSATA)	0%	0%	0%	0%
Other	17%	9%	3%	7%

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

School-age staff	Directors	Teachers	Assistant Teachers	Aides
Has used a professional mentor, coach, or consultant in past two years	**N=53** 17%	**N=62** 14.5%	**N=45** 20%	**N=57** 10.5%
Has access to the Internet	**N=55** 96%	**N=65** 100%	**N=44** 89%	**N=61** 88.5%
Belongs to any of the following professional groups (multiple responses allowed)	**N=54**	**N=62**	**N=43**	**N=56**
Minnesota Association for the Education of Young Children (MnAEYC)	4%	6.5%	5%	0%
Minnesota School-Age Care Alliance (MNSACA)	57%	40%	14%	4%
National After-school Association	11%	2%	2%	0%
Local provider support group or child care network	13%	3%	0%	4%
The National Association for the Education of Young Children (NAEYC)	4%	11%	2%	0%
Alliance for Early Childhood Professionals	0%	0%	0%	0%
Minnesota Early Childhood and School-Age Trainers Association (MECSATA)	2%	2%	0%	0%
Other	15%	6.5%	9%	4%

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. Their responses, grouped into categories, are listed in Figures 42 and 43.

Among licensed family child care providers, about half report that they are motivated to improve the quality of care in order to generally help children, and about a third are motivated by licensure or regulatory requirements. These are also the top motivations among American Indian, Hmong, Latina and Somali providers, followed by wanting to learn more about behavior management and to support early literacy.

To generally grow professionally and to improve their performance are the most common motivations for center-based staff, generally followed by attraction to an interesting, new or different topic.

In every focus group, the first responses to a question about motivation focused on training in-service requirements to maintain licensing. However, this "because we have

to" response was immediately followed by much longer discussions about wanting to continue improving their knowledge and skills so they could help all children in their care feel safe, cared for and able to reach their full potential. The key theme from each focus group was that motivations for professional development are far more child-centered than career-centered.

42. Professional development and training motivations of licensed family child care providers

Needs and motivations to get involved in professional development or training (grouped into categories, multiple responses allowed)	N=354
To grow and improve job performance as a professional to help children	53%
Licensure or regulatory requirements	32%
To stay viable as a business	12%
To gain skills for working with different age groups	10%
Topic was interesting, new or different	9%
To better meet children's special needs	8%
To improve quality rating	7%
To learn more about behavior management	6%
Network with and meet other providers	6%
To meet qualifications for accreditation	5%
Responses not related to needs or motivations	4%
To support early literacy	3%
Training leads to promotion to higher level teaching position or higher pay	3%
Training met a specific need of provider	3%
Unable to identify a particular need or motivation	3%
Convenient time/location	2%
To learn more about working with different cultural groups	2%
To increase enrollment	2%
Linkage with formal system	1%
To obtain a state or national credential	1%
Required or paid for by employer	1%
Educating parents and other providers	1%
To get grants or for grant requirements	1%
To be eligible to receive child care subsidies	1%
The classes are fun and hands-on	1%
Help educate child and prepare them for school	1%
Affordable	1%
To get a degree	<1%

42. Professional development and training motivations of licensed family child care providers (continued)

Needs and motivations to get involved in professional development or training (grouped into categories, multiple responses allowed)	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
To grow and improve job performance as a professional to help children	68%	66%	84%	77%
Individual licensure requirements	29%	28%	26%	15%
To learn more about behavior management	18%	12%	12%	38%
To support early literacy	18%	10%	35%	0%
To better meet children's special needs	15%	10%	19%	8%
To stay viable as a business	6%	7%	21%	8%
To gain skills for working with different age groups	6%	6%	12%	15%
To learn more about working with different cultural groups	12%	4%	7%	15%
To be promoted to higher level teaching position	3%	1%	16%	8%
To improve quality rating	6%	4%	12%	0%
To meet qualifications for accreditation	3%	1%	9%	8%
Program regulatory requirements	6%	0%	7%	8%
Training leads to advancement or higher pay	0%	3%	7%	8%
To increase enrollment	0%	4%	2%	8%
Required by employer	0%	0%	2%	8%
Convenient time/location	9%	<1%	<1%	<1%
Topic was interesting, new, or different	6%	<1%	2%	<1%
Linkage with formal system	3%	0%	5%	0%
Non-responsive answer	3%	4%	<1%	<1%
To better care for own children	<1%	4%	2%	<1%
Nothing	6%	<1%	<1%	<1%
To be eligible to receive child care subsidies	0%	3%	0%	0%
Network with and meet other providers	3%	<1%	<1%	<1%
For a national credential	0%	0%	2%	0%
For a state credential	0%	0%	2%	0%
Educate parents and other providers	<1%	1%	<1%	<1%
Employer paid for training and time off	0%	0%	0%	0%

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

Center staff	Directors	Teachers	Assistant Teachers	Aides
Needs and motivations to get involved in professional development or training (grouped into categories, multiple responses allowed)	**N=74**	**N=300**	**N=104**	**N=96**
To grow and improve job performance as a professional	54%	60%	63%	69%
Topic was interesting, new or different	27%	21%	20%	8%
Individual licensure requirements	9%	9%	4%	2%
Training met a specific need of provider	12%	7%	6%	2%
Required or paid for by employer	1%	5%	7%	10%
To gain skills for working with different age groups	0%	5%	0%	0%
To better meet children's special needs	4%	4%	6%	0%
The classes are fun and "hands on"	3%	4%	8%	5%
Training leads to promotion to higher level teaching position or higher pay	1%	3%	2%	3%
Network with and meet other providers	0%	3%	3%	2%
It was affordable	4%	3%	1%	0%
Convenient time/location	11%	2%	5%	3%
Program regulatory requirements	0%	1%	0%	0%
To support early literacy		1%	0%	1%
For a state credential	4%	1%	1%	0%
Educate parents and other providers/passing on what they have learned	7%	1%	0%	0%
To learn more about behavior management	0%	1%	5%	1%
Linkage with formal system	0%	1%	0%	0%
Training by experienced professional/I like the instructor or trainer	0%	1%	0%	1%
To learn more about working with different cultural groups	0%	1%	1%	0%
To stay viable as a business	0%	1%	0%	0%
To get a degree	0%	<1%	1%	1%
Help educate child and prepare them for school	0%	<1%	2%	2%
To obtain grants or for grant requirements	0%	<1%	0%	0%

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

Preschool staff	Directors	Teachers	Assistant Teachers	Aides
Needs and motivations to get involved in professional development or training (grouped into categories, multiple responses allowed)	**N=38**	**N=103**	**N=27**	**N=23**
To generally grow and improve job performance as a professional	50%	52%	81%	70%
Topic was interesting, new or different	29%	29%	26%	9%
Individual licensure requirements	8%	17%	7%	4%
Training met a specific need of provider	18%	12%	0%	0%
Convenient time/location	8%	7%	0%	9%
It was affordable	5%	7%	0%	4%
Required by employer	3%	5%	4%	9%
Network with and meet other providers	5%	4%	7%	0%
To support early literacy	3%	4%	0%	4%
To better meet special needs	3%	3%	4%	9%
Educate parents and other providers/passing on what they have learned	0%	2%	0%	0%
For a state credential	3%	1%	4%	0%
Help educate child and prepare them for school	3%	1%	4%	0%
The classes are fun and "hands on"	3%	1%	0%	0%
To get a degree	0%	1%	0%	0%
To improve quality rating	3%	1%	0%	0%
Training by experienced professional/I like the instructor or trainer	0%	1%	0%	0%
Program regulatory requirements	5%	0%	0%	0%
To gain skills for working with different age groups	0%	0%	4%	0%
To learn more about behavior management	3%	0%	4%	4%
To stay viable as a business	3%	0%	0%	0%

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

School-age staff	Directors	Teachers	Assistant Teachers	Aides
Needs and motivations to get involved in professional development or training (grouped into categories, multiple responses allowed	**N=45**	**N=54**	**N=33**	**N=42**
Motivated to grow and improve job performance as a professional	42%	54%	82%	83%
Convenient time/location	13%	30%	9%	2%
Topic was interesting, new or different	16%	28%	15%	5%
It was affordable	2%	11%	0%	2%
Training met a specific need of provider	20%	11%	0%	0%
Required by employer	2%	6%	0%	7%
Educate parents and other providers/passing on what they have learned	0%	2%	0%	0%
Individual licensure requirements	0%	2%	3%	0%
To be promoted to higher level teaching position	0%	2%	0%	0%
To better meet special needs	4%	2%	0%	0%
To get a degree	0%	2%	3%	0%
Training by experienced professional/I like the instructor or trainer	0%	2%	0%	0%
Employer paid for training and time off	0%	0%	3%	0%
To be eligible to receive child care subsidies	0%	0%	0%	2%
Help educate child and prepare them for school	0%	0%	0%	5%
Network with and meet other providers	7%	0%	0%	2%
The classes are fun and "hands on"	7%	0%	0%	0%
To improve quality rating	7%	0%	0%	0%
To learn more about working with different cultural groups	2%	0%	0%	2%
To stay viable as a business	2%	0%	0%	0%
Training leads to promotion to higher level teaching position or higher pay	7%	0%	0%	0%

Types of support, training or education desired

In all of the focus groups, participants most frequently requested training that would result in direct benefits to the children in their care. These included training to help them recognize emotional and developmental "red flags" that are outside the range of normal development, training on specific ways to support children with a wide variety of special needs and training on how to discuss a child's needs with parents in a way that engages parents in solutions, especially children from troubled families or homes. Participants emphasized that they want to receive very detailed, action-oriented information about how to ensure positive outcomes for special needs children – what to do, when to do it and how to do it.

Survey respondents were asked to describe the types of support, training or education they could really use, would really like to get or are especially interested in. Their responses, grouped into categories, appear in Figures 44 and 45. No types of support, training or education emerged as desired by a sizable number of providers overall. However, some American Indian, Hmong, Latina and Somali providers expressed interest in training on behavior management; some American Indian, Hmong and Latina providers expressed interest in training on working with parents; and some American Indian, Latina and Somali providers expressed interest in training on business management.

Similar to training needs identified in the focus groups, some teachers want training on how to work with specific needs of children and with specific age groups.

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

Types of support, training or education (grouped into categories, multiple responses allowed)	N=353
Did not identify a particular type of support	21%
Working with specific behaviors, behavior management and guidance	8%
Working with specific needs of children	8%
Working with parents	7%
Knowing what behaviors/abilities are part of 'normal' child development	6%
Bookkeeping, management, or billing	6%
Working with specific age groups	6%
Helping with school readiness and school success	6%
Use of formal curriculum	4%
Responses not related to types of support	4%
More variety, new topics and new ideas	3%

44. Types of support, training or education desired by licensed family child care providers (continued)

Types of support, training or education (grouped into categories, multiple responses allowed)	N=353
Crafts and children's activities	3%
Working with schools, other agencies, programs, or systems for referrals and support	3%
Learn sign language	2%
More support from state/license bureau	2%
Accreditation	2%
How to open a new or larger child care	1%
Help in finding a network of providers	1%
Working with specific cultural groups	1%
Local associations and other local sources	1%
Safety/medical training	1%
Advocacy for better wages/respect/work	1%
Getting a certificate	1%
Stress management	1%
Food and nutrition	1%
Training on how to properly discipline	1%
Doing child assessments and observation	1%
Communication/language barriers	1%
Having own children around while caring for children of others	1%
Gender differences in behavior	<1%
How to find quality substitutes	<1%
Internet training	<1%
Training/education to attain a higher level	<1%
Medication training/why children are on meds	<1%
Support in becoming a trainer	<1%
The Minnesota core competencies	<1%

44. Types of support, training or education desired by licensed family child care providers (continued)

Types of support, training or education (grouped into categories, multiple responses allowed)	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
Did not identify a particular type of support	35%	37%	33%	15%
Working with specific behaviors, behavior management and guidance	18%	13%	12%	23%
Working with parents	12%	19%	14%	0%
Bookkeeping, management, or billing	15%	1%	12%	15%
Knowing what behaviors/abilities are part of 'normal' child development	12%	3%	5%	23%
Working with specific age groups	6%	15%	5%	15%
Helping with school readiness and school success	3%	9%	7%	15%
Working with specific needs of children	6%	12%	7%	0%
Working with specific cultural groups	3%	7%	5%	8%
Use of formal curriculum	3%	9%	7%	0%
Communication/language barriers	<1%	1%	<1%	15%
Working with schools, other agencies, programs, or systems for referrals and support	9%	3%	0%	0%
Doing child assessment and observation	0%	1%	2%	8%
Training/education to attain a higher level	<1%	<1%	2%	8%
Stress management	6%	1%	2%	0%
Getting a certificate	0%	1%	0%	8%
Non responsive answer	3%	1%	5%	<1%
Financial support	6%	<1%	<1%	<1%
Learning phrases in other languages	3%	<1%	2%	<1%
How to open a new or larger child care	<1%	<1%	5%	<1%
Internet training	<1%	1%	2%	<1%
Training on how to properly discipline	<1%	1%	2%	<1%
Safety/medical training	<1%	3%	<1%	<1%
Accreditation	3%	0%	0%	0%
Crafts and children's activities	3%	<1%	<1%	<1%
Food and nutrition	3%	<1%	<1%	<1%
Home courses (unspecified)	3%	<1%	<1%	<1%
Named specific training/cannot determine type	3%	<1%	<1%	<1%
Learn sign language	<1%	<1%	2%	<1%
Having your own children around while caring for children of others	<1%	<1%	2%	<1%
Getting new ideas	<1%	1%	<1%	<1%
The Minnesota core competencies	0%	0%	0%	0%

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

Centers	Directors	Teachers	Assistant Teachers	Aides
Types of support, training or education desired (grouped into categories, multiple responses allowed)	**N=76**	**N=289**	**N=103**	**N=93**
Working with specific needs of children	9%	18%	25%	9%
Did not identify a particular type of support	5%	12%	14%	19%
Working with specific age groups	7%	12%	8%	2%
Responses not related to types of support	14%	11%	13%	22%
Working with specific behaviors, behavior management and guidance	11%	11%	12%	12%
Working with parents	13%	8%	7%	2%
Named specific training/cannot determine type	5%	6%	2%	4%
Learn sign language	5%	5%	4%	2%
Crafts and children's activities	2%	4%	4%	4%
Getting new ideas/seeing new things	0%	4%	1%	1%
Bookkeeping, management, or billing	13%	3%	0%	0%
Working with specific cultural groups	7%	3%	1%	1%
Knowing what behaviors/abilities are part of "normal" child development	5%	3%	10%	6%
Helping with school readiness and school success	4%	3%	1%	1%
Communication/language barriers	0%	3%	1%	1%
Training/education to attain a higher level teaching position	0%	3%	6%	7%
Use of formal curriculum	2%	2%	1%	1%
Stress management	9%	2%	1%	0%
Early literacy and math	2%	2%	1%	2%
More variety and new topics (classes are the same over and over again)	2%	2%	1%	0%
The Minnesota core competencies	2%	2%	0%	2%
Working with schools, other agencies, programs, or systems for referrals	2%	2%	0%	0%
How to advocate for better wages/respect/work conditions	0%	2%	0%	0%
Doing child assessments and observation	2%	1%	1%	0%
Accreditation	4%	1%	0%	1%

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

Centers	Directors	Teachers	Assistant Teachers	Aides
Types of support, training or education desired (grouped into categories, multiple responses allowed)	**N=76**	**N=289**	**N=103**	**N=93**
Financial support	2%	1%	0%	1%
Internet training	2%	1%	0%	0%
Safety/medical training	2%	1%	4%	5%
Staff relations/communication	2%	1%	0%	0%
"Hands on" curriculum	0%	<1%	0%	0%
Financial support from employer	0%	<1%	0%	0%
Getting a certificate	0%	<1%	1%	1%
Home courses (unspecified)	0%	<1%	0%	0%
How to open a new or larger child care home/facility/program	0%	<1%	0%	0%
Mentoring system	0%	<1%	0%	1%
Training on how to properly discipline	0%	<1%	2%	1%
More support from state/license bureau (answering questions)	4%	0%	0%	0%
Staff motivation	2%	0%	0%	0%
Food and nutrition	0%	0%	0%	2%
Preschools				
Types of support, training or education desired (grouped into categories, multiple responses allowed)	**N=37**	**N=98**	**N=26**	**N=16**
Helping with school readiness and school success	4%	15%	0%	0%
Did not identify a particular type of support	15%	14%	20%	14%
Responses not related to types of support	7%	11%	10%	50%
Working with specific behaviors, behavior management and guidance	11%	10%	20%	7%
Knowing what behaviors/abilities are part of "normal" child development	0%	10%	5%	7%
Named specific training/cannot determine type	7%	7%	5%	0%
Working with specific age groups	4%	7%	20%	7%
Communication/language barriers	0%	7%	5%	0%
Doing child assessments and observation	7%	6%	0%	0%

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

Preschools	Directors	Teachers	Assistant Teachers	Aides
Types of support, training or education desired (grouped into categories, multiple responses allowed)	**N=37**	**N=98**	**N=26**	**N=16**
Early literacy and math	7%	6%	5%	0%
Working with parents	4%	4%	5%	7%
Getting new ideas/seeing new things	7%	3%	0%	0%
Working with schools, other agencies, programs, or systems for referrals	4%	3%	0%	0%
Training/education to attain a higher level teaching position	0%	3%	0%	0%
Use of formal curriculum	0%	3%	0%	0%
Getting a certificate	0%	1%	5%	0%
Learn sign language	0%	1%	5%	0%
Support in becoming a trainer	0%	1%	0%	0%
Training on how to properly discipline	0%	1%	5%	0%
Workplace diversity	0%	<1%	0%	0%
Bookkeeping, management or billing	19%	0%	0%	0%
Help in finding a network of providers	7%	0%	0%	0%
Financial support	4%	0%	0%	0%
Food and nutrition	4%	0%	0%	0%
More support from state/license bureau (answering questions)	4%	0%	0%	0%
Crafts and children's activities	0%	0%	5%	0%
How to advocate for better wages/respect/work conditions	0%	0%	0%	7%
More variety and new topics (classes are the same over and over again)	0%	0%	5%	0%

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

School-age programs	Directors	Teachers	Assistant Teachers	Aides
Types of support, training or education desired (grouped into categories, multiple responses allowed)	**N=44**	**N=54**	**N=28**	**N=47**
Working with specific needs of children	19%	21%	10%	7%
Did not identify a particular type of support	15%	16%	25%	27%
Responses not related to types of support	3%	12%	13%	8%
Working with specific age groups	3%	12%	4%	0%
Getting new ideas/seeing new things	3%	9%	0%	0%
Use of formal curriculum	6%	7%	0%	0%
Helping with school readiness and school success	3%	7%	0%	0%
Learn sign language	0%	7%	0%	0%
Working with parents	6%	5%	8%	5%
Working with schools, other agencies, programs, or systems for referrals	3%	5%	0%	0%
Working with specific cultural groups	4%	3%	0%	7%
Bookkeeping, management, or billing	15%	2%	0%	0%
Communication/language barriers	0%	2%	0%	0%
Safety/medical training	0%	2%	4%	16%
Staff relations/communication	0%	2%	0%	0%
The Minnesota core competencies	0%	2%	0%	0%
Crafts and children's activities	6%	0%	17%	5%
Knowing what behaviors/abilities are part of "normal" child development	6%	0%	8%	5%
Named specific training/cannot determine type	6%	0%	0%	0%
Financial support	3%	0%	4%	0%
Having your own children around while caring for others	3%	0%	0%	0%
Help in finding a network of providers	3%	0%	0%	0%
Training/education to attain a higher level teaching position	3%	0%	4%	3%
Accreditation	0%	0%	4%	0%
Food and nutrition	0%	0%	0%	3%
Getting a certificate	0%	0%	0%	3%
How to spot child abuse/neglect	0%	0%	0%	3%
Training on how to properly discipline	0%	0%	0%	3%

Sources of training

Among licensed family child care providers, 85 percent report they have received some (64 percent) or all (21 percent) of their training in the past two years through CCR&R. Hmong providers report receiving less training from CCR&R (22 percent receive some or all). Among teachers in center-based programs, 46 percent in child care centers, 30 percent in preschools and 41 percent in school-age care programs report they have received some or all of their training in the past two years through CCR&R.

As shown in Figure 47, 34 percent of child care centers and 12 percent of preschools report that they do all or most of their training in house, and 61 percent and 65 percent respectively do some training in house. Nearly all school-age programs do at least some training in house, including 45 percent all or most of it. Forty-four percent of child care centers, 14 percent of preschools and 51 percent of school-age programs contract with CCR&R to deliver in-house training. Eighty-seven percent of child care centers, 80 percent of preschools and 90 percent of school-age programs say they encourage staff to use or attend CCR&R trainings.

> Metropolitan area child care centers are more likely than those in greater Minnesota to do all or most of their training in house (40 percent compared with 23 percent).

Figure 47 also shows the many ways center-based program directors say their programs support and encourage staff to develop professionally, including providing in-house training, paying for it, providing time off, and making them aware of training and development opportunities.

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

Amount of child care training received through CCR&R in past 2 years	N=351
All	21%
Some	64%
None	15%

Amount of child care training received through CCR&R in past 2 years	American Indian N=34	Hmong N=56	Latina N=43	Somali N=10
All	24%	11%	23%	0%
Some	59%	11%	63%	70%
None	18%	79%	14%	30%

47. Sources of training for center-based program staff

Centers	Directors	Teachers	Assistant Teachers	Aides
Amount of child care training individual staff received through CCR&R in past 2 years	**N=90**	**N=296**	**N=85**	**N=78**
All	2%	4%	7%	10%
Some	53%	42%	25%	36%
None	44%	54%	68%	54%
Amount of staff training done in house by center directors or other staff				**N=168**
All				1%
Most				33%
Some				61%
None				5%
Program contracts with CCR&R to deliver in-house training				**N=164**
Yes, frequently				9%
Yes, sometimes				35%
No				56%
Staff are encouraged by programs to use or attend CCR&R trainings				**N=166**
Yes, frequently				47%
Yes, sometimes				40%
No				13%
According to directors, ways programs support and encourage staff professional development (grouped into categories, multiple responses allowed)				**N=241**
Provide in-house/service training and development services				39%
Pay for training (unspecified whether full/partial/how much)				23%
Make staff aware of training and development opportunities available to them				22%
Pay for a set amount of money/reimbursement per year for training and development				17%
Provide time off for training and development/provide paid time off				17%
Encourage staff to seek out training opportunities				17%
Bring in outside organizations to provide training and development services				13%
Discuss goals for training and development at staff meetings/with employees				10%
Give pay raises for staff who meet training and development goals (and C.E.U.'s)				5%
Staff attend training and development courses as a group				4%
Reimburse staff some college courses/programs tuition				4%
Allow staff to attend a set number of hours/days of trainings or courses				3%
Require staff to attend a specified number/hours of trainings per year				3%
Have a resource room for staff/provide materials like movies and books				2%
Provide transportation				1%
Provide time off and resources for people attending school				1%

47. Sources of training for center-based program staff (continued)

Preschools	Directors	Teachers	Assistant Teachers	Aides
Amount of child care training individual staff received through CCR&R in past 2 years	**N=44**	**N=112**	**N=24**	**N=23**
All	0%	0%	12.5%	0%
Some	36%	30%	25%	35%
None	64%	70%	62.5%	65%
Amount of staff training done in-house by center directors or other staff				**N=96**
All				4%
Most				8%
Some				65%
None				23%
Program contracts with CCR&R to deliver in-house training				**N=92**
Yes, frequently				1%
Yes, sometimes				13%
No				86%
Staff are encouraged by programs to use or attend CCR&R trainings				**N=92**
Yes, frequently				26%
Yes, sometimes				54%
No				20%
According to directors, ways programs support and encourage staff professional development (grouped into categories, multiple responses allowed)				**N=151**
Pay for a set amount of money/reimbursement per year for training and development				24%
Provide time off for training and development/provide paid time off				24%
Pay for training (unspecified whether full/partial/how much)				22%
Provide in-house/service training and development services				20%
Encourage staff to seek out training opportunities				20%
Make staff aware of training and development opportunities available to them				15%
Have staff attend training and development courses as a group				10%
Require staff to attend a specified number/hours of trainings per year				10%
Reimburse staff for some college courses/programs tuition				9%
Discuss goals for training and development at staff meetings/with employees				9%
Allow staff to attend a set number of hours/days of trainings or courses				5%
Bring in outside organizations to provide training and development services				5%
Those who go to trainings share what was learned at training with other staff				4%
Pay for staff to get certified teacher status				1%
Have a resource room for staff/provide materials like movies and books				1%
Encourage staff to take online courses (eager to learn)				1%
Try to find free workshops/trainings that our staff can attend				1%
Do nothing/staff are responsible for their own development				1%

47. Sources of training for center-based program staff (continued)

School-age programs	Directors	Teachers	Assistant Teachers	Aides
Amount of child care training individual staff received through CCR&R in past 2 years	**N=44**	**N=56**	**N=21**	**N=32**
All	2%	2%	0%	9%
Some	18%	39%	9.5%	16%
None	79.5%	59%	90.5%	75%
Amount of staff training done in-house by center directors or other staff				**N=63**
All				8%
Most				36.5%
Some				54%
None				2%
Program contracts with CCR&R to deliver in-house training				**N=58**
Yes, frequently				3%
Yes, sometimes				48%
No				48%
Staff are encouraged by programs to use or attend CCR&R trainings				**N=58**
Yes, frequently				28%
Yes, sometimes				62%
No				10%
According to directors, ways programs support and encourage staff professional development (grouped into categories, multiple responses allowed)				**N=88**
Provide in-house/service training and development services				34%
Require staff to attend a specified number/hours of trainings per year				32%
Pay for a set amount of money/reimbursement per year for training and development				30%
Provide time off for training and development/provide paid time off				23%
Make staff aware of training and development opportunities available to them				18%
Bring in outside organizations to provide training and development services				11%
Encourage staff to seek out training opportunities				11%
Reimburse staff for some college courses/programs tuition				9%
Pay for training (unspecified whether full/partial/how much)				7%
Discuss goals for training and development at staff meetings/with employees				7%
Those who go to trainings share what was learned at training with other staff				5%
Staff attend training and development courses as a group				2%
Give pay raises for staff who meet training and development goals (and C.E.U.'s)				2%
Encourage staff to take online courses (eager to learn)				2%
Supervisors/directors attend trainings and/or conferences				2%
Do nothing/staff are responsible for their own development				2%
Named specific conference or training they send staff to				2%

Experience with Child Care Resource and Referral training

Among licensed family child care providers who have received training through a CCR&R, 85 percent say they felt very welcome, included or comfortable at the trainings and the rest felt somewhat that way. In addition, 93 percent report being very satisfied (60 percent) or somewhat satisfied (33 percent) with the training overall. Among those dissatisfied with the training offered by CCR&R, the most common reasons are due to where the classes or workshops are held (58 percent) and when they are held (32 percent). American Indian, Hmong, Latina and Somali providers also expressed feeling welcome and satisfied with CCR&R training; however, a large proportion of Hmong providers expressed a lack of awareness about CCR&Rs and their offerings.

Among child care center staff who have received training through a CCR&R, 75 percent of directors and 51 percent of teachers say they felt welcome, included or comfortable at the trainings. In addition, 96 percent of directors and 71 percent of teachers report being very satisfied or somewhat satisfied with the training overall. Among directors and teachers, the most common reasons for being dissatisfied with the training offered by CCR&R are due to where the classes or workshops are held (25 percent and 12 percent) and when they are held (18 percent and 11 percent). Their most common reasons for attending training elsewhere are because training is available at their centers (25 percent and 34 percent). In addition, directors say the trainings do not meet their specific needs or interests (18 percent), and teachers say they lack awareness about CCR&R trainings (29 percent) or they prefer to get college credits (14 percent).

As shown in Figure 49, information provided by assistant teachers and aides in centers and preschool and school-based staff is more sketchy, with high percentages of missing information. However, these same patterns of responses emerge.

48. Experience with CCR&R among licensed family child care providers

Degree felt welcome and included at CCR&R trainings	N=298
Very welcome, included or comfortable	85%
Somewhat welcome, included or comfortable	14%
Somewhat unwelcome, excluded or uncomfortable	0%
Very unwelcome, excluded or uncomfortable	0%

Overall satisfaction with the CCR&R training, including content, when offered, and how delivered	N=300
Very satisfied	60%
Somewhat satisfied	33%
Somewhat dissatisfied	7%
Very dissatisfied	0%

Reasons dissatisfied with CCR&R training or reasons did not use CCR&R training and went elsewhere for training (grouped into categories, multiple responses allowed)	N=71
Where the classes or workshops are held	58%
When they are held	32%
Other places/programs are cheaper	7%
Prefer all day training	6%
Instructors do not show up or cancel training	6%
Prefer to get college credits	4%
Does not meet specific needs or interests	4%
Lack of awareness about CCR&R and what they have to offer	3%
Prefer online/Web-based training	3%
The way classes or workshops are structured	3%
Too boring, too much talking at audience	3%
Too basic or too broad	3%
Instructor was not very good	3%
Feel most comfortable getting training with friends and supportive peers	1%
Prefer being coached, mentored or getting on-site consultation	1%
Lack of transportation	1%
Prefer short/multiple meetings	1%
Training was overcrowded	1%
When trainings are canceled money is credited for a future training, not refunded	1%

48. Experience with CCR&R among licensed family child care providers (continued)

Degree felt welcome and included at CCR&R trainings (Includes only those who attended)	American Indian N=28	Hmong N=10	Latina N=37	Somali N=7
Very welcome, included or comfortable	82%	50%	89%	100%
Somewhat welcome, included or comfortable	14%	50%	11%	0%
Somewhat unwelcome, excluded or uncomfortable	0%	0%	0%	0%
Very unwelcome, excluded or uncomfortable	4%	0%	0%	0%
Overall satisfaction with the CCR&R training, including content, when offered, and how delivered				
Very satisfied	61%	50%	68%	100%
Somewhat satisfied	21%	50%	27%	0%
Somewhat dissatisfied	14%	0%	5%	0%
Very dissatisfied	4%	0%	0%	0%
Reasons dissatisfied with CCR&R training or reasons did not use CCR&R training and went elsewhere for training (grouped into categories, multiple responses allowed)	N=11	N=44	N=8	N=3
Lack of awareness about CCR&R and what they offer	0%	91%	13%	100%
Where the classes or workshops are held	55%	0%	50%	0%
Other places/programs are cheaper	18%	0%	13%	0%
Too basic or too broad	9%	0%	13%	0%
When they are held	18%	2%	0%	0%
Instructor was not very good	18%	0%	0%	0%
Feel most comfortable getting training with friends and supportive peers	0%	0%	13%	0%
Does not meet specific needs or interests	0%	0%	13%	0%
Instructors do not show up or cancel training	0%	0%	13%	0%
Employer provides training	0%	0%	13%	0%
Prefer to get college credits	9%	0%	0%	0%
The information does not fit culture or culture of children in care	9%	0%	0%	0%
Too boring, too much talking at audience	9%	0%	0%	0%
Lack of transportation	9%	0%	0%	0%
Training was overcrowded	9%	0%	0%	0%
When trainings are canceled money is credited for future training, not refunded	9%	0%	0%	0%
Language barriers	0%	7%	0%	0%
Responses not related to dissatisfaction or reasons for training elsewhere	0%	2%	0%	0%

49. Experience with CCR&R among center-based program staff

Centers	Directors	Teachers	Assistant Teachers	Aides
Degree felt welcome and included at CCR&R trainings	**N=52**	**N=193**	**N=60**	**N=93**
Very welcome, included or comfortable	75%	51%	32%	28%
Somewhat welcome, included or comfortable	19%	20%	15%	13%
Somewhat unwelcome, excluded or uncomfortable	2%	1%	0%	1%
Very unwelcome, excluded or uncomfortable	0%	0%	0%	0%
No response	4%	28%	53%	58%
Overall satisfaction with the CCR&R training, including content, when offered, and how delivered	**N=52**	**N=193**	**N=60**	**N=93**
Very satisfied	52%	32%	25%	24%
Somewhat satisfied	44%	39%	22%	17%
Somewhat dissatisfied	0%	3%	0%	2%
Very dissatisfied	0%	0%	0%	0%
No response	4%	26%	53%	57%
Reasons dissatisfied with CCR&R training or reasons did not use CCR&R training and went elsewhere for training (grouped into categories, multiple responses allowed)	**N=28**	**N=117**	**N=42**	**N=30**
Employer provides training or contracts with a training organization	25%	34%	26%	40%
Lack of awareness about CCR&R and what they offer	4%	29%	31%	23%
Prefer to get college credits	7%	14%	31%	3%
Where the classes or workshops are held	25%	12%	7%	20%
When they are held	18%	11%	5%	7%
The information provided does not meet specific needs or interests	18%	3%	5%	0%
Other places/programs are cheaper	7%	3%	0%	3%
Too basic or too broad	11%	2%	0%	3%
Prefer all day training (not short/multiple meetings)	4%	2%	0%	3%
Feel most comfortable getting training with friends and supportive peers	11%	1%	0%	0%
Prefer to get training through organization that focuses on specific needs	0%	1%	0%	0%
Prefer online/Web-based training/technical assistance	0%	1%	2%	0%
The way CCR&R classes or workshops are structured (delivery style)	0%	1%	0%	0%
Not enough variety	0%	1%	0%	0%
Instructor(s) was not very good	0%	1%	0%	0%
Instructor(s) do not show up or cancel trainings	0%	1%	0%	0%
Too boring, too much talking at audience (want discussion and practical application)	4%	0%	0%	0%
Training was overcrowded	4%	0%	0%	0%
Prefer to be coached, mentored or get on-site consultation	0%	0%	5%	3%
Lack of transportation	0%	0%	2%	3%
Prefer books/correspondence courses	0%	0%	0%	3%

49. Experience with CCR&R among center-based program staff (continued)

Preschools	Directors	Teachers	Assistant Teachers	Aides
Degree felt welcome and included at CCR&R trainings	**N=20**	**N=48**	**N=18**	**N=16**
Very welcome, included or comfortable	55%	44%	44%	38%
Somewhat welcome, included or comfortable	25%	25%	6%	19%
Somewhat unwelcome, excluded or uncomfortable	0%	0%	0%	0%
Very unwelcome, excluded or uncomfortable	0%	0%	0%	0%
No response	20%	31%	50%	44%
Overall satisfaction with the CCR&R training, including content, when offered, and how delivered	**N=20**	**N=48**	**N=18**	**N=16**
Very satisfied	25%	25%	33%	19%
Somewhat satisfied	40%	38%	17%	31%
Somewhat dissatisfied	15%	6%	0%	6%
Very dissatisfied	0%	0%	0%	0%
No response	20%	31%	50%	44%
Reasons dissatisfied with CCR&R training or reasons did not use CCR&R training and went elsewhere for training (grouped into categories, multiple responses allowed)	**N=25**	**N=66**	**N=14**	**N=8**
Employer provides training or contracts with a training organization	24%	41%	21%	25%
Lack of awareness about CCR&R and what they offer	12%	18%	29%	25%
Where the classes or workshops are held	12%	17%	14%	13%
The information provided does not meet specific needs or interests	16%	14%	7%	0%
When they are held	16%	14%	14%	0%
Prefer to get college credits	4%	8%	14%	13%
Prefer all day training (not short/multiple meetings)	4%	5%	7%	13%
Feel most comfortable getting training with friends and supportive peers	4%	3%	0%	0%
Prefer being coached, mentored or getting on-site consultation	0%	3%	0%	0%
Too basic or too broad	8%	2%	0%	13%
Prefer to get training through organization that focuses on specific needs	4%	2%	7%	0%
The way CCR&R classes or workshops are structured (delivery style)	0%	2%	0%	0%
Not enough variety	4%	2%	0%	13%
Instructor(s) was not very good	4%	2%	0%	13%
Other places/programs are cheaper	4%	1%	0%	0%
Instructor(s) do not show up or cancel trainings	0%	1%	0%	0%
Too boring, too much talking at audience (want discussion and practical application)	0%	0%	0%	0%
Training was overcrowded	0%	0%	0%	0%
Lack of transportation	0%	0%	0%	0%
The information does not fit culture or culture of children in care	4%	0%	0%	0%

49. Experience with CCR&R among center-based program staff (continued)

School-age programs	Directors	Teachers	Assistant Teachers	Aides
Degree felt welcome and included at CCR&R trainings	**N=20**	**N=31**	**N=26**	**N=38**
Very welcome, included or comfortable	40%	45%	8%	13%
Somewhat welcome, included or comfortable	5%	26%	0%	3%
Somewhat unwelcome, excluded or uncomfortable	0%	3%	0%	0%
Very unwelcome, excluded or uncomfortable	0%	0%	0%	0%
No response	55%	26%	92%	84%
Overall satisfaction with the CCR&R training, including content, when offered, and how delivered	**N=20**	**N=31**	**N=26**	**N=38**
Very satisfied	10%	35%	4%	8%
Somewhat satisfied	25%	26%	0%	5%
Somewhat dissatisfied	5%	13%	4%	0%
Very dissatisfied	0%	0%	0%	0%
No response	60%	26%	92%	87%
Reasons dissatisfied with CCR&R training or reasons did not use CCR&R training and went elsewhere for training (grouped into categories, multiple responses allowed)	**N=26**	**N=25**	**N=13**	**N=13**
Employer provides training or contracts with a training organization	38%	36%	31%	23%
Lack of awareness about CCR&R and what they offer	19%	20%	0%	54%
Prefer to get college credits	8%	20%	31%	8%
Where the classes or workshops are held	8%	20%	23%	8%
Just started/no training yet	0%	16%	0%	0%
When they are held	0%	8%	8%	8%
The information provided does not meet specific needs or interests	12%	4%	0%	8%
Too basic or too broad	4%	4%	0%	0%
Not enough variety	0%	4%	0%	0%
When trainings canceled, money is credited, not refunded	0%	4%	0%	0%
Prefer to be coached, mentored or get on-site consultation	12%	0%	0%	0%
Not enough variety	4%	0%	0%	0%
Other places/programs are cheaper	4%	0%	8%	0%
Instructor(s) do not show up or cancel trainings	4%	0%	0%	0%

Professional development problems

About a third of licensed family child care providers report that finding affordable and quality professional development opportunities are a problem at least somewhat, compared with about a quarter who reported those problems in the 1999 survey. A higher proportion of Somali providers (54 percent) report that finding affordable training is at least somewhat of a problem.

> Licensed family child care providers serving children with special needs and those serving children through the Child Care Assistance Program are more likely than those not doing so to report some or major problems finding affordable professional development.

As shown in Figure 51, finding affordable and quality professional development opportunities is a bigger problem for center-based staff, reported as a problem at least somewhat by more than half of center-based directors and teachers.

> Preschool teachers in greater Minnesota are more likely than those in the metropolitan area to report some or major problems finding affordable professional development.

The most common barrier to training and education, identified by two-thirds of the licensed family child care providers, is the day and time when opportunities are available. Transportation (15 percent) and cost (14 percent) are other key barriers. American Indian, Hmong, Latina and Somali providers report similar barriers.

Cost and scheduling are also key barriers for center-based staff reported, for example, by child care center directors (33 percent and 19 percent), child care center teachers (22 percent and 21 percent), preschool teachers (21 percent and 16 percent), school-age program directors (24 percent and 22 percent) and school-age program teachers (25 percent and 17 percent). As shown in Figure 52, another common barrier reported by center-based staff is finding the time to get away when they would prefer to spend time with their families, reported, for example, by about a third of child care center directors (33 percent), child care teachers (29 percent) and preschool directors (38 percent) and nearly half of preschool teachers (45 percent).

Focus groups participants were also asked if there is anything keeping them from getting more training or education as a child care professional. Cost, time and location (which can add more time and costs) were the major barriers described by participants in every focus group. Other barriers include problems with accessing full or cancelled classes, scheduling conflicts, language barriers, prior negative training experiences, and general

disinterest because the child care provider is either dissatisfied with the training they have received to date or with the options that are currently available.

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

Degree to which providers say the following are problems (N=354)	Major problem	Somewhat of a problem	Not a problem
Finding opportunities for professional development	4%	28%	69%
Finding affordable professional development	6%	32%	62%
Finding quality professional development	5%	29%	67%
Barriers to getting more training or education (grouped into categories, multiple responses allowed)			**N=354**
Timing/schedule of available opportunities			67%
Transportation/too far away			15%
Cost			14%
No one to watch provider's own children/not being able to get a substitute			7%
Do not have time			5%
Do not like the location where opportunities are offered			4%
Not useful or helpful enough to be worth the time and energy			4%
Child care not viewed as a long-term career path			4%
I have nothing more to learn			3%
Do not like the delivery method/the way information is provided			2%
No incentive; do not get reimbursed for trainings, paid time off or higher pay			2%
Not available in area			1%
It's hard enough just to meet the requirements for licensing			1%
Not knowing where to go for information, not knowing what's currently available			1%
No access			1%
Cultural relevance concerns			1%
No motivation/lazy			1%
Need training in other languages			1%
More trainings require Internet access			1%
Do not know where to go to find out			1%
Do not like the organization/do not like the trainer(s)			1%
The classes are always full			<1%
They do not return my calls and inquires			<1%

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

Degree to which providers say the following are problems	Major problem	Somewhat of a problem	Not a problem
American Indian (N=34)			
Finding opportunities for professional development	15%	21%	65%
Finding affordable professional development	9%	9%	82%
Finding quality professional development	6%	24%	71%
Hmong			
Finding opportunities for professional development **(N=67)**	6%	25%	69%
Finding affordable professional development **(N=66)**	8%	33%	59%
Finding quality professional development **(N=67)**	9%	22%	69%
Latina (N=43)			
Finding opportunities for professional development	2%	16%	81%
Finding affordable professional development	2%	37%	60%
Finding quality professional development	5%	29%	67%
Somali (N=13)			
Finding opportunities for professional development	0%	23%	77%
Finding affordable professional development	23%	31%	46%
Finding quality professional development	8%	23%	69%

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

Barriers to getting more training or education (grouped into categories, multiple responses allowed)	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
Timing/schedule of available opportunities	59%	28%	58%	62%
Do not have time	29%	<1%	7%	31%
Cost	15%	13%	28%	8%
No one to watch provider's own children/not able to get a substitute	6%	9%	9%	38%
Transportation/too far away	24%	3%	21%	0%
Not available in area	9%	3%	2%	0%
Need training in other languages	<1%	9%	5%	<1%
No access	3%	10%	0%	0%
Not knowing where to go for information, not knowing what's currently available	3%	1%	2%	0%
Not useful or helpful enough to be worth the time and energy	0%	0%	5%	0%
Do not know where to go to find out	0%	4%	0%	0%
Do not like the organization/do not like the trainer(s)	3%	0%	0%	0%
Do not like the location where opportunities are offered	3%	0%	0%	0%
Child care not viewed as a long-term career path	0%	0%	2%	0%
Cultural relevance concerns	0%	0%	2%	0%
Topics of interest are not offered	<1%	<1%	2%	<1%
It is hard enough just to meet the requirements for licensing	0%	1%	0%	0%
The classes are always full	<1%	1%	<1%	<1%
Do not like the delivery method/the way information is provided	0%	0%	0%	0%
No barriers cited	12%	48%	19%	31%

51. 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			
Finding opportunities for professional development nearby (N=165)	13%	44%	44%
Finding affordable professional development (N=167)	19%	45%	36%
Finding quality professional development (N=164)	21%	32%	47%
Finding qualified staff (N=168)	30%	51%	20%
Finding qualified staff with abilities to teach and nurture children with special needs (N=162)	30%	42%	28%
Finding culturally competent staff with abilities to teach and nurture children from diverse families (N=164)	21%	43%	37%
Degree to which teachers and aides say the following are problems			
Teachers			
Finding opportunities for professional development (N=324)	9%	44%	47%
Finding affordable professional development (N=327)	20%	47%	33%
Finding quality professional development (N=325)	11%	46%	43%
Assistant Teachers			
Finding opportunities for professional development (N=109)	4%	45%	51%
Finding affordable professional development (N=109)	16%	50%	35%
Finding quality professional development (N=108)	8%	43%	49%
Aides			
Finding opportunities for professional development (N=110)	6%	31%	63%
Finding affordable professional development (N=111)	14%	37%	49%
Finding quality professional development (N=111)	4%	29%	68%
Preschools			
Degree to which center directors say the following are problems			
Finding opportunities for professional development nearby (N=95)	9.5%	37%	54%
Finding affordable professional development (N=95)	13%	47%	40%
Finding quality professional development (N=95)	9.5%	42%	48%
Finding qualified staff (N=94)	7%	46%	47%
Finding qualified staff with abilities to teach and nurture children with special needs (N=90)	10%	46%	44%
Finding culturally competent staff with abilities to teach and nurture children from diverse families (N=91)	10%	38.5%	52%

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

Preschools	Major problem	Somewhat of a problem	Not a problem
Degree to which teachers and aides say the following are problems			
Teachers			
Finding opportunities for professional development (N=116)	6%	41%	53%
Finding affordable professional development (N=118)	15%	42%	42%
Finding quality professional development (N=116)	9%	43%	48%
Assistant Teachers			
Finding opportunities for professional development (N=30)	7%	33%	60%
Finding affordable professional development (N=29)	17%	38%	45%
Finding quality professional development (N=29)	7%	34%	59%
Aides			
Finding opportunities for professional development (N=27)	7%	37%	56%
Finding affordable professional development (N=27)	11%	30%	59%
Finding quality professional development (N=26)	4%	27%	69%
School-age programs			
Degree to which center directors say the following are problems			
Finding opportunities for professional development nearby (N=61)	16%	31%	52.5%
Finding affordable professional development (N=60)	15%	43%	42%
Finding quality professional development (N=61)	23%	39%	38%
Finding qualified staff (N=60)	22%	50%	28%
Finding qualified staff with abilities to teach and nurture children with special needs (N=61)	33%	43%	25%
Finding culturally competent staff with abilities to teach and nurture children from diverse families (N=60)	28%	47%	25%
Degree to which teachers and aides say the following are problems			
Teachers			
Finding opportunities for professional development (N=60)	10%	52%	38%
Finding affordable professional development (N=60)	17%	57%	27%
Finding quality professional development (N=59)	5%	61%	34%
Assistant Teachers			
Finding opportunities for professional development (N=32)	0%	31%	69%
Finding affordable professional development (N=32)	0%	38%	63%
Finding quality professional development (N=32)	0%	41%	59%
Aides			
Finding opportunities for professional development (N=51)	10%	39%	51%
Finding affordable professional development (N=50)	24%	36%	40%
Finding quality professional development (N=50)	4%	44%	52%

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

Centers	Directors N=72	Teachers N=276	Assistant Teachers N=89	Aides N=86
Barriers to getting more training or education (grouped into categories, multiple responses allowed)				
Do not have time/would rather spend time with family	33%	29%	27%	19%
Cost	33%	22%	22%	21%
Time or timing/schedule of available opportunities	19%	21%	16%	9%
Do not know where to go to find out/do not know what's available	3%	12%	6%	5%
Transportation/too far away/not available in area	11%	8%	6%	10%
Not useful or helpful enough to be worth the time and energy	7%	4%	1%	0%
Already going to school or getting training	4%	3%	3%	2%
Do not like the location where opportunities are offered	7%	3%	2%	3%
No incentive, unlike center staff, do not get trainings paid for	3%	3%	1%	1%
No one to watch provider's own children/not being able to get a substitute	3%	3%	2%	1%
Topics of interest are not offered/topics are not interesting	4%	2%	1%	1%
Employer provides training or contracts with a training organization	4%	2%	1%	1%
No financial incentive/salaries too low	1%	1%	1%	0%
Do not like the delivery method/the way information is provided	3%	1%	2%	1%
Need training in other languages	0%	1%	0%	0%
More trainings require Internet access	0%	1%	0%	0%
It is hard enough just to meet the requirements for licensing	1%	1%	1%	0%
Nothing more to learn	0%	1%	0%	0%
No access	1%	1%	0%	1%
No motivation, lazy	0%	<1%	1%	0%
Just started, have not had the opportunity	0%	<1%	0%	0%
Do not like the location/do not like the trainer(s)	3%	0%	0%	2%
Child care not viewed as a long-term career path	0%	0%	3%	6%
Not required	0%	0%	0%	2%
Responses not related to types of barriers	<1%	2%	3%	6%
No barriers cited	14%	14%	22%	21%

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

Preschools	Directors N=37	Teachers N=96	Assistant Teachers N=23	Aides N=20
Barriers to getting more training or education (grouped into categories, multiple responses allowed)				
Do not have time/would rather spend time with family	38%	45%	35%	45%
Cost	16%	21%	22%	40%
Time or timing/schedule of available opportunities	16%	16%	26%	10%
Not useful or helpful enough to be worth the time and energy	11%	8%	0%	0%
Do not know where to go to find out/do not know what's available	5%	7%	13%	5%
Transportation/too far away/not available in area	3%	6%	17%	5%
Already going to school or getting training	3%	4%	0%	5%
Do not like the location where opportunities are offered	0%	3%	4%	0%
Do not like the location/do not like the trainer(s)	0%	2%	0%	0%
Employer provides training or contracts with a training organization	0%	2%	0%	5%
Do not like the delivery method/the way information is provided	3%	1%	0%	0%
It is hard enough just to meet the requirements for licensing	0%	1%	0%	0%
No one to watch provider's own children/not being able to get a substitute	0%	1%	0%	0%
No incentive, unlike center staff, do not get trainings paid for	0%	0%	0%	5%
More trainings require Internet access	3%	0%	0%	0%
Responses not related to types of barriers	3%	4%	0%	0%
No barriers cited	16%	10%	17%	15%

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

School-age programs	Directors N=37	Teachers N=52	Assistant Teachers N=24	Aides N=44
Barriers to getting more training or education (grouped into categories, multiple responses allowed)				
Cost	24%	25%	13%	16%
Do not have time/would rather spend time with family	19%	23%	13%	36%
Transportation/too far away/not available in area	11%	19%	8%	2%
Time or timing/schedule of available opportunities	22%	17%	17%	18%
Do not like the location where opportunities are offered	5%	10%	4%	0%
Already going to school or getting training	5%	10%	8%	0%
Topics of interest are not offered/topics are not interesting	0%	8%	0%	0%
Do not know where to go to find out/do not know what is available	11%	6%	8%	9%
Not useful or helpful enough to be worth the time and energy	11%	4%	0%	2%
No one to watch provider's own children/not being able to get a substitute	0%	4%	0%	0%
No incentive, unlike center staff, do not get trainings paid for	0%	2%	0%	0%
Employer provides training or contracts with a training organization	3%	2%	8%	0%
Do not like the location/do not like the trainer(s)	5%	0%	0%	0%
Child care not viewed as a long-term career path	3%	0%	8%	7%
Nothing more to learn	0%	0%	0%	2%
No access	0%	0%	0%	2%
Not required	3%	0%	0%	0%
No financial incentive/salaries to low	0%	0%	4%	0%
Just started, have not had the opportunity	0%	0%	0%	2%
Too young	0%	0%	0%	2%
Responses not related to types of barriers	0%	2%	13%	2%
No barriers cited	19%	15%	21%	18%

Training preferences

Among licensed family child care providers overall, almost everyone has their own favorite training, with no single type mentioned by more than 8 percent of the respondents. CPR and first aid training is a favorite training reported by some American Indian, Hmong, Latina and Somali providers. Personal favorite specific classes and conferences top the list of a large variety of favorite trainings described by child care center and preschool directors and teachers.

For licensed family child care providers and center-based staff, several reasons for preferring their favorite trainings include the information was helpful and something they can use with their children and the trainer was interesting and not boring. All the reasons, grouped into categories, are listed in Figures 53 and 54.

53. Favorite training or professional development experience and preferred methods among licensed family child care providers

Favorite training or professional development experience (grouped into categories, multiple responses allowed)	**N=354**
Named a specific class or program	10%
CPR/first aid	8%
Nutrition/food programs	7%
Arts and crafts (hands on)	6%
Creative activities, keeping children entertained	5%
Have no favorite	5%
Record keeping/business management	5%
Training to work with special needs children	5%
Infant-Toddler training (ITTI)	4%
Responses not related to types of favorite training	4%
Conferences	4%
Child growth and development	4%
Sign language	4%
All day trainings/programs	3%
Learning about age groups and age-specific activities	3%
School readiness	2%
Stress management/relaxation (pamper the provider)	2%
How to deal/work with parents	2%

53. Favorite training or professional development experience and preferred methods among licensed family child care providers (continued)

Favorite training or professional development experience (grouped into categories, multiple responses allowed) (continued)	**N=354**
Disciplining children	2%
Essential elements	2%
Motivational speaker	2%
Online classes	1%
Behavior and behavior management	1%
Learning how to start a child care business	1%
Cultural diversity	1%
Networking with other providers	1%
College classes	1%
Tom Copeland	1%
Literacy training	1%
Named specific trainer	1%
Hands on (unspecified)	1%
How to deal with bullies	1%

Reasons why it was their favorite (grouped into categories, multiple responses allowed)	**N=354**
Information was helpful/informational	28%
Instructor was very good	10%
It was interesting (not boring or repetitive)	10%
Learned something can take back to children	7%
Gave new ideas	6%
Could relate to the other people involved	5%
Hands-on learning	5%
Able to network with other providers	4%
It was fun (unspecified)	4%
Liked the variety of classes and trainings	3%
Taught how to deal with special needs	3%
Learned a lot about child development	3%
Information was very in depth/detailed	2%
Training fit schedule/was convenient	2%
liked working with that particular age group	2%
Improved nutrition and safety	2%

53. Favorite training or professional development experience and preferred methods among licensed family child care providers (continued)

Reasons why it was their favorite (grouped into categories, multiple responses allowed) (continued)	**N=354**
Learned more about the business end of child care	2%
Related information learned to own children	1%
Motivational speaker was inspiring	1%
Liked the small group interactions	1%
Staff was friendly	1%
Helped get children prepared for school	1%
What was learned could possibly save lives	1%
Learned about behavior and discipline	1%
Felt good about self	<1%
Got the training done in one day	<1%
Learned how to relax and reduce tension	<1%
Cost effective	<1%
Helped find needed resources	<1%
Provided motivation to keep doing child care	<1%
Other	18%

53. Favorite training or professional development experience and preferred methods among licensed family child care providers (continued)

Favorite training or professional development experience (grouped into categories, multiple responses allowed)	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
CPR/first aid	24%	18%	19%	54%
Said have no favorite	9%	33%	2%	0%
Child growth and development	12%	7%	12%	8%
How to communicate with kids	0%	6%	0%	23%
Named specific class or program	15%	1%	5%	0%
Behavior and behavior management	3%	3%	5%	8%
Literacy training	0%	12%	5%	0%
Nutrition/food programs	3%	9%	5%	0%
Learning about age groups and age-specific activities	0%	1%	2%	8%
Creative activities, keeping kids entertained	3%	3%	5%	0%
Arts and crafts (hands on)	0%	0%	9%	0%
Infant-toddler (ITTI)	3%	1%	5%	0%
Non-responsive answer	9%	0%	0%	0%
Conferences	3%	0%	5%	0%
School readiness	3%	0%	2%	0%
Hands-on, unspecified	3%	0%	2%	0%
College classes	3%	0%	2%	0%
Sign language	0%	0%	5%	0%
All day trainings/programs	0%	0%	5%	0%
Record keeping/business management	0%	1%	2%	0%
How to deal/work with parents	0%	1%	2%	0%
Tom Copeland	3%	0%	0%	0%
Online classes	3%	0%	0%	0%
Disciplining children	3%	0%	0%	0%
Learning key words in other languages	0%	0%	2%	0%
Learning how to start a child care business	0%	1%	0%	0%

53. Favorite training or professional development experience and preferred methods among licensed family child care providers (continued)

Reasons why it was their favorite (grouped into categories, multiple responses allowed)	American Indian N=34	Hmong N=67	Latina N=43	Somali N=13
Information was helpful/informational	32%	18%	12%	54%
Improved nutrition and safety	15%	18%	5%	15%
Learned something can take back to children	3%	4%	28%	8%
Do not know why	6%	22%	0%	0%
Learned about behavior and discipline	0%	4%	5%	15%
Helped get children prepared for school	0%	13%	7%	0%
Instructor was very good	12%	0%	7%	0%
Non-responsive answer	6%	10%	2%	0%
Comment specific to training received	3%	0%	7%	8%
What was learned could possibly save lives	0%	3%	12%	0%
Liked the small group interactions	9%	0%	5%	0%
Gave new ideas	6%	3%	2%	0%
Learned a lot about child development	6%	0%	5%	0%
It was interesting (not boring or repetitive)	6%	1%	2%	0%
It was fun (unspecified)	6%	0%	2%	0%
Able to network with other providers	3%	0%	5%	0%
Related the information learned to own children	3%	1%	2%	0%
Liked working with that particular age group	6%	0%	0%	0%
Cost effective	0%	0%	5%	0%
Liked the variety of classes and trainings	0%	0%	5%	0%
Could relate to the other people involved	3%	1%	0%	0%
It was hands-on learning	3%	1%	0%	0%
Learned more about the business end of child care	0%	3%	0%	0%
In my own home	3%	0%	0%	0%
Staff was friendly	0%	0%	2%	0%
Information was very in-depth/detailed	0%	0%	2%	0%
Learned how to relax and reduce tension	0%	0%	2%	0%
Counts as/towards college credits/degree	0%	0%	2%	0%

54. Favorite training or professional development experience and preferred methods among center-based program staff

Centers	Directors	Teachers	Assistant Teachers	Aides
Favorite training or professional development experience (grouped into categories)	**N=59**	**N=228**	**N=78**	**N=72**
Named a specific class or program	37%	27%	31%	33%
Conferences	15%	11%	5%	4%
College classes	0%	4%	0%	0%
Literacy training	3%	4%	1%	1%
Named specific trainer	12%	4%	3%	4%
Sign language	0%	4%	0%	1%
Hands on	7%	4%	3%	4%
CPR/first aid/medical awareness/SIDS	2%	3%	8%	6%
Motivational speaker	0%	3%	0%	0%
At home/self study	0%	2%	0%	3%
Creative activities, keeping children entertained and involved	0%	2%	3%	0%
Training for working with special needs children	2%	2%	8%	1%
All day trainings/programs	2%	2%	0%	0%
Arts and crafts (hands on)	0%	2%	1%	3%
Child growth and development	0%	1%	1%	1%
Cultural diversity	2%	1%	6%	0%
Infant-toddler/ITTI	0%	1%	1%	1%
Disciplining children	0%	1%	0%	0%
How to deal/work with parents	2%	1%	1%	1%
Interactive trainings	0%	1%	0%	0%
Learning about age groups and age-specific activities	2%	1%	0%	0%
Networking with other providers	3%	1%	1%	0%
Onsite or in-service training	0%	1%	1%	1%
School readiness	3%	1%	0%	0%
Stress management/relaxation (pamper the provider)	0%	1%	0%	0%
Behavior and behavior management	2%	<1%	5%	1%
Nutrition/food programs	0%	<1%	0%	1%
Online classes	0%	<1%	3%	0%
High school classes	0%	0%	0%	1%
Learning key words in other languages	0%	0%	1%	0%
Record keeping/business management	2%	0%	0%	0%
Responses not related to favorite training	2%	6%	12%	18%
Said have no favorite training	3%	8%	5%	11%

54. Favorite training or professional development experience and preferred methods among center-based program staff (continued)

Centers	Directors	Teachers	Assistant Teachers	Aides
Reasons why it was their favorite (grouped into categories, multiple responses allowed)	**N=54**	**N=213**	**N=72**	**N=63**
Information was helpful/informational	37%	32%	35%	33%
Learned something to take back to the children/something that can actually be used	7%	19%	14%	13%
It was interesting (not boring or repetitive)	6%	15%	14%	11%
Instructor was very good	13%	13%	10%	8%
It was hands on learning	4%	12%	14%	10%
Liked the variety of classes and trainings to choose from	9%	8%	3%	2%
Comment specific to training that was received	17%	7%	10%	3%
Gave new ideas	4%	6%	6%	3%
Able to network with other providers	9%	5%	0%	3%
Got the training done in one day/all at once	2%	4%	0%	0%
Can relate the information learned to own children	0%	4%	3%	3%
It was fun	2%	4%	3%	5%
Training fit schedule/was convenient	4%	4%	3%	2%
Liked the small class/group interactions	6%	3%	3%	2%
Motivational speaker was inspiring	9%	3%	4%	0%
Taught how to deal with special needs children	2%	2%	3%	0%
Information was very in-depth/detailed	0%	2%	3%	2%
Motivated to continue doing child care	2%	2%	4%	3%
Felt good about myself	0%	2%	1%	6%
Learned a lot about child development	0%	1%	1%	0%
Working with and caring for a particular age group	0%	1%	1%	3%
It was cost effective	2%	1%	0%	0%
What was learned could possibly save lives	0%	1%	6%	3%
Helped to find needed resources	2%	<1%	0%	0%
Helped to assist children get prepared for school	0%	<1%	0%	0%
Could relate to the other people involved	4%	<1%	3%	0%
Learned about behavior and discipline	0%	<1%	1%	0%
Learned how to relax and reduce tension in the care setting	0%	<1%	0%	0%
Staff was friendly	0%	0%	0%	2%
Responses not related to favorite training	0%	2%	3%	14%

54. Favorite training or professional development experience and preferred methods among center-based program staff (continued)

Preschools	Directors	Teachers	Assistant Teachers	Aides
Favorite training or professional development experience (grouped into categories)	**N=29**	**N=83**	**N=21**	**N=20**
Conferences	24%	23%	19%	10%
Named specific class or program	28%	18%	29%	20%
College classes	7%	11%	5%	0%
Literacy training	3%	8%	0%	0%
Training for working with special needs children	3%	7%	0%	5%
Arts and crafts (hands on)	0%	5%	5%	0%
Named specific trainer	0%	5%	0%	5%
Creative activities, keeping children entertained and involved	7%	2%	0%	0%
Networking with other providers	0%	2%	0%	0%
All day trainings/programs	7%	1%	0%	0%
Child growth and development	0%	1%	0%	0%
CPR/first aid/medical awareness/SIDS	3%	1%	14%	0%
How to spot abuse/neglect	0%	1%	0%	0%
Motivational speaker	0%	1%	0%	0%
Online classes	0%	1%	0%	0%
Onsite or in-service training	0%	1%	10%	0%
School readiness	0%	1%	5%	0%
Hands on (unspecified)	3%	0%	0%	5%
Behavior and behavior management	3%	0%	0%	10%
Cultural diversity	0%	0%	0%	10%
High school classes	0%	0%	0%	5%
Infant-toddler/ITTI	0%	0%	0%	5%
Responses not related to types of favorite training	0%	0%	0%	20%
Said have no favorite	10%	8%	14%	5%

54. Favorite training or professional development experience and preferred methods among center-based program staff (continued)

Preschools	Directors	Teachers	Assistant Teachers	Aides
Reasons why it was their favorite (grouped into categories, multiple responses allowed)	**N=25**	**N=75**	**N=17**	**N=16**
Information was helpful/informational	32%	35%	35%	56%
Learned something to take back to the children/something that can actually be used	40%	16%	0%	6%
Instructor was very good	16%	15%	29%	6%
Gave new ideas	8%	13%	18%	6%
It was hands on learning	4%	13%	6%	6%
Liked the variety of classes and trainings to choose from	12%	11%	12%	13%
It was interesting (not boring or repetitive)	16%	11%	6%	0%
Comment specific to training that was received	0%	7%	0%	0%
Able to network with other providers	12%	7%	12%	0%
Can relate the information learned to own children	0%	4%	0%	6%
Information was very in-depth/detailed	12%	4%	0%	0%
Taught how to deal with special needs children	0%	4%	0%	0%
Training fit schedule/was convenient	4%	4%	6%	0%
Got degree or certification	0%	3%	0%	0%
It was cost effective	0%	3%	0%	0%
Kept motivated to continue doing child care	0%	3%	0%	6%
Motivational speaker was inspiring	0%	3%	0%	0%
It was fun (unspecified)	0%	1%	0%	13%
Learned a lot about child development	4%	1%	6%	6%
Got the training done in one day/all at once	0%	0%	6%	6%
Helped to assist children get prepared for school	4%	0%	0%	0%
Liked working with and caring for a particular age group	0%	0%	0%	6%
Liked the small class/group interactions	0%	0%	6%	6%
Learned about behavior and discipline	0%	0%	0%	6%
Staff was friendly	0%	0%	6%	0%
What was learned could possibly save lives	0%	0%	6%	0%
Responses not related to favorite training	0%	0%	0%	19%

54. Favorite training or professional development experience and preferred methods among center-based program staff (continued)

School-age programs	Directors	Teachers	Assistant Teachers	Aides
Favorite training or professional development experience (grouped into categories)	**N=31**	**N=42**	**N=19**	**N=27**
Named specific class or program	19%	21%	26%	15%
College classes	3%	10%	0%	4%
Named specific trainer	3%	10%	0%	11%
Conferences	16%	7%	5%	0%
Arts and crafts (hands on)	3%	5%	0%	0%
CPR/first aid/medical awareness/SIDS	3%	5%	21%	15%
Motivational speaker	0%	5%	0%	0%
Training for working with special needs children	10%	5%	5%	0%
Hands on	0%	2%	0%	4%
Child growth and development	6%	2%	5%	11%
Creative activities, keeping children entertained and involved	10%	2%	0%	7%
Cultural diversity	6%	2%	0%	0%
Online classes	0%	2%	0%	0%
School readiness	0%	2%	0%	0%
Sign language	0%	2%	5%	0%
Behavior and behavior management	0%	0%	0%	4%
Disciplining children	3%	0%	0%	7%
How to deal with bullies	0%	0%	5%	0%
Like to provide/give training	3%	0%	0%	0%
Infant-toddler/ITTI	0%	0%	0%	4%
Interactive trainings	0%	0%	5%	0%
Learning about age groups and age-specific activities	0%	0%	5%	0%
Onsite or in-service training	0%	0%	5%	4%
Record keeping/business management	3%	0%	0%	0%
Responses not related to favorite training	6%	10%	5%	15%
Said have no favorite	3%	7%	5%	0%

54. Favorite training or professional development experience and preferred methods among center-based program staff (continued)

School-age programs	Directors	Teachers	Assistant Teachers	Aides
Reasons why it was their favorite (grouped into categories, multiple responses allowed)	**N=28**	**N=36**	**N=18**	**N=25**
Learned something to take back to the children/something that can actually be used	21%	31%	17%	8%
It was interesting (not boring or repetitive)	7%	25%	17%	8%
Information was helpful/informational	32%	19%	11%	28%
Instructor was very good	14%	17%	11%	12%
It was hands on learning	11%	11%	11%	4%
Liked the variety of classes and trainings to choose from	4%	6%	6%	0%
Comment specific to training that was received	11%	3%	6%	4%
Gave new ideas	4%	3%	6%	4%
Could relate the information learned to own children	7%	3%	0%	4%
Liked the small class/group interactions	4%	3%	6%	0%
Was able to network with other providers	7%	3%	11%	0%
Information was very in-depth/detailed	7%	3%	0%	0%
It was fun	0%	3%	0%	4%
Learned a lot about child development	4%	3%	0%	4%
Motivational speaker was inspiring	4%	3%	0%	0%
Helped to find needed resources	4%	0%	0%	0%
Helped to assist children get prepared for school	4%	0%	0%	0%
Could relate to the other people involved	0%	0%	6%	4%
Learned more about the business end of child care	4%	0%	0%	0%
It was cost effective	4%	0%	0%	0%
Kept motivated to continue doing child care	0%	0%	0%	4%
Learned about behavior and discipline	0%	0%	6%	8%
Felt good about myself	0%	0%	0%	4%
Only training they had	0%	0%	0%	4%
Staff was friendly	0%	0%	0%	4%
Taught how to deal with special needs children	7%	0%	0%	4%
What was learned could possibly save lives	0%	0%	6%	8%
Responses not related to favorite training	7%	8%	6%	12%

CCR&R training needs assessment results

The 2006 training needs assessment conducted and tabulated by four of the six CCR&R regional sites found some common responses about provider training preferences, particularly among licensed family child care providers. However, these results should be interpreted with caution because of the varied methods and response rates of the surveys.

In general, providers prefer trainings on a Monday or Tuesday evening, starting at 6:30 p.m. and lasting for two hours, or on Saturdays, starting at 9:00 a.m. and lasting four to six hours. Any month except December or during the summer is acceptable, but January-April seems to be the most popular months to attend trainings.

Providers most commonly prefer an in-service or a credit hours format much more than college-based credits or CEUs. The most preferred topics are child development and interactions with children, followed by learning environments and curriculum, and communicating with parents.

Conclusions

Based on survey and focus group discussion 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.

1. **Implement an accountability process that ensures delivery of quality training through rigorous evaluation and regular assessments of trainers and the organizations responsible for training.**

Perhaps more than anything, child care teachers and licensed providers want their professional development and training experiences to be worth the time and money. To that end, trainers should be rigorously evaluated or credentialed. 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.

2. **Implement and maintain a standard method for documenting completion of training hours by core content.**

Even when providers and teachers keep training records, categorizing their training experience by core content area is largely up to them. Ideally, the professional development system would have a registry of approved high-quality trainings categorized by core content and a method for recording completion of trainings by individuals in the child care workforce. Documenting completion of training this way would require individual providers and teachers only to report their participation in trainings not included in the training registry.

3. **Improve the quality of trainers and training content.**

Trainers must engage training participants in ways that respect their time, culture and intelligence. Trainers must have recent experience working in a child care setting or with children in addition to degrees or other credentials, and they must be able to effectively facilitate the learning of child care providers from a wide variety of backgrounds.

Trainers should provide innovative approaches and strategies for supporting child development, with a much heavier focus on specific skills and techniques for meeting specific needs of children, rather than on broad theoretical overviews. Providers requested a larger number and greater variety of training options on specific topics to ensure that they are able to choose those that are relevant to their particular needs, especially options for different age groups and different child care settings.

Providers and teachers want trainings to deliver new ideas and new approaches, not refresher courses, especially for experienced providers who have taken the same required course multiple times.

Providers and teachers prefer training methods that are interactive and include opportunities to apply and practice what they are learning. They also want to be provided with handouts, examples and/or samples that they can try with the children in their care. They tend to not like trainings that are didactic and that use videos as their main method.

4. Improve access to professional development and training opportunities.

Provide and publicize more local training options. Hold trainings on a regular basis in several regular sites in each district that do not require extensive travel. Offer a variety of dates and times for each training, especially for mandatory trainings and trainings in Hmong, Spanish and Somali languages.

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 and for very specific topics or interests. However, do not increase online options at the expense of hands-on trainings, which most providers and teachers prefer.

If classes are offered evenings during the work week, start them after 6:30 p.m. to allow enough time to get there, taking into account the usual pick-up times and travel times.

Hmong, Somali and Spanish speakers asked for more trainings and a greater variety of trainings in their own languages. In particular, they and American Indian providers expressed interest in training on behavior management, early literacy and working with parents.

Increase financial assistance to improve access to required first aid and CPR training. Simplify the process and guidelines for training grants and scholarships, and provide support and training on how to prepare the grant application.

Because providers typically cannot be reimbursed for a training until after they have completed it, providers would like a different approach to training registration that does not require payment months in advance, which requires them to carry the cost of training personally until they can be reimbursed.

Finally, the use of relationship-based professional development, which includes on-site mentoring and coaching, should be encouraged, supported and eligible for receiving credit hours. At present, fewer than one in five providers and teachers report using a mentor, coach or consultant in the past two years. This training approach addresses issues

of access while delivering training in ways that are attractive to child care providers and teachers (i.e., hands-on and specific to their language, cultural and other needs).

5. Improve information about training.

Provide Hmong, Somali and Spanish-speaking providers training calendars and newsletters in their languages and far enough in advance so they can plan to attend.

Ensure that training advertisements are an accurate representation of what will be offered in the training, including specific information about the training topic and the trainer, as well as the children's age group, type of child care setting and types of activities that will be focused on in the training. When possible, training should be advertised directly to center-based teachers and aides rather than through directors to ensure timely notification.

6. Continue and support public and private efforts to enhance the knowledge and skills of the child care workforce.

While Minnesota has a highly experienced child care workforce, with 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.

One way to increase these educational levels is by supporting T.E.A.C.H. (Teacher Education And Compensation Helps), a scholarship program that helps child care providers earn a college degree in early childhood education or child development. The scholarship pays for a large portion of college tuition and books and also provides assistance with transportation and costs for substitutes. Successful scholarship recipients also qualify for a pay raise or bonus upon completion of their scholarship contract.

In addition to encouraging the child care workforce to attain college degrees, efforts should be supported to inform providers and teachers about all the core competencies and to obtain training in all core content areas. The basics of health, safety and nutrition; child growth and development; and effective learning environments for young children are fairly well covered. More attention should be paid to encouraging providers to seek training in child assessments and lesson planning for individual developmental needs and trainings that involve working with families and communities.

7. Support public and private efforts to increase the diversity of the child care workforce.

The child care workforce has seen some small gains with respect to diversity in the past six or seven years. This study found that assistant teachers and aides in center-based programs are more diverse than teachers and directors with respect to race, ethnicity and language, particularly Spanish, and have shown the only apparent increases in diversity 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 culture-specific, center-based programs.

Appendices

Calculating size of child care workforce

Details of core content training for licensed family child care providers and center-based teachers

Family Child Care Licensure Definitions

Calculating size of child care workforce

Calculating size of licensed family child care workforce

- Number of licensed family child care providers: 10,491

- 8 percent had one partner who also provides care: 839

- 1 percent had two partners who also provide care: 210

- 1 percent had three or more partners who also provide care: 315

- 13 percent had one paid assistant: 1364

- 4 percent had two paid assistants: 839

- 2 percent had three or more paid assistants: 629

- Total licensed family child care workforce: 14,687

- Average number of providers: 1.4

Calculating size of center-based child care workforce

	Directors	Teachers	Assistant Teachers	Aides	Total
Centers	1,060	5,484	2,178	3,125	11,847
Preschools	519	1,460	465	611	3,055
School-age	471	2,208	2,357	1,854	6,890
Total	2,050	9,152	5,000	5,590	21,792

Average number of staff type (number of current staff divided by number of completed surveys) multiplied by total number of programs

Centers
Directors: 216/169 x 829 = 1060
Teachers: 1118/169 x 829 = 5484
Assistant teachers: 444/169 x 829 = 2178
Aides: 637/169 x 829 = 3125
Average number of staff: 14.29

Preschools
Directors: 96/96 x 519 = 519
Teachers: 270/96 x 519 = 1460
Assistant teachers: 86/96 x 519 = 465
Aides: 113/96 x 519 = 611
Average number of staff: 5.89

School-age
Directors: 60/63 x 495 = 471
Teachers: 281/63 x 495 = 2208
Assistant teachers: 300/63 x 495 = 2357
Aides: 236/63 x 495 = 1854
Average number of staff: 13.92

Details of core content training for licensed family child care providers and center-based teachers

A1. Child growth and development training: licensed family child care providers

Received training in…

Child growth and development – training on how children gain language and develop physically, cognitively, emotionally and socially

Number of sessions attended	N=292
0	27%
1	22%
2	20%
3-8	26%
9-14	3%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**2.6**
Mean number of sessions (respondents indicating one or more sessions)	**3.5**
Total hours trained in this area	**N=293**
0	27%
1	2%
2	19%
3-5	19%
6-9	15%
10 or more	18%
Mean number of hours (including respondents who indicated no hours)	**6.0**
Mean number of hours (respondents indicating one or more hours)	**8.2**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=215**
Child Care Resource and Referral agencies	48%
County	11%
Higher education	11%
MLFCCA	6%
Providers Choice, Inc.	6%

Note: 292 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A2. Learning environment and curriculum training: licensed family child care providers

Received training in…

Learning environment and curriculum - how to establish an environment that provides learning experiences to meet each child's needs, capabilities and interests

Number of sessions attended	N=292
0	35%
1	27%
2	19%
3-8	15%
9-14	2%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**2.0**
Mean number of sessions (respondents indicating one or more sessions)	**3.1**
Total hours trained in this area	**N=293**
0	34%
1	3%
2	19%
3-5	20%
6-9	12%
10 or more	11%
Mean number of hours (including respondents who indicated no hours)	**5.0**
Mean number of hours (respondents indicating one or more hours)	**7.6**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=192**
Child Care Resource and Referral agencies	45%
County	11%
Higher education	9%
Providers Choice, Inc.	7%
Provider meeting	7%
MLFCCA	6%

Note: 292 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A3. Assessment and planning for individual needs training: licensed family child care providers

Received training in…

Assessment and planning for individual needs – how to observe and assess what children know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs

Number of sessions attended	N=291
0	65%
1	16%
2	8%
3-8	8%
9-14	1%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**1.0**
Mean number of sessions (respondents indicating one or more sessions)	**3.0**
Total hours trained in this area	**N=292**
0	65%
1	2%
2	10%
3-5	11%
6-9	7%
10 or more	5%
Mean number of hours (including respondents who indicated no hours)	**2.3**
Mean number of hours (respondents indicating one or more hours)	**6.6**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=102**
Child Care Resource and Referral agencies	42%
County	17%
Higher education	10%
MLFCCA	6%

Note: 291 of 354 respondents (82 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A4. Interactions with children training: licensed family child care providers

Received training in…

Interactions with children – training on how to establish supportive relationships with children and guide them as individuals and as a part of a group

Number of sessions attended	N=292
0	45%
1	28%
2	14%
3-8	10%
9-14	1%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**1.3**
Mean number of sessions (respondents indicating one or more sessions)	**2.3**
Total hours trained in this area	**N=293**
0	45%
1	4%
2	22%
3-5	14%
6-9	9%
10 or more	5%
Mean number of hours (including respondents who indicated no hours)	**2.7**
Mean number of hours (respondents indicating one or more hours)	**4.9**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=161**
Child Care Resource and Referral agencies	47%
County	10%
Providers Choice, Inc.	9%
Higher education	9%

Note: 292 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A5. Families and communities training: licensed family child care providers

Received training in…

Families and communities – training on how to work collaboratively with families and organizations to meet children's needs, and to encourage the community's involvement with early childhood education and care

Number of sessions attended	N=293
0	70%
1	15%
2	8%
3-8	5%
9-14	1%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**0.8**
Mean number of sessions (respondents indicating one or more sessions)	**2.8**
Total hours trained in this area	**N=293**
0	70%
1	2%
2	11%
3-5	9%
6-9	4%
10 or more	3%
Mean number of hours (including respondents who indicated no hours)	**1.9**
Mean number of hours (respondents indicating one or more hours)	**6.3**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=87**
Child Care Resource and Referral agencies	34%
County	13%
Higher education	6%
Provider meeting	6%
ECFE	5%
MLFCCA	5%
Providers Choice, Inc.	5%

Note: 293 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A6. Health, safety and nutrition training: licensed family child care providers

Received training in…

Health, safety and nutrition – training on how to establish and maintain an environment that ensures children's health, safety and nourishment

Number of sessions attended	N=293
0	2%
1	10%
2	23%
3-8	60%
9-14	5%
15 or more	<1%
Mean number of sessions (including respondents who indicated no sessions)	**4.1**
Mean number of sessions (respondents indicating one or more sessions)	**4.2**
Total hours trained in this area	**N=293**
0	2%
1	1%
2	11%
3-5	17%
6-9	23%
10 or more	45%
Mean number of hours (including respondents who indicated no hours)	**9.6**
Mean number of hours (respondents indicating one or more hours)	**9.8**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=287**
Child Care Resource and Referral agencies	38%
Providers Choice, Inc.	34%
Red Cross	28%
County	18%
Fire and police/hospital/public safety	13%
Public health	8%
Nutrition or food programs	7%
Provider meeting	6%
Higher education	5%
MLFCCA	5%

Note: 293 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A7. Program planning and evaluation training: licensed family child care providers

Received training in…

Program planning and evaluation – how to establish, implement, evaluate and enhance operation of an early childhood education and care program

Number of sessions attended	N=292
0	76%
1	15%
2	3%
3-8	4%
9-14	<1%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**0.6**
Mean number of sessions (respondents indicating one or more sessions)	**2.6**
Total hours trained in this area	**N=293**
0	75%
1	4%
2	9%
3-5	5%
6-9	3%
10 or more	3%
Mean number of hours (including respondents who indicated no hours)	**1.6**
Mean number of hours (respondents indicating one or more hours)	**6.3**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=72**
Child Care Resource and Referral agencies	46%
County	14%
Higher education	11%
MLFCCA	6%

Note: 292 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A8. Professional development and leadership training: licensed family child care providers

Received training in…

Professional development and leadership – training on how to serve children and families in a professional manner, and participate in the community as a representative of early childhood education and care

Number of sessions attended	N=293
0	75%
1	12%
2	6%
3-8	4%
9-14	2%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**0.8**
Mean number of sessions (respondents indicating one or more sessions)	**3.2**
Total hours trained in this area	**N=293**
0	75%
1	2%
2	10%
3-5	5%
6-9	3%
10 or more	5%
Mean number of hours (including respondents who indicated no hours)	**2.0**
Mean number of hours (respondents indicating one or more hours)	**8.1**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=74**
Child Care Resource and Referral agencies	38%
County	15%
Higher education	9%
MLFCCA	8%
Providers Choice, Inc.	7%
Provider meeting	5%

Note: 293 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A9. Business planning and recordkeeping training: licensed family child care providers

Received training in…

Business planning and recordkeeping – training on how to establish an on-going system for running and planning a child care business

Number of sessions attended	N=293
0	57%
1	27%
2	9%
3-8	6%
9-14	1%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**0.9**
Mean number of sessions (respondents indicating one or more sessions)	**2.0**
Total hours trained in this area	**N=293**
0	57%
1	4%
2	19%
3-5	9%
6-9	6%
10 or more	4%
Mean number of hours (including respondents who indicated no hours)	**1.9**
Mean number of hours (respondents indicating one or more hours)	**4.5**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=126**
Child Care Resource and Referral agencies	39%
County	19%
Providers Choice, Inc.	9%
Provider meeting	8%
Accounting/bookkeeping	6%

Note: 293 of 354 respondents (83 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A10. Core content training completed: center teachers

Core content training area	Number of sessions					Hours of training				
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum
Child growth and development	(n=209) 3.1	2	(n=158) 4.1	2	32	(n=225) 10.1	6	(n=174) 13.0	8	80
Learning environment and curriculum	(n=211) 2.5	1	(n=156) 3.4	2	32	(n=227) 8.5	4	(n=172) 11.2	7.5	100
Assessment and planning for individual needs	(n=215) 1.8	1	(n=122) 3.2	2	32	(n=225) 5.6	2	(n=132) 9.6	5	80
Interactions with children	(n=215) 2.1	1	(n=131) 3.5	2	32	(n=226) 6.2	2	(n=142) 9.9	5	80
Families and communities	(n=221) 1.4	1	(n=116) 2.7	2	20	(n=230) 5.0	1.75	(n=125) 9.1	4.5	80
Health, safety and nutrition	(n=210) 3.3	2	(n=169) 4.1	2	40	(n=222) 8.9	4	(n=181) 11.0	6	80
Program planning and evaluation	(n=226) 1.5	0	(n=91) 3.7	2	80	(n=233) 4.0	0	(n=98) 9.4	4	80
Professional development and leadership	(n=224) 1.5	1	(n=115) 2.9	2	13	(n=231) 6.0	1	(n=122) 11.4	6	80
Business planning and record-keeping	(n=240) 0.3	0	(n=26) 2.7	2	6	(n=242) 1.6	0	(n=28) 13.6	4	160

Note: Ns vary by core content area due to missing responses. Ns for medians are equivalent to sample sizes shown for corresponding means.

A11. Child growth and development training: center teachers

Received training in…

Child growth and development – training on how children gain language and develop physically, cognitively, emotionally and socially

Number of sessions attended	N=209
0	24%
1	20%
2	19%
3-8	28%
9-14	7%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**3.1**
Mean number of sessions (respondents indicating one or more sessions)	**4.1**
Total hours trained in this area	**N=225**
0	23%
1	3%
2	11%
3-5	13%
6-9	17%
10 or more	33%
Mean number of hours (including respondents who indicate no hours)	**10.1**
Mean number of hours (respondents indicating one or more hours)	**13.0**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=217**
Child Care Resource and Referral agencies	21%
Higher education (MnSCU, tribal or community colleges)	17%
Caregiver's center or program (in-service led by director, staff, outside trainer)	16%
SEEDS literacy training	8%
Individual (self-study, including Internet)	7%
MnAEYC	6%
Conference/workshop	6%

Note: 209 of 352 respondents (59 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A12. Learning environment and curriculum training: center teachers

Received training in…

Learning environment and curriculum - how to establish an environment that provides learning experiences to meet each child's needs, capabilities and interests

Number of sessions attended	N=211
0	26%
1	25%
2	18%
3-8	24%
9-14	6%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**2.5**
Mean number of sessions (respondents indicating one or more sessions)	**3.4**
Total hours trained in this area	**N=227**
0	24%
1	3%
2	11%
3-5	18%
6-9	16%
10 or more	28%
Mean number of hours (including respondents who indicated no hours)	**8.5**
Mean number of hours (respondents indicating one or more hours)	**11.2**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=206**
Child Care Resource and Referral agencies	21%
Caregiver's center or program (in-service led by director, staff, outside trainer)	17%
Higher education (MnSCU, tribal or community colleges)	16%
Individual (self-study, including Internet)	7%
Conference/workshop	6%
SEEDS literacy training	6%
MnAEYC	5%

Note: 211 of 352 respondents (60 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A13. Assessment and planning for individual needs training: center teachers

Received training in…

Assessment and planning for individual needs – how to observe and assess
what children know and can do in order to provide curriculum and instruction
that addresses their developmental and learning needs

Number of sessions attended	N=215
0	43%
1	20%
2	16%
3-8	18%
9-14	2%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**1.8**
Mean number of sessions (respondents indicating one or more sessions)	**3.2**
Total hours trained in this area	**N=225**
0	41%
1	4%
2	9%
3-5	17%
6-9	9%
10 or more	19%
Mean number of hours (including respondents who indicated no hours)	**5.6**
Mean number of hours (respondents indicating one or more hours)	**9.6**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=165**
Child Care Resource and Referral agencies	20%
Caregiver's center or program (in-service led by director, staff, outside trainer)	20%
Higher education (MnSCU, tribal or community colleges)	19%
Individual (self-study, including Internet)	6%
Conference/workshop	6%

Note: 215 of 352 respondents (61 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A14. Interactions with children training: center teachers

Received training in…

Interactions with children – training on how to establish supportive relationships with children and guide them as individuals and as a part of a group

Number of sessions attended	N=215
0	39%
1	20%
2	17%
3-8	19%
9-14	4%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**2.1**
Mean number of sessions (respondents indicating one or more sessions)	**3.5**
Total hours trained in this area	**N=226**
0	37%
1	4%
2	12%
3-5	17%
6-9	9%
10 or more	21%
Mean number of hours (including respondents who indicated no hours)	**6.2**
Mean number of hours (respondents indicating one or more hours)	**9.9**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=168**
Caregiver's center or program (in-service led by director, staff, outside trainer)	19%
Child Care Resource and Referral agencies	18%
Higher education (MnSCU, tribal or community colleges)	15%
Conference/workshop	6%
Individual (self-study, including Internet)	6%
MnAEYC	6%

Note: 215 of 352 respondents (61 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A15. Families and communities training: center teachers

Received training in…

Families and communities – training on how to work collaboratively with families and organizations to meet children's needs, and to encourage the community's involvement with early childhood education and care

Number of sessions attended	N=221
0	48%
1	25%
2	10%
3-8	14%
9-14	3%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**1.4**
Mean number of sessions (respondents indicating one or more sessions)	**2.7**
Total hours trained in this area	**N=230**
0	46%
1	4%
2	14%
3-5	10%
6-9	9%
10 or more	17%
Mean number of hours (including respondents who indicated no hours)	**5.0**
Mean number of hours (respondents indicating one or more hours)	**9.1**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=145**
Child Care Resource and Referral agencies	21%
Caregiver's center or program (in-service led by director, staff, outside trainer)	19%
Higher education (MnSCU, tribal or community colleges)	15%
Conference/workshop	6%
MnAEYC	6%

Note: 221 of 352 respondents (63 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A16. Health, safety and nutrition training: center teachers

Received training in…

Health, safety and nutrition – training on how to establish and maintain an environment that ensures children's health, safety and nourishment

Number of sessions attended	N=210
0	20%
1	23%
2	21%
3-8	26%
9-14	8%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**3.3**
Mean number of sessions (respondents indicating one or more sessions)	**4.1**
Total hours trained in this area	**N=222**
0	18%
1	9%
2	11%
3-5	16%
6-9	12%
10 or more	34%
Mean number of hours (including respondents who indicated no hours)	**8.9**
Mean number of hours (respondents indicating one or more hours)	**11.0**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=233**
Caregiver's center or program (in-service led by director, staff, outside trainer)	20%
Higher education (MnSCU, Tribal or community colleges)	14%
Red Cross	14%
Fire and police department/hospital and EMS/public safety	13%
Child Care Resource and Referral agencies	11%

Note: 210 of 352 respondents (60 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A17. Program planning and evaluation training: center teachers

Received training in…

Program planning and evaluation – how to establish, implement, evaluate and enhance operation of an early childhood education and care program

Number of sessions attended	N=226
0	60%
1	17%
2	11%
3-8	9%
9-14	2%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**1.5**
Mean number of sessions (respondents indicating one or more sessions)	**3.6**
Total hours trained in this area	**N=233**
0	58%
1	6%
2	7%
3-5	12%
6-9	6%
10 or more	12%
Mean number of hours (including respondents who indicated no hours)	**4.0**
Mean number of hours (respondents indicating one or more hours)	**9.4**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=106**
Caregiver's center or program (in-service led by director, staff, outside trainer)	21%
Child Care Resource and Referral agencies	20%
Higher education (MnSCU, tribal or community colleges)	17%

Note: 226 of 352 respondents (64 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A18. Professional development and leadership training: center teachers

Received training in…

Professional development and leadership – training on how to serve children and families in a professional manner, and participate in the community as a representative of early childhood education and care

Number of sessions attended	N=224
0	49%
1	22%
2	9%
3-8	17%
9-14	2%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**1.5**
Mean number of sessions (respondents indicating one or more sessions)	**2.9**
Total hours trained in this area	**N=231**
0	47%
1	6%
2	8%
3-5	10%
6-9	9%
10 or more	19%
Mean number of hours (including respondents who indicated no hours)	**6.0**
Mean number of hours (respondents indicating one or more hours)	**11.4**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=149**
Caregiver's center or program (in-service led by director, staff, outside trainer)	24%
Higher education (MnSCU, tribal or community colleges)	17%
Child Care Resource and Referral agencies	15%
Conference/workshop	8%
School/district (non-higher education)	5%

Note: 224 of 352 respondents (64 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A19. Business planning and recordkeeping training: center teachers

Received training in…

Business planning and recordkeeping – training on how to establish an on-going system for running and planning a child care business

Number of sessions attended	N=240
0	89%
1	3%
2	4%
3-8	4%
9-14	0%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**0.3**
Mean number of sessions (respondents indicating one or more sessions)	**2.7**
Total hours trained in this area	**N=242**
0	88%
1	2%
2	1%
3-5	5%
6-9	0%
10 or more	3%
Mean number of hours (including respondents who indicated no hours)	**1.6**
Mean number of hours (respondents indicating one or more hours)	**13.6**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=30**
Higher education (MnSCU, tribal or community colleges)	30%
Caregiver's center or program (in-service led by director, staff, outside trainer)	15%
Child Care Resource and Referral agencies	11%
Individual (self-study, including Internet)	7%

Note: 240 of 352 respondents (68 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A20. Core content training completed: preschool teachers

Core content training area	Number of sessions					Hours of training				
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum
Child growth and development	(n=92) 2.8	2	(n=70) 3.7	2	24	(n=101) 10.8	5	(n=79) 13.8	10	100
Learning environment and curriculum	(n=95) 2.8	2	(n=68) 4.0	3	19	(n=103) 9.7	4	(n=76) 13.1	8	200
Assessment and planning for individual needs	(n=91) 1.6	1	(n=52) 2.8	2	13	(n=101) 5.2	2	(n=62) 8.4	6.25	50
Interactions with children	(n=99) 1.4	1	(n=52) 2.6	2	11	(n=103) 3.9	2	(n=56) 7.2	5	50
Families and communities	(n=102) 0.9	0	(n=27) 3.5	2	32	(n=106) 2.5	0	(n=31) 8.6	4	96
Health, safety and nutrition	(n=96) 2.3	2	(n=74) 3.0	2	12	(n=101) 8.6	8	(n=79) 11.0	9	56
Program planning and evaluation	(n=99) 0.9	0	(n=38) 2.4	2	11	(n=103) 2.1	0	(n=42) 5.2	3	27
Professional development and leadership	(n=100) 0.8	0	(n=29) 2.7	2	16	(n=104) 2.6	0	(n=33) 8.1	5	40
Business planning and recordkeeping	(n=106) 0.1	0	(n=7) 1.3	1	3	(n=107) 0.6	0	(n=8) 8.3	5.5	25

Note: Ns vary by core content area due to missing responses. Ns for medians are equivalent to sample sizes shown for corresponding means.

A21. Child growth and development training: preschool teachers

Received training in…

Child growth and development – training on how children gain language and develop physically, cognitively, emotionally and socially

Number of sessions attended	N=92
0	24%
1	21%
2	24%
3-8	26%
9-14	2%
15 or more	3%
Mean number of sessions (including respondents who indicated no sessions)	**2.8**
Mean number of sessions (respondents indicating one or more sessions)	**3.7**
Total hours trained in this area	**N=101**
0	22%
1	5%
2	7%
3-5	19%
6-9	8%
10 or more	40%
Mean number of hours (including respondents who indicated no hours)	**10.8**
Mean number of hours (respondents indicating one or more hours)	**13.8**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=101**
Higher education (MnSCU, tribal or community colleges)	27%
Caregiver's center or program (in-service led by director, staff, outside trainer)	15%
Child Care Resource and Referral agencies	12%
School/district (non-higher education)	9%
Conference/workshop	9%
ECFE	6%

Note: 92 of 126 respondents (73 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A22. Learning environment and curriculum training: preschool teachers

Received training in…

Learning environment and curriculum – how to establish an environment that provides learning experiences to meet each child's needs, capabilities and interests

Number of sessions attended	N=95
0	28%
1	15%
2	15%
3-8	35%
9-14	5%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**2.8**
Mean number of sessions (respondents indicating one or more sessions)	**4.0**
Total hours trained in this area	**N=103**
0	26%
1	3%
2	5%
3-5	19%
6-9	16%
10 or more	31%
Mean number of hours (including respondents who indicated no hours)	**9.7**
Mean number of hours (respondents indicating one or more hours)	**13.1**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=102**
Child Care Resource and Referral agencies	19%
Higher education (MnSCU, tribal or community colleges)	19%
Conference/workshop	17%
Caregiver's center or program (in-service led by director, staff, outside trainer)	13%
ECFE	13%
SEEDS literacy training	5%

Note: 95 of 126 respondents (75 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A23. Assessment and planning for individual needs training: preschool teachers

Received training in…

Assessment and planning for individual needs – how to observe and assess what children know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs

Number of sessions attended	N=91
0	43%
1	19%
2	20%
3-8	15%
9-14	3%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**1.6**
Mean number of sessions (respondents indicating one or more sessions)	**2.8**
Total hours trained in this area	**N=101**
0	39%
1	5%
2	9%
3-5	12%
6-9	15%
10 or more	21%
Mean number of hours (including respondents who indicated no hours)	**5.2**
Mean number of hours (respondents indicating one or more hours)	**8.4**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=82**
Higher education (MnSCU, tribal or community colleges)	27%
Child Care Resource and Referral agencies	16%
Conference/workshop	13%
School/district (non-higher education)	11%
ECFE	8%
SEEDS literacy training	6%
MnAEYC	5%
Caregiver's center or program (in-service led by director, staff, outside trainer)	5%

Note: 91 of 126 respondents (72 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A24. Interactions with children training: preschool teachers

Received training in…

Interactions with children – training on how to establish supportive relationships with children and guide them as individuals and as a part of a group

Number of sessions attended	N=99
0	47%
1	21%
2	12%
3-8	17%
9-14	2%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**1.4**
Mean number of sessions (respondents indicating one or more sessions)	**2.6**
Total hours trained in this area	**N=103**
0	46%
1	3%
2	7%
3-5	19%
6-9	17%
10 or more	8%
Mean number of hours (including respondents who indicated no hours)	**3.9**
Mean number of hours (respondents indicating one or more hours)	**7.2**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=70**
Child Care Resource and Referral agencies	17%
Higher education (MnSCU, tribal or community colleges)	14%
Caregiver's center or program (in-service led by director, staff, outside trainer)	10%
Conference/workshop	9%

Note: 99 of 126 respondents (79 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A25. Families and communities training: preschool teachers

Received training in…

Families and communities – training on how to work collaboratively with families and organizations to meet children's needs, and to encourage the community's involvement with early childhood education and care

Number of sessions attended	N=102
0	74%
1	11%
2	6%
3-8	8%
9-14	1%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**0.9**
Mean number of sessions (respondents indicating one or more sessions)	**3.5**
Total hours trained in this area	**N=106**
0	71%
1	4%
2	6%
3-5	10%
6-9	4%
10 or more	6%
Mean number of hours (including respondents who indicated no hours)	**2.5**
Mean number of hours (respondents indicating one or more hours)	**8.6**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=36**
Higher education (MnSCU, tribal or community colleges)	21%
School/district (non-higher education)	17%
Caregiver's center or program (in-service led by director, staff, outside trainer)	17%
Conference/workshop	14%
Child Care Resource and Referral agencies	10%

Note: 102 of 126 respondents (81 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A26. Health, safety and nutrition training: preschool teachers

Received training in…

Health, safety and nutrition – training on how to establish and maintain an environment that ensures children's health, safety and nourishment

Number of sessions attended	N=96
0	23%
1	18%
2	23%
3-8	35%
9-14	1%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**2.3**
Mean number of sessions (respondents indicating one or more sessions)	**3.0**
Total hours trained in this area	**N=101**
0	22%
1	3%
2	5%
3-5	11%
6-9	21%
10 or more	39%
Mean number of hours (including respondents who indicated no hours)	**8.6**
Mean number of hours (respondents indicating one or more hours)	**11.0**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=111**
Fire and police department/hospital and EMS/public safety	35%
Red Cross	32%
Caregiver's center or program (in-service led by director, staff, outside trainer)	10%
ECFE	8%
Higher education (MnSCU, tribal or community colleges)	6%
School/district (non-higher education)	5%

Note: 96 of 126 respondents (76 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A27. Program planning and evaluation training: preschool teachers

Received training in…

Program planning and evaluation – how to establish, implement, evaluate, and enhance operation of an early childhood education and care program

Number of sessions attended	N=99
0	62%
1	18%
2	14%
3-8	3%
9-14	3%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**0.9**
Mean number of sessions (respondents indicating one or more sessions)	**2.4**
Total hours trained in this area	**N=103**
0	59%
1	5%
2	12%
3-5	13%
6-9	8%
10 or more	4%
Mean number of hours (including respondents who indicated no hours)	**2.1**
Mean number of hours (respondents indicating one or more hours)	**5.2**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=48**
Higher education (MnSCU, tribal or community colleges)	19%
Conference/workshop	16%
Caregiver's center or program (in-service led by director, staff, outside trainer)	14%
School/district (non-higher education)	5%
SEEDS literacy training	5%
ECFE	5%

Note: 99 of 126 respondents (77 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A28. Professional development and leadership training: preschool teachers

Received training in…

Professional development and leadership – training on how to serve children and families in a professional manner, and participate in the community as a representative of early childhood education and care

Number of sessions attended	N=100
0	71%
1	14%
2	5%
3-8	9%
9-14	0%
15 or more	1%
Mean number of sessions (including respondents who indicated no sessions)	**0.8**
Mean number of sessions (respondents indicating one or more sessions)	**2.7**
Total hours trained in this area	**N=104**
0	68%
1	4%
2	4%
3-5	12%
6-9	7%
10 or more	6%
Mean number of hours (including respondents who indicated no hours)	**2.6**
Mean number of hours (respondents indicating one or more hours)	**8.1**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=45**
Higher education (MnSCU, tribal or community colleges)	15%
ECFE	12%
Conference/workshop	12%
Caregiver's center or program (in-service led by director, staff, outside trainer)	12%
Child Care Resource and Referral agencies	9%
School/district (non-higher education)	6%

Note: 100 of 126 respondents (79 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A29. Business planning and recordkeeping training: preschool teachers

Received training in…

Business planning and recordkeeping – training on how to establish an on-going system for running and planning a child care business

Number of sessions attended	N=106
0	93%
1	6%
2	0%
3-8	1%
9-14	0%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**0.1**
Mean number of sessions (respondents indicating one or more sessions)	**1.3**
Total hours trained in this area	**N=107**
0	93%
1	1%
2	1%
3-5	2%
6-9	2%
10 or more	2%
Mean number of hours (including respondents who indicated no hours)	**0.6**
Mean number of hours (respondents indicating one or more hours)	**8.3**
Sources and sponsors of training mentioned (respondents reporting one or more training hours only, multiple responses allowed)	**N=9**
Conference/workshop, caregiver's center or program (in-service led by director, staff, outside trainer), higher education (MnSCU, tribal or community colleges), Minnesota Department of Education (state programs), Department of Human Services (including social services/licensing)	-

Note: 106 of 126 respondents (84 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents. Actual percentages are not listed for instances of nine or less respondents to a particular item.

A30. Core content training completed: school-age teachers

Core content training area	Number of sessions					Hours of training				
	Mean (all cases)	Median (all cases)	Mean (one or more sessions)	Median (one or more sessions)	Maximum	Mean (all cases)	Median (all cases)	Mean (one or more hours)	Median (one or more hours)	Maximum
Child growth and development	**(n=40)** 3.0	2	**(n=29)** 4.1	2	24	**(n=44)** 8.4	4.5	**(n=33)** 11.3	7	72
Learning environment and curriculum	**(n=41)** 1.6	2	**(n=25)** 2.6	2	8	**(n=45)** 4.7	4	**(n=29)** 7.3	6	28
Assessment and planning for individual needs	**(n=45)** 1.2	0	**(n=20)** 2.7	2	10	**(n=47)** 3.0	0	**(n=22)** 6.5	5.625	40
Interactions with children	**(n=43)** 2.1	1	**(n=26)** 3.5	2	15	**(n=46)** 4.9	4	**(n=29)** 7.9	5	60
Families and communities	**(n=45)** 1.7	0	**(n=20)** 3.8	2	32	**(n=47)** 4.1	0	**(n=22)** 8.8	4.5	96
Health, safety and nutrition	**(n=39)** 2.1	2	**(n=31)** 2.6	2	7	**(n=47)** 6.4	6	**(n=39)** 7.8	8	31
Program planning and evaluation	**(n=45)** 1.0	0	**(n=19)** 2.4	2	7	**(n=47)** 2.4	0	**(n=21)** 5.3	5	10
Professional development and leadership	**(n=44)** 1.4	0	**(n=21)** 2.9	2	20	**(n=46)** 3.1	0.5	**(n=23)** 6.1	5	24
Business planning and recordkeeping	**(n=47)** 0.4	0	**(n=6)** 3.0	2	6	**(n=48)** 1.0	0	**(n=7)** 7.1	6	10

Note: Ns vary by core content area due to missing responses. Ns for medians are equivalent to sample sizes shown for corresponding means.

A31. Child growth and development training: school-age teachers

Received training in…

Child growth and development – training on how children gain language and develop physically, cognitively, emotionally and socially

Number of sessions attended	N=40
0	28%
1	18%
2	25%
3-8	20%
9-14	8%
15 or more	3%
Mean number of sessions (including respondents who indicated no sessions)	**3.0**
Mean number of sessions (respondents indicating one or more sessions)	**4.1**
Total hours trained in this area	**N=44**
0	25%
1	2%
2	11%
3-5	18%
6-9	18%
10 or more	25%
Mean number of hours (including respondents who indicated no hours)	**8.4**
Mean number of hours (respondents indicating one or more hours)	**11.3**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=42**
MNSACA	26%
Higher education (MnSCU, tribal or community colleges)	17%
Child Care Resource and Referral agencies	11%
Caregiver's center or program (in-service led by director, staff, outside trainer)	11%
School/district (non-higher education)	9%
Conference/workshop	9%
SEEDS literacy training	6%
Minnesota Department of Education (state programs)	6%

Note: 40 of 65 respondents (62 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A32. Learning environment and curriculum training: school-age teachers

Received training in…

Learning environment and curriculum – how to establish an environment that provides learning experiences to meet each child's needs, capabilities and interests

Number of sessions attended	N=41
0	39%
1	10%
2	34%
3-8	17%
9-14	0%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**1.6**
Mean number of sessions (respondents indicating one or more sessions)	**2.6**
Total hours trained in this area	**N=45**
0	36%
1	2%
2	7%
3-5	20%
6-9	18%
10 or more	18%
Mean number of hours (including respondents who indicated no hours)	**4.7**
Mean number of hours (respondents indicating one or more hours)	**7.3**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=39**
MNSACA	22%
Child Care Resource and Referral agencies	19%
Caregiver's center or program (in-service led by director, staff, outside trainer)	19%
Higher education (MnSCU, tribal or community colleges)	16%
Head Start	6%

Note: 41 of 65 respondents (63 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A33. Assessment and planning for individual needs training: school-age teachers

Received training in…

Assessment and planning for individual needs – how to observe and assess what children know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs

Number of sessions attended	N=45
0	56%
1	11%
2	20%
3-8	11%
9-14	2%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**1.2**
Mean number of sessions (respondents indicating one or more sessions)	**2.7**
Total hours trained in this area	**N=47**
0	53%
1	6%
2	6%
3-5	11%
6-9	19%
10 or more	4%
Mean number of hours (including respondents who indicated no hours)	**3.0**
Mean number of hours (respondents indicating one or more hours)	**6.5**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=25**
Higher education (MnSCU, tribal or community colleges)	27%
Caregiver's center or program (in-service led by director, staff, outside trainer)	18%
Child Care Resource and Referral agencies	9%
MNSACA	9%
Head Start	5%
School/district (non-higher education)	5%
ECFE	5%
Public health	5%

Note: 45 of 65 respondents (69 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A34. Interactions with children training: school-age teachers

Received training in…

Interactions with children – training on how to establish supportive relationships with children and guide them as individuals and as a part of a group

Number of sessions attended	N=43
0	40%
1	12%
2	21%
3-8	21%
9-14	5%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**2.1**
Mean number of sessions (respondents indicating one or more sessions)	**3.5**
Total hours trained in this area	**N=46**
0	37%
1	2%
2	2%
3-5	28%
6-9	24%
10 or more	7%
Mean number of hours (including respondents who indicated no hours)	**4.9**
Mean number of hours (respondents indicating one or more hours)	**7.9**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=36**
Caregiver's center or program (in-service led by director, staff, outside trainer)	27%
MNSACA	20%
Higher education (MnSCU, tribal or community colleges)	17%
Conference/workshop	10%

Note: 43 of 65 respondents (66 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A35. Families and communities training: school-age teachers

Received training in…

Families and communities – training on how to work collaboratively with families and organizations to meet children's needs, and to encourage the community's involvement with early childhood education and care

Number of sessions attended	N=45
0	56%
1	9%
2	27%
3-8	7%
9-14	0%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**1.7**
Mean number of sessions (respondents indicating one or more sessions)	**3.8**
Total hours trained in this area	**N=47**
0	55%
1	4%
2	2%
3-5	19%
6-9	15%
10 or more	4%
Mean number of hours (including respondents who indicated no hours)	**4.1**
Mean number of hours (respondents indicating one or more hours)	**8.8**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=27**
Higher education (MnSCU, tribal or community colleges)	26%
Caregiver's center or program (in-service led by director, staff, outside trainer)	22%
Local associations and other local sources	17%
MNSACA	13%
Conference/workshop	13%
Head Start	9%

Note: 45 of 65 respondents (69 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A36. Health, safety and nutrition training: school-age teachers

Received training in…

Health, safety and nutrition – training on how to establish and maintain an environment that ensures children's health, safety and nourishment

Number of sessions attended	N=39
0	21%
1	18%
2	36%
3-8	26%
9-14	0%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**2.1**
Mean number of sessions (respondents indicating one or more sessions)	**2.6**
Total hours trained in this area	**N=47**
0	17%
1	6%
2	9%
3-5	17%
6-9	17%
10 or more	34%
Mean number of hours (including respondents who indicated no hours)	**6.4**
Mean number of hours (respondents indicating one or more hours)	**7.8**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=45**
Fire and police department/hospital and EMS/public safety	33%
Red Cross	15%
Own center or program (in-service led by director, staff, outside trainer)	15%
Higher education (MnSCU, tribal or community colleges)	8%
Head Start	5%
Public health	5%
School/district (non-higher education)	5%

Note: 39 of 65 respondents (60 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A37. Program planning and evaluation training: school-age teachers

Received training in…

Program planning and evaluation – how to establish, implement, evaluate, and enhance operation of an early childhood education and care program

Number of sessions attended	N=45
0	58%
1	11%
2	18%
3-8	13%
9-14	0%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**1.0**
Mean number of sessions (respondents indicating one or more sessions)	**2.4**
Total hours trained in this area	**N=47**
0	55%
1	2%
2	9%
3-5	15%
6-9	15%
10 or more	4%
Mean number of hours (including respondents who indicated no hours)	**2.4**
Mean number of hours (respondents indicating one or more hours)	**5.3**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=25**
Caregiver's center or program (in-service led by director, staff, outside trainer)	27%
Higher education (MnSCU, tribal or community colleges)	18%
MNSACA	14%
Head Start	9%
School/district (non-higher education)	5%
ECFE	5%

Note: 45 of 65 respondents (69 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A38. Professional development and leadership training: school-age teachers

Received training in…

Professional development and leadership – training on how to serve children and families in a professional manner, and participate in the community as a representative of early childhood education and care

Number of sessions attended	N=44
0	52%
1	20%
2	16%
3-8	9%
9-14	0%
15 or more	2%
Mean number of sessions (including respondents who indicated no sessions)	**1.4**
Mean number of sessions (respondents indicating one or more sessions)	**2.9**
Total hours trained in this area	**N=46**
0	50%
1	7%
2	7%
3-5	15%
6-9	11%
10 or more	11%
Mean number of hours (including respondents who indicated no hours)	**3.1**
Mean number of hours (respondents indicating one or more hours)	**6.1**
Main sources and sponsors of training (respondents reporting one or more training hours only, multiple responses allowed)	**N=29**
Caregiver's center or program (in-service led by director, staff, outside trainer)	21%
MNSACA	21%
Higher education (MnSCU, tribal or community colleges)	17%
Head Start	13%

Note: 44 of 65 respondents (69 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents to this question. Numerous sources of training were identified by less than 5 percent of respondents.

A39. Business planning and recordkeeping training: school-age teachers

Received training in…

Business planning and recordkeeping – training on how to establish an on-going system for running and planning a child care business

Number of sessions attended	N=47
0	87%
1	0%
2	9%
3-8	4%
9-14	0%
15 or more	0%
Mean number of sessions (including respondents who indicated no sessions)	**0.4**
Mean number of sessions (respondents indicating one or more sessions)	**3.0**
Total hours trained in this area	**N=48**
0	85%
1	0%
2	0%
3-5	2%
6-9	8%
10 or more	4%
Mean number of hours (including respondents who indicated no hours)	**1.0**
Mean number of hours (respondents indicating one or more hours)	**7.1**
Sources and sponsors of training mentioned (respondents reporting one or more training hours only, multiple responses allowed)	**N=9**
Higher education (MnSCU, tribal or community colleges), Head Start, ECFE, MNSACA	-

Note: 47 of 65 respondents (72 percent) provided detailed training information. Training sources or sponsors listed include only those reported by 5 percent or more of respondents. Numerous sources of training were identified by less than 5 percent of respondents. Actual percentages are not listed for instances of nine or less respondents to a particular item.

Family Child Care Licensure Definitions

Family Child Care

Class A: The license holder may care for up to ten children at the same time, including no more than six children under school-age. Of the six children under school-age, no more than three children may be infants and toddlers. Of the three infants and toddlers, no more than two may be infants. One adult caregiver is required.

Class B1: This is a specialized infant and toddler license. The license holder may care for up to five children at the same time, including no more than three children under school-age. No more than three of the children may be infants. One adult caregiver is required.

Class B2: This is a specialized infant and toddler license. The license holder may care for up to six children at the same time, including no more than four children under school-age. No more than two of the children two may be infants. One adult caregiver is required.

Group Family Child Care

Class C1: The license holder may care for up to ten children at the same time, including no more than eight children under school age. Of the total children under school-age, no more than three shall be infants and toddlers. Of this total, no more than two shall be infants. One adult caregiver is required.

Class C2: The license holder may care for up to 12 children at the same time, including no more than ten children under school age. Of the total children under school-age, no more than two may be infants and toddlers, and no more than one may be an infant. One adult caregiver is required.

Class C3: The license holder may care for up to 14 children at the same time, including no more than ten children under school age. Of the total children under school-age, no more than four may be infants and toddlers. Of the total infants and toddlers, no more than three may be infants. Two caregivers are required, one of whom may be a helper if there is no more than one infant or toddler present.

Class D: This is a specialized infant and toddler license. The license holder may care for up to nine children at the same time, including no more than seven children under school-age. Of the total children, no more than four may be infants. Two adult caregivers are required.

Note: The provider's own children ten years of age or younger are included in the license capacity and age distribution restrictions for all licenses.

Minnesota Department of **Human Services**

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