

Child Care Workforce in Minnesota

Richard Chase

Jennifer Valorose

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Agenda

- Size of the child care workforce
- Characteristics of providers and programs
- Professional development
- Recommendations

Methods and sample

- Licensed family child care providers
 - Phone survey with 353 LFCC providers (52%)
 - 6 focus groups with LFCC providers without post-secondary education
- Center-based programs
 - Mailed survey with 315 program directors (38%)
 - Mailed survey with 1,166 staff
- Data from CCR&R database (Nware), marked with ^ in presentation

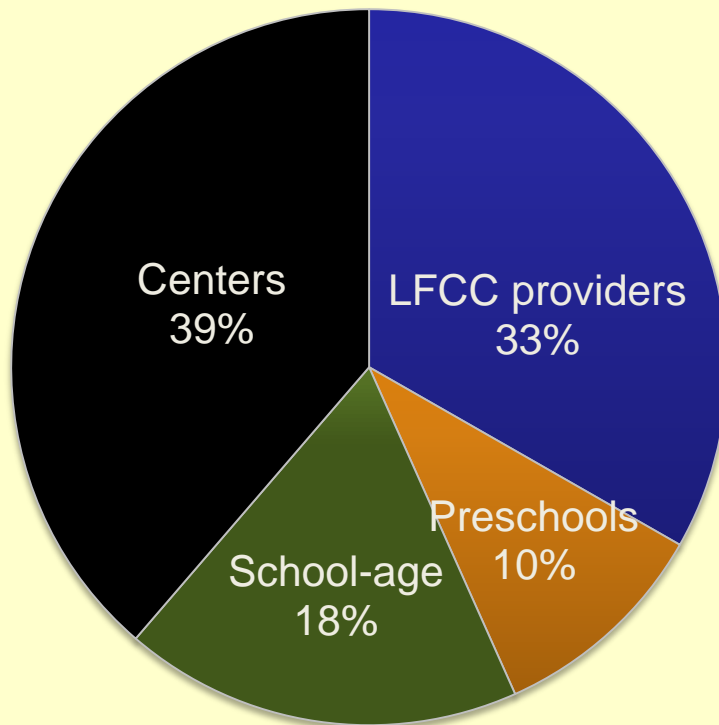
Size of child care workforce in Minnesota

The child care workforce has grown

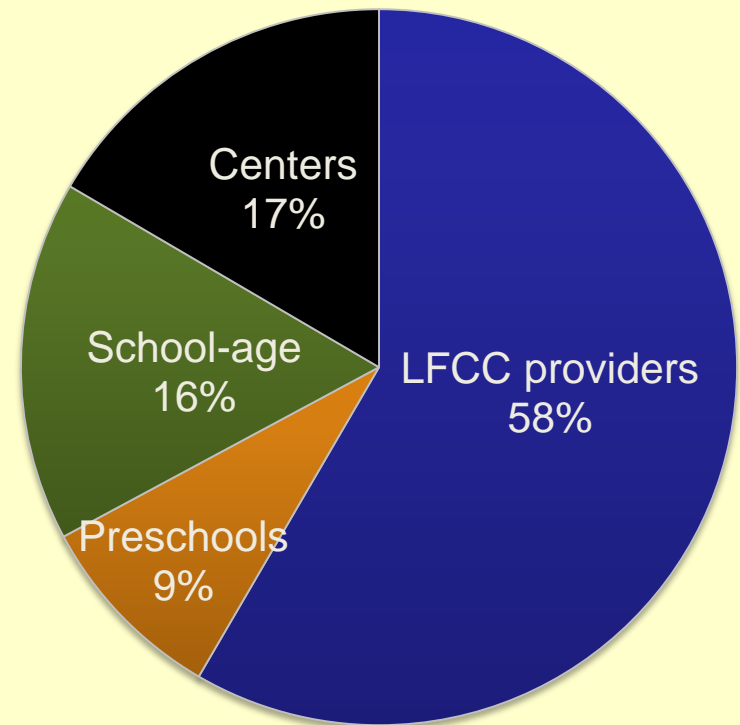
- 43,000 people working in child care settings
 - 14,000 in LFCC settings
 - 29,000 in center-based programs; 33% more center-based staff than in 2006
- 12,200 teachers in center-based programs
 - 2 out of 3 center teachers work full-time
 - 1 out of 2 teachers in school-age programs work full-time
 - 1 out of 3 preschool teachers work full-time

Metro-area and greater MN capacity are similar but differ by type of providers[^]

7-county metro area
147,300 total slots




Greater Minnesota
137,000 total slots




Though most center-based programs experience turnover, rates are down

- 71% of centers, 70% of school-age programs, and 47% of preschools had some turnover in the 12 months prior to the survey
- Turnover rates among teachers (# of positions turning over relative to the # of total positions) are down slightly since 2006
 - 17% centers
 - 11% in school-age care programs
 - 8% in preschools



CHARACTERISTICS OF PROVIDERS, and CENTER-BASED PROGRAMS and STAFF



Providers are primarily white and are aging

LFCC providers

- 94% are white^
- 32% are 50 or older (44 is average age)

Center-based teachers

- 88-95% are white
- Average age: ~40
- Slightly more diversity among asst. teachers and aides

Workforce is highly experienced; center-based teachers have more formal education

LFCC providers^

- 3 out of 5 have worked in LFCC for 10+ years; 1 out of 4 for 20+ years
- 10% have bachelor's or higher in child-related field

Center-based teachers

- Half have worked in child care for 10+ years
- Bachelors or higher in child-related field
 - 38% of center teachers
 - 54% of teachers in school-age programs
 - 62% of preschool teachers

Providers and center-based staff take trainings in EC; fewer earn college credits

Early childhood or child development training taken in the last 12 months toward licensing requirements

College credits completed in early childhood or child development in the last 5 years

	College credits (last 5 years)	Training (in last 12 months)
LFCC providers	16% Average: 24	99% Average: 16
Center teachers	43% Average: 36	98% Average: 39
Preschool teachers	40% Average: 42	93% Average: 29
School-age teachers	30% Average: 28	92% Average: 29

Few providers have or are interested in a Child Development Associate Credential

	Have a CDA	Are interested in a CDA
LFCC providers	1-5% ^	17%
Center teachers	14%	23%
Preschool teachers	7%	12%
School-age program teachers	3%	26%

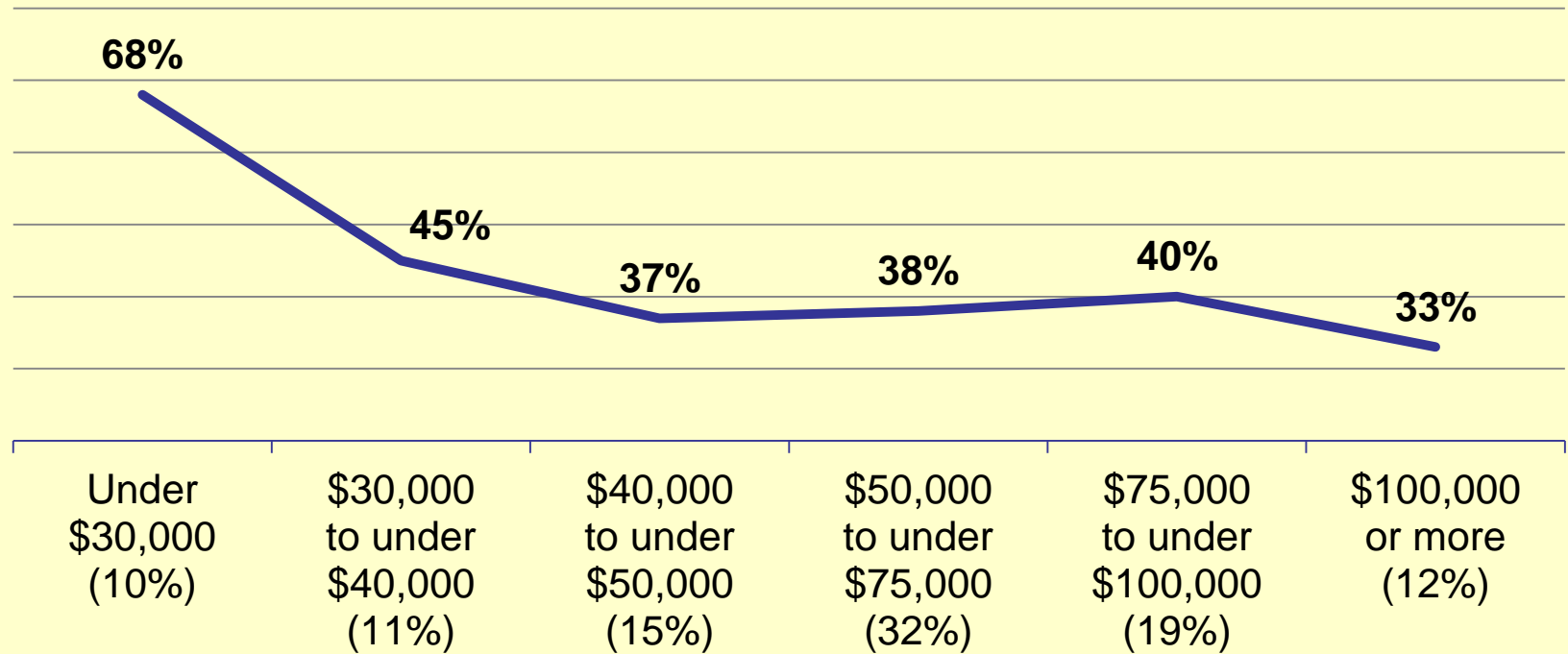
PROS: More education/credentials, improve ability to work with children

CONS: Cost, do not have time, do not see the benefit, have another degree

LFCC providers and directors belong to professional associations, teachers less so

- 3 out of 4 LFCC providers are members of a professional group (half are members of their county association)
- 63% of center directors and 33% of center teachers
- 76% of preschool directors and 58% of preschool teachers
- 86% of school-age care program directors and 68% of SAC teachers

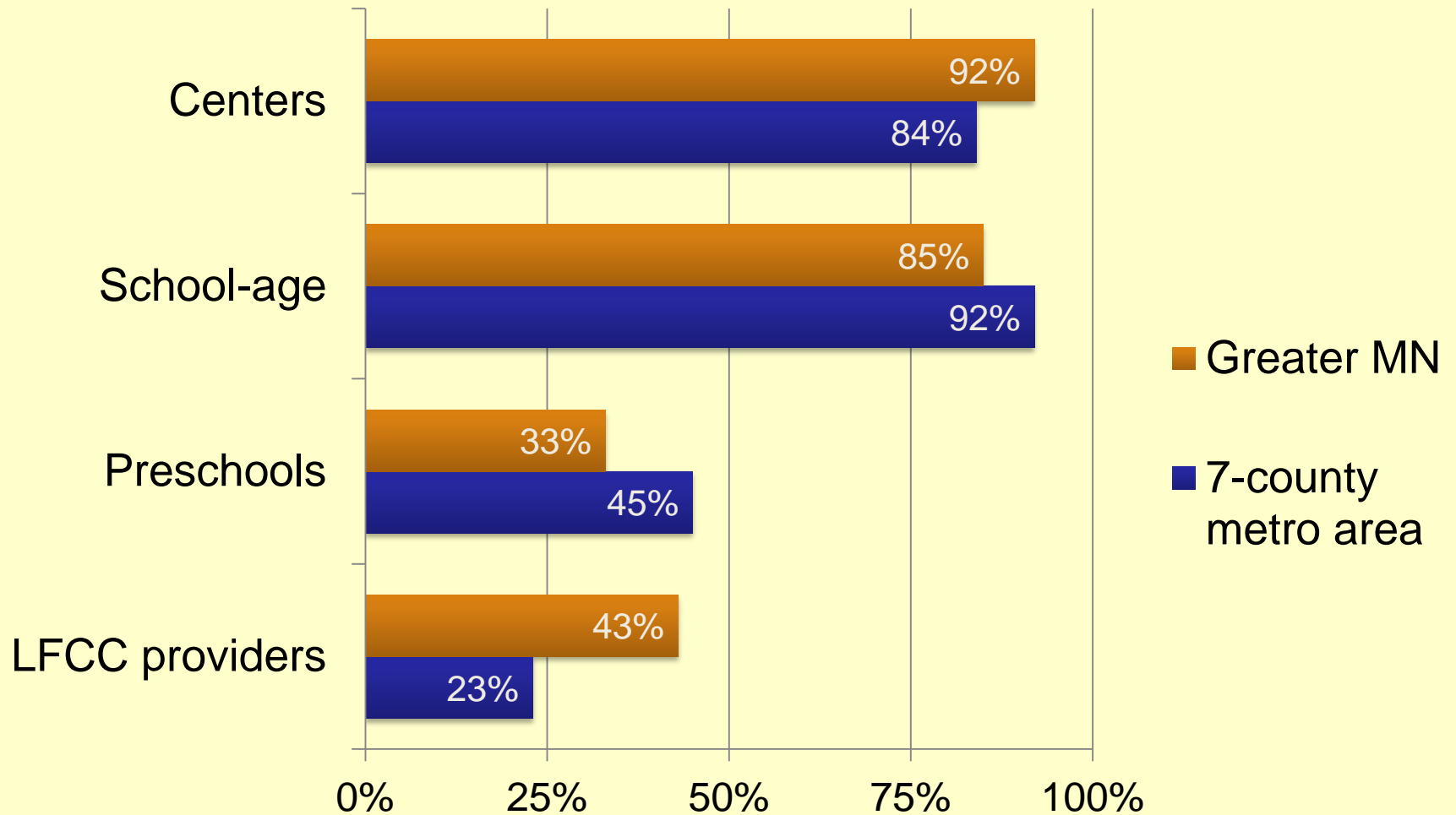
LFCC providers with lower household incomes rely most on child care income



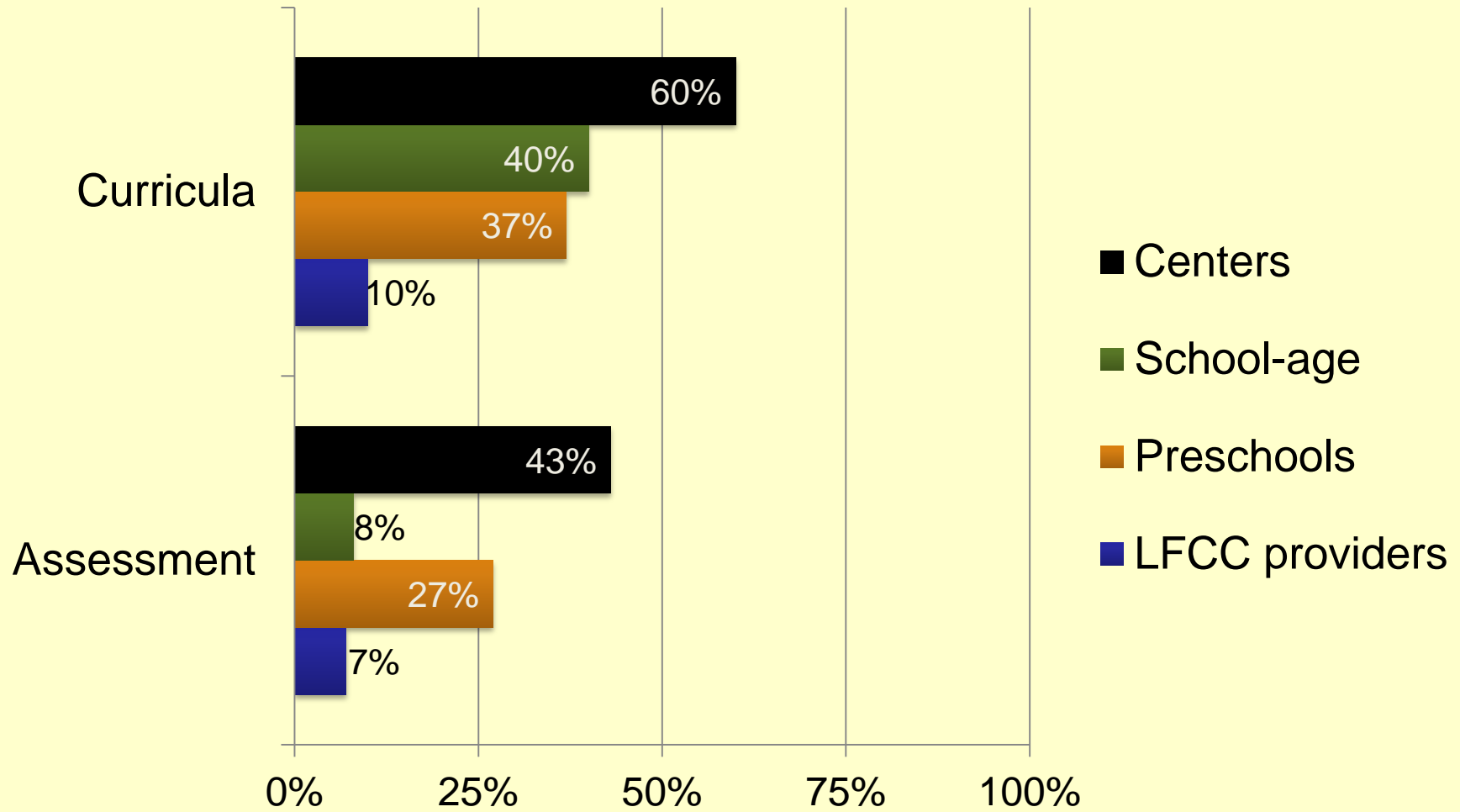
Average wages are higher in the metro, with wages at school-age programs the highest

	Directors	Teachers	Assistant teachers	Aides
Centers	\$15.76 - \$19.74	\$11.44 - \$14.63	\$9.70 - \$11.18	\$8.32 - \$9.40
Preschools	\$17.18 - \$20.56	\$14.40 - \$18.04	\$10.48 - \$12.58	\$9.30 - \$10.90
School-age program	\$18.77 - \$23.90	\$14.19 - \$17.74	\$11.11 - \$13.75	\$9.15 - \$10.73
Metro area increase	\$3-\$4	\$2-\$4	\$1-\$3	\$1-\$3

A high proportion of centers and school-age care programs serve children on CCAP[^]



Use of formal curricula and assessments is higher among centers, but still relatively low[^]



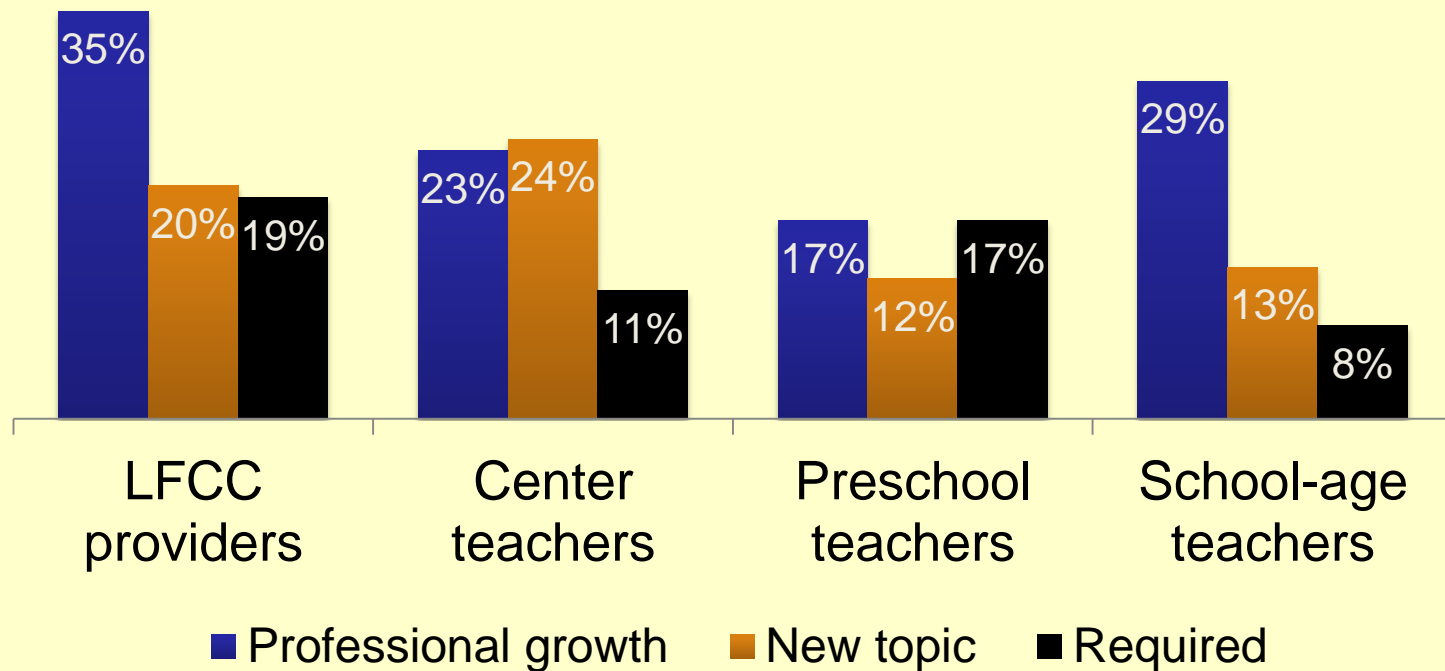
Few providers or programs are accredited [^]

- A quarter of child care centers (225)
(a third in the 7-county metro area)
- 3% of preschools (15)
- 1% of school-age programs (8)
- <1% of LFCC providers (21)

PROFESSIONAL DEVELOPMENT

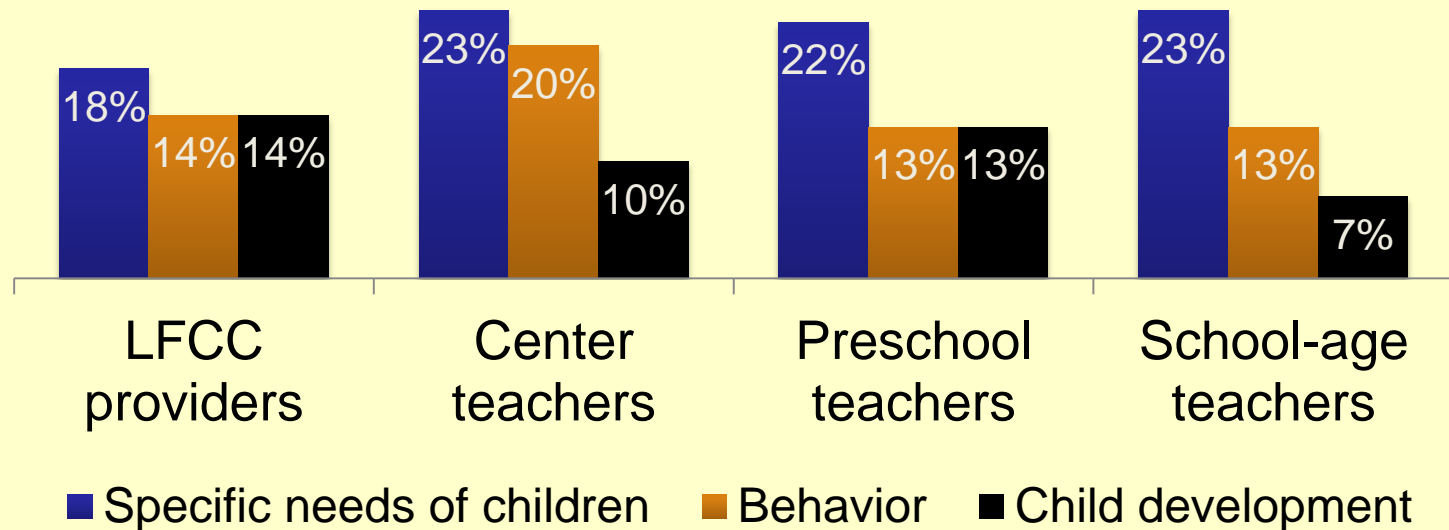
Providers are motivated to attend training to improve job performance, learn new skills

What are the things that motivate you to get involved in professional development or training as a child care provider?



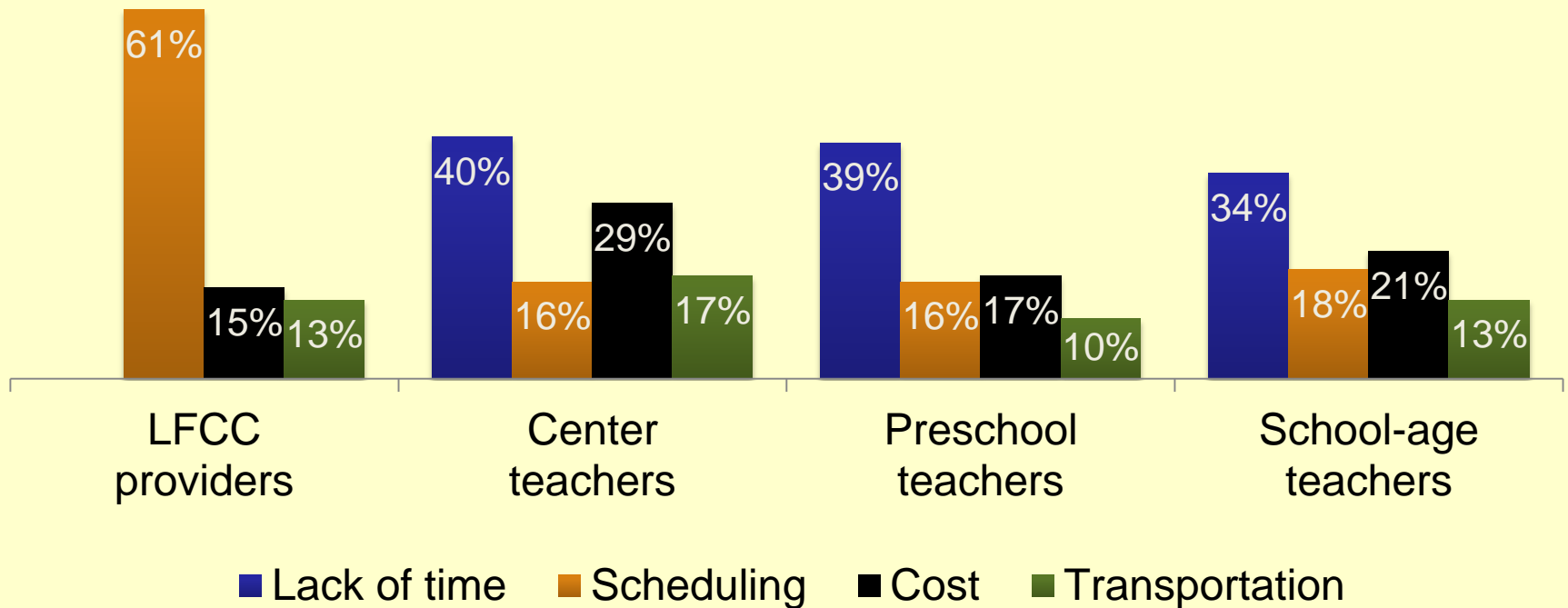
Providers want training on child development, behavior, and specific needs

What types of support, training or education could you really use, would you really like, or are you especially interested in?



Time and scheduling are the biggest barriers providers face to professional development

We would like to hear about the reasons child care providers do not get more involved in professional development in general, and in particular, training through CCR&R. What are your reasons?

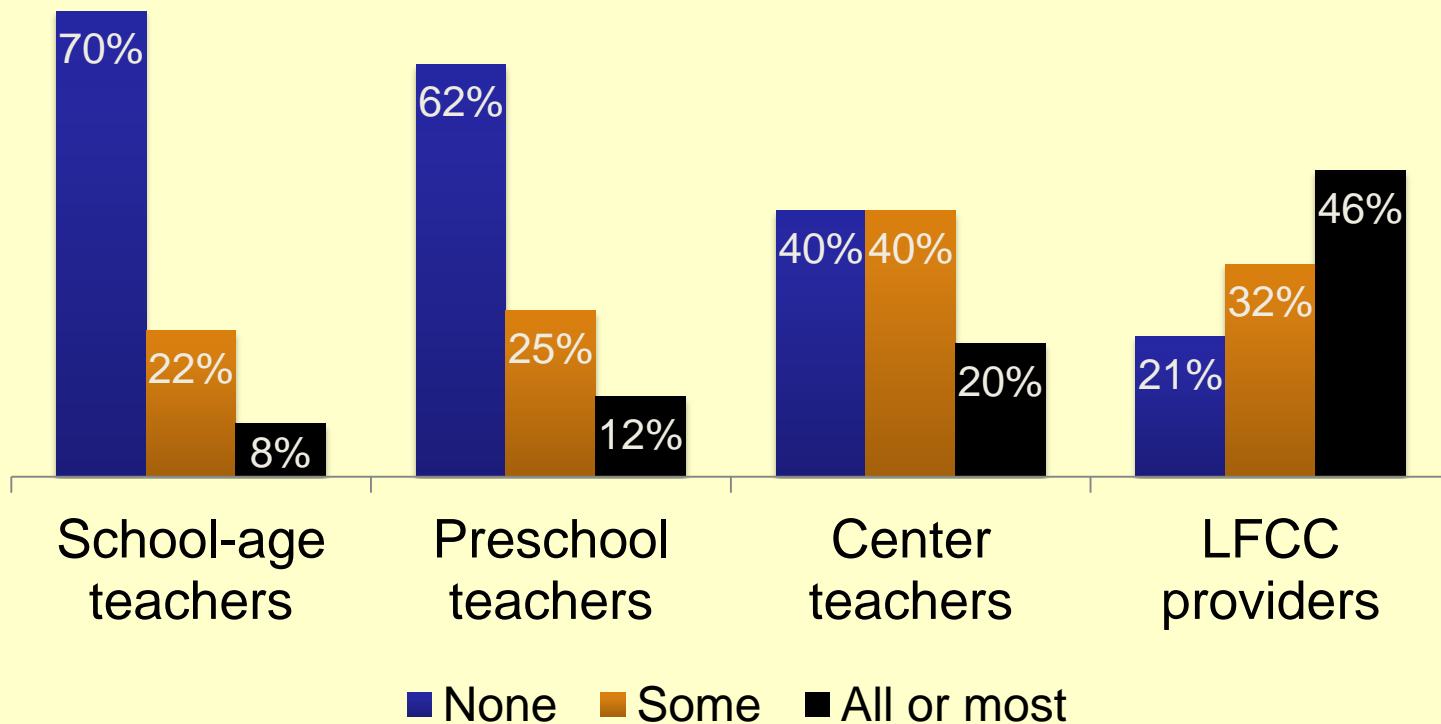


Centers in greater Minnesota experience more barriers to accessing training

- Directors in greater Minnesota report problems finding
 - Affordable professional development
 - Convenient professional development
 - Quality professional development
- Center and preschool teachers in greater Minnesota report more difficulty finding professional development opportunities

LFCC providers access CCR&R trainings more than center-based staff

In the past two years, how much of your child care training have you received through Child Care Resource and Referral (CCR&R)?



Many providers would be interested in a training series, but some have concerns

- 61% of LFCC providers and 57% of center-based staff are interested
 - Explore topics in depth
- Concerns
 - Time commitment
 - Money/credits lost if a session is missed

Providers have Internet access but mixed feelings about Internet trainings

- 95% of LFCC providers and 99% of center-based staff have access to the Internet
- A quarter have taken online trainings
 - Convenience, more variety of topics, at your own pace
- About 30% have not taken and are not interested in online trainings
 - Less networking, scheduling conflicts, lack of computer competency, limited number allowed by licensor

Use of relationship-based professional development is low, interest is mixed

	Have used	Interested
LFCC providers	16%	28%
Center teachers	19%	44%
Preschool teachers	47%	31%
School-age program teachers	18%	42%

PROS: Informal feedback, observation, follow-up with classroom material

CONS: Intrusive, prefer group setting/networking, would want continuing education units

Awareness and use of MNCPD Registry is low, satisfaction high among users

	Have used	Aware
LFCC providers	10%	28%
Center teachers	14%	32%
Preschool teachers	7%	21%
School-age program teachers	3%	17%

- Non-users found it tedious or already have their own method for tracking trainings
- 9 out of 10 users are satisfied

Summary: Changes in center-based workforce since 2006

- 16% more center-based programs
- A third more center-based staff, but fewer teachers working full time (69% from 83%)
- Slight increase in percentage of teachers with bachelor's degrees or higher (53% from 45%)
- More professional development benefits offered

Summary: Differences by 7-county metro and greater Minnesota

	7-county metro area	Greater Minnesota
LFCC providers	<ul style="list-style-type: none">• More years of experience• Higher household incomes	<ul style="list-style-type: none">• 1 more child, on average• More children on CCAP• Access more CCR&R training
Center-based programs	<ul style="list-style-type: none">• Accreditation• Averages wages are \$1-\$4 more• Teachers have more formal education	<ul style="list-style-type: none">• Access more CCR&R training• More barriers to finding professional development

Recommendations

- Continue supporting efforts to increase the diversity of the child care workforce.
- Ensure quality and diversity of trainings offered.
- Improve access to professional development and training opportunities
- Improve consistency of how training requirements are interpreted by licensors.

Recommendations (continued)

- Continue supporting efforts to enhance the knowledge and skills of the child care workforce, while educating parents on the importance of high quality child care.
- Improve awareness and usability of Professional Development Registry.