



# Early care and education workforce study

Angela Butel | Minnesota Department of Human Services

Marah Weidensee | Minnesota Department of Education



# Overview of our session

Topic	Timing
Presentation: Study overview and key findings	30 minutes
Question & Answer	15 minutes
Small-group discussion	30 minutes
Large-group share-out	15 minutes

# About the study

Licensed family child care providers

Licensed child care centers

School-based, early childhood programs, including public preschool/prekindergarten programs, Early Childhood Family Education, and Early Childhood Special Education

Head Start and Early Head Start programs

License-exempt programs, including certified and uncertified programs that serve preschool age

- Programs randomly sampled to participate
- 1,050 surveys from 602 programs
- 7 focus groups with 39 educators

# Related Studies

- Minnesota Cost Modeling Report (October 2023)
  - Minnesota DHS contracted with First Children’s Finance in Minneapolis, Minnesota, to conduct research to better understand the true cost of providing child care in Minnesota.
- Survey of child care businesses and organizations (March 2023)
  - The Minneapolis Federal Reserve and First Children’s Finance conducted a survey of child care providers in Minnesota to examine the current status and financial stability of child care providers.
- Descriptive analysis of child care stabilization base grants (2023)
  - This study by Minnesota Management and Budget utilized data from DHS to examine the impact of child care stabilization base grants on compensation of staff, closure rates, and changes in providers’ enrollment and capacity in Minnesota.
- Early Care and Education: Profile of an Industry in Crisis. (September 2020)
  - This article by Minnesota Department of Employment and Economic Development outlined the problem of child care shortages in Minnesota, calling it a “quiet crisis.”
- Parent Aware evaluation (in process)
  - DHS is currently contracting with Child Trends to carry out an evaluation of Parent Aware, Minnesota’s Quality Rating and Improvement System for early childhood programs, to better understand the degree to which Parent Aware supports positive outcomes for Minnesota’s children, families, and early childhood workforce.
- Family, Friend and Neighbor Child Care in Minnesota 2023 Environmental Scan (2023)
  - DHS engaged The Improve Group to conduct an environmental scan of family, friend, and neighbor (FFN) caregivers and families who use FFN care.
- National Survey of Early Care and Education – Minnesota Supplement (2019).
  - The National Survey of Early Care and Education (NSECE) aims to better understand the use and availability of child care and early education in the United States. For the 2019 NSECE, DHS funded supplementary data collection to enable researchers to answer questions about the Minnesota ECE workforce at the state level.

\*See handouts for more information on related studies.

# Total programs serving young children

- 6,000+ licensed family child care providers (most in greater Minnesota)
- Almost 2,000 licensed child care centers (most in the Twin Cities)
- 205 Head Start and Early Head Start programs (most in greater Minnesota)
- 200+ license-exempt child care programs
- 327 public school districts and 46 charter schools that offer early learning programs

# Total educators serving young children

- Estimate over 40,000 early childhood educators in Minnesota
  - 7,000 in licensed family child care programs (providers & assistants)
  - 25,300 in licensed child care centers
  - At least 3,800 in Head Start and Early Head Start programs (according to PIR database)
  - At least 2,900 in license-exempt programs
  - At least 2,600 in school-based programs

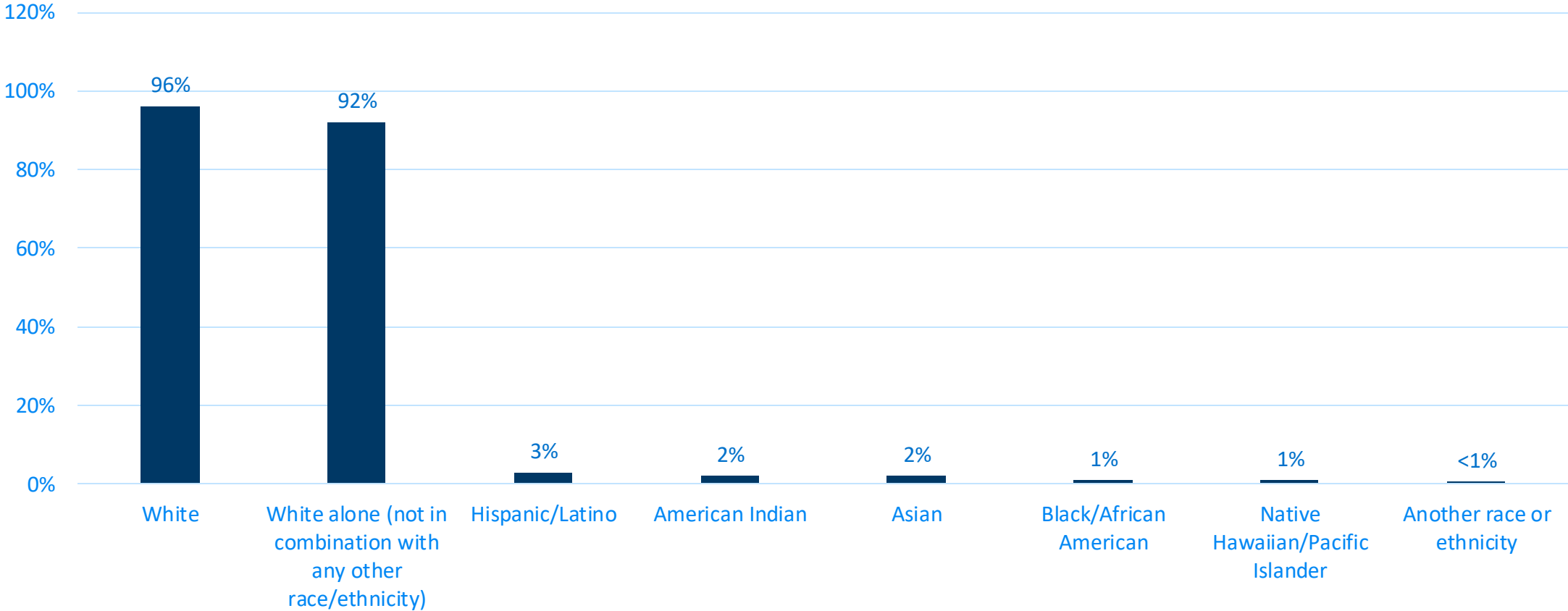




What are the characteristics of the early childhood workforce and the programs they work in?

# Race/ethnicity data from survey

N = 892 (respondents could select all that apply)





# Other sources of race/ethnicity data for context

- Census data:
  - 70% of those working in privately owned child care businesses identify as white, non-Hispanic
  - Does not include self-employed providers or school-based programs
- PELSB STAR data:
  - 94% of licensed school-based early educators identify as white
  - Only includes licensed staff, which is not all school-based educators
- Head Start PIR data:
  - 61% of Head Start staff identify as white, non-Hispanic
  - Includes Head Start, Early Head Start, and Head Start Migrant Programs

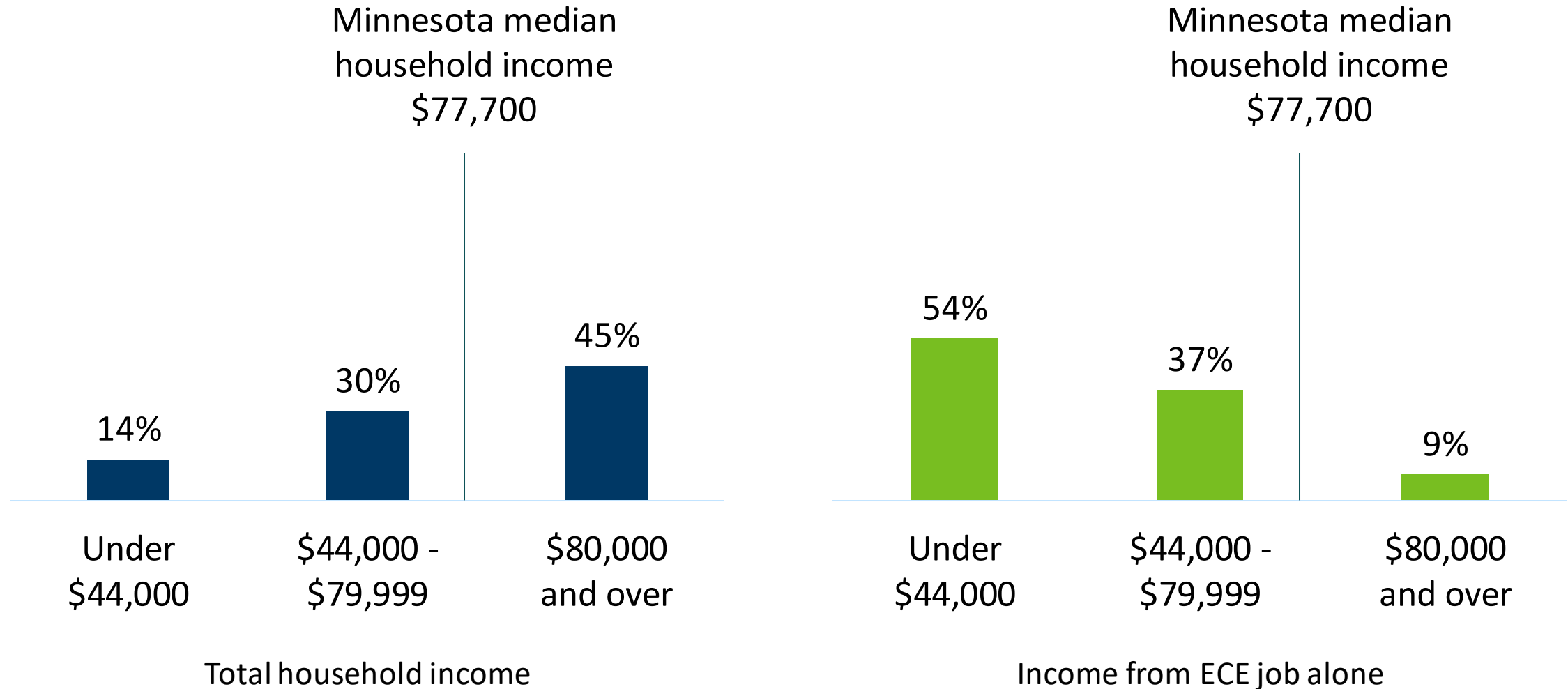
# Languages spoken by early educators

- Survey responses:
  - 99% speak English at home
  - 1% speak Spanish at home
  - One or two respondents each: ASL, Hmong, Indonesian, Japanese, Korean, Mandarin, Vietnamese, Ojibwe, Oromo, Visyasn (spoken in Philippines), and Yoruba spoken in West Africa)

## Trainings offered in Develop in fiscal year 2023, by language

Language	Number of events	Number of attendees
Spanish	149	2,158
Somali	215	1,711
Hmong	20	191
Other	6	89
<b>Total</b>	<b>390</b>	<b>4,149</b>

# Compare – household income and income from ECE job



# Some educators face economic hardship



16% living below 200% of the federal poverty level  
(21% in greater Minnesota)



15% rely on public benefits, primarily Medical Assistance



17% work another job in addition to their ECE job

# Benefits offered at programs with employees

## Most programs offer:

- Employer-provided training
- Reimbursement for training
- PTO

## About half of programs:

- Retirement plans
- Medical benefits
- Dental benefits

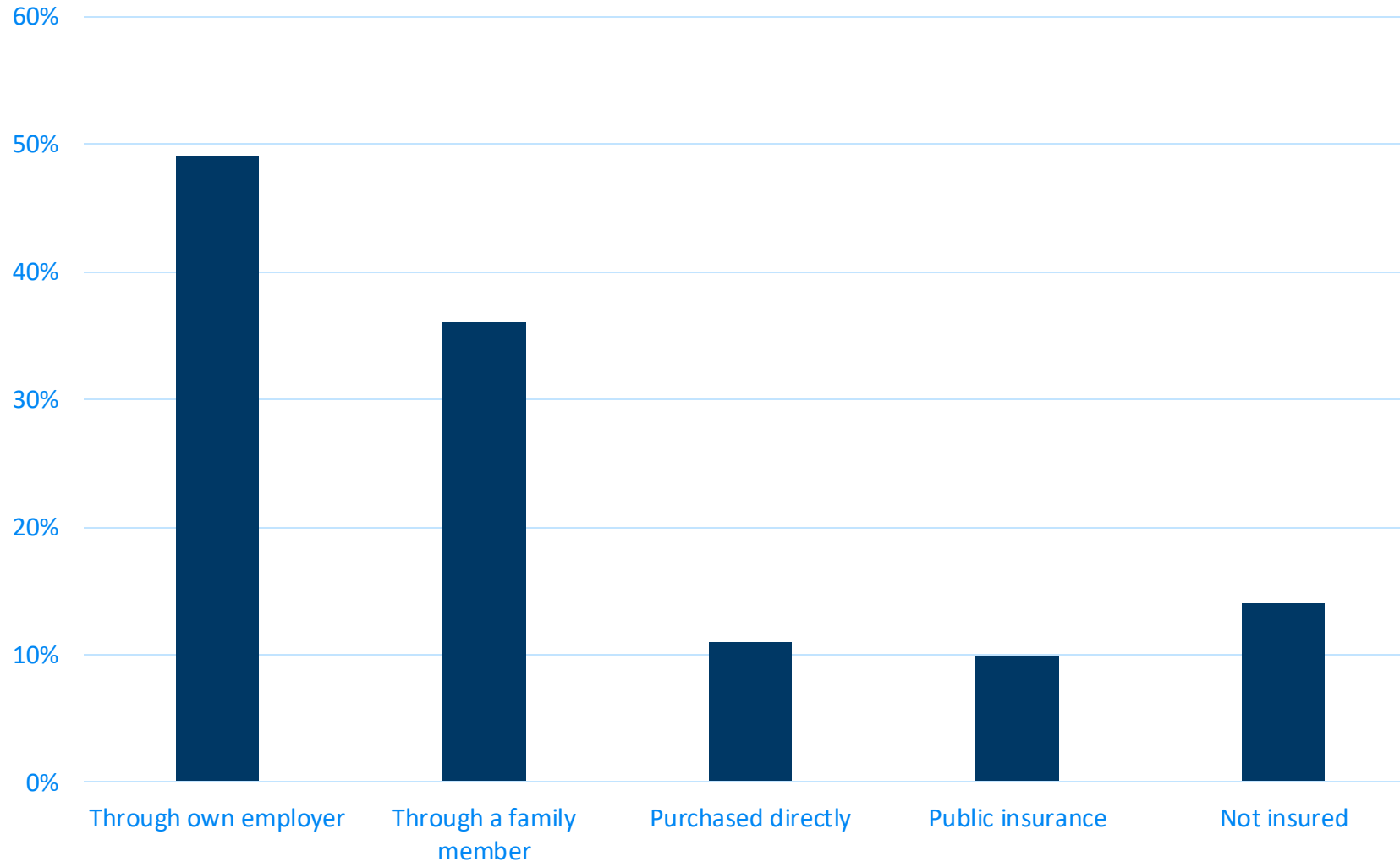
## Fewer programs:

- Scholarships
- Paid caregiving leave
- Health savings accounts

*[Educators] are committed individuals, they want to be there in the classroom, and they want to be there for the kids. Some of them don't dare to leave because they have so many behavioral children, they're like "It's me or nothing. I can't take time off."*

# Health insurance coverage

Early educators' health coverage



- 14% uninsured, compared to 5% of Minnesotans under 65



What is the education, experience, and expertise of the current early childhood workforce?



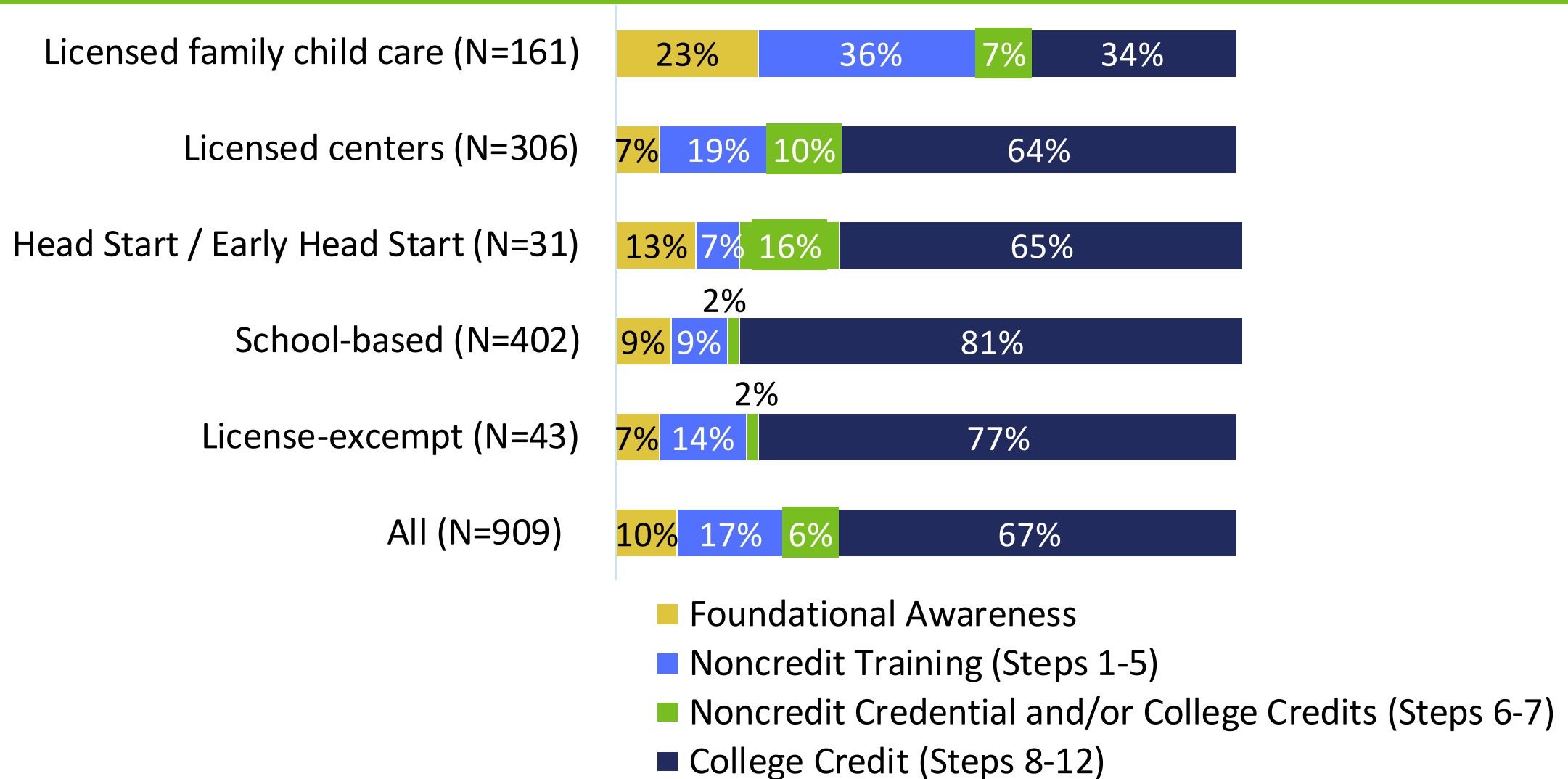
# Early childhood educators are highly experienced

Early care and education setting	N	Average number of years working in the field
Licensed family child care providers	176	22.6
Licensed child care center staff	334	16.4
Staff at school-based programs	407	15.9
Head Start and Early Head Start staff	37	14.0
Staff at licensed-exempt programs	42	13.1

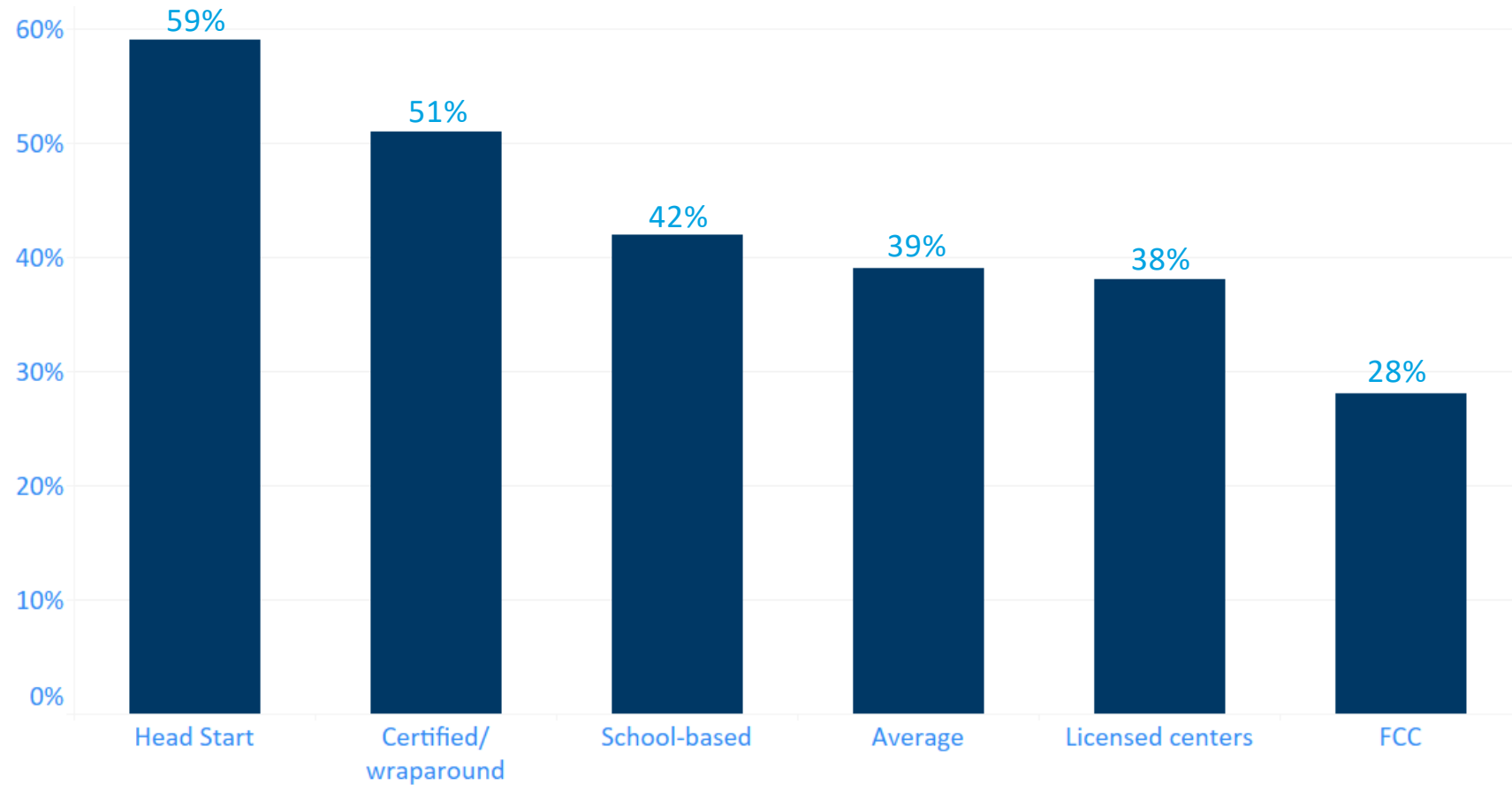
# Minnesota Career Lattice



# Minnesota Career Lattice



# Interest in pursuing further education

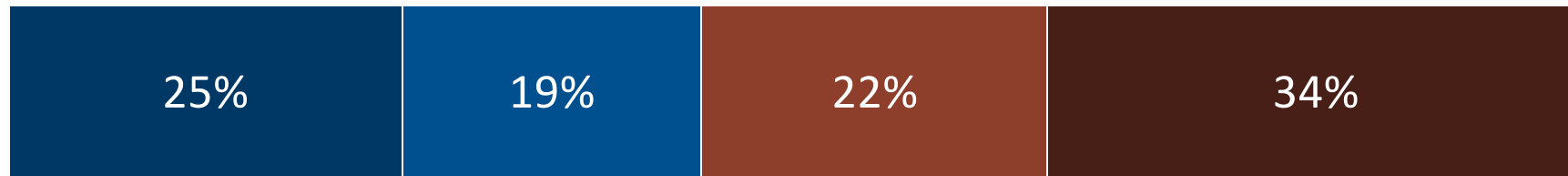




What professional development is needed to support the early childhood workforce?

# Participation in relationship-based professional development in past year

**In the past year, have you participated in any relationship-based professional development, such as having a professional early childhood mentor, coach, or consultant?**



■ Yes, as part of a training or class

■ Yes, in another capacity

■ No, but interested

■ No, and not interested

# Relationship-based professional development

**The five most common topics discussed with mentors, coaches, or consultants were:**

- Child development and learning
- Relationships with families
- Developmentally appropriate learning experiences
- Assessment, evaluation, and individualization
- Behavior guidance



# Quality and requirements are key motivators for professional development

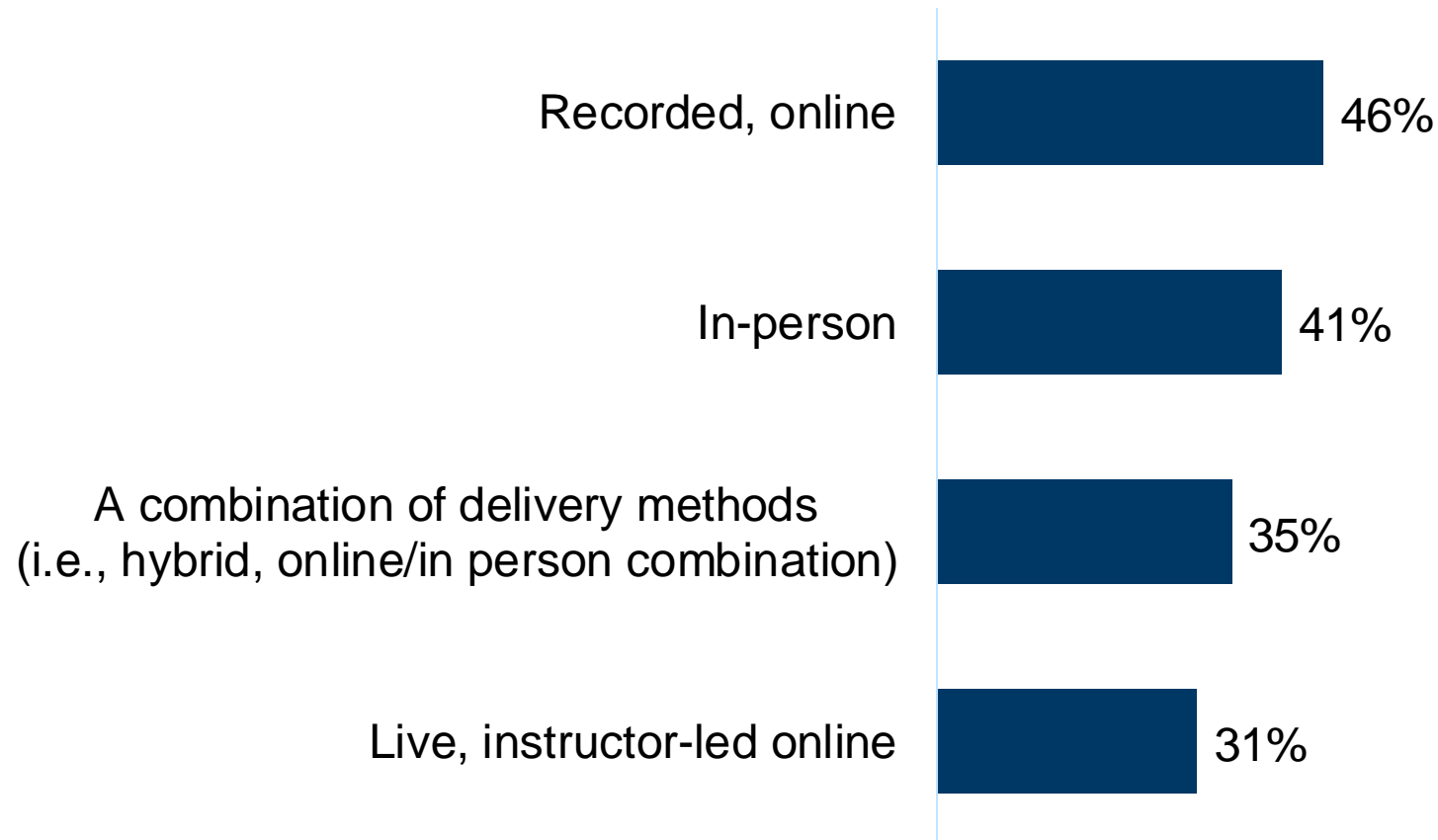
<b>What motivates educators to get involved in training and other professional development</b>	<b>All (N=924)</b>
Improve the quality of your early care and education program or curriculum	83%
Meet required hours or licensure/regulatory requirements	82%
Professional growth	76%
Staying updated on best practices	66%
Learning more about a new topic of interest	58%

# Trainings educators really want

<b>Types of support, training, or education educators could really use, would really like, or are especially interested in</b>	<b>All (N=907)</b>
Behavior management/Proper discipline practices	48%
Developmentally appropriate learning experiences	33%
Trauma-informed care and practice	33%
Child development and learning	32%

# Offer trainings in varied ways

In what ways would you prefer to attend early care and education training?





What are the workforce's experiences around burnout and supports?

# Educators' experiences with burnout

Staffing challenges; lack of substitutes

Stressful environment

Increase in behavioral issues

Financial stress

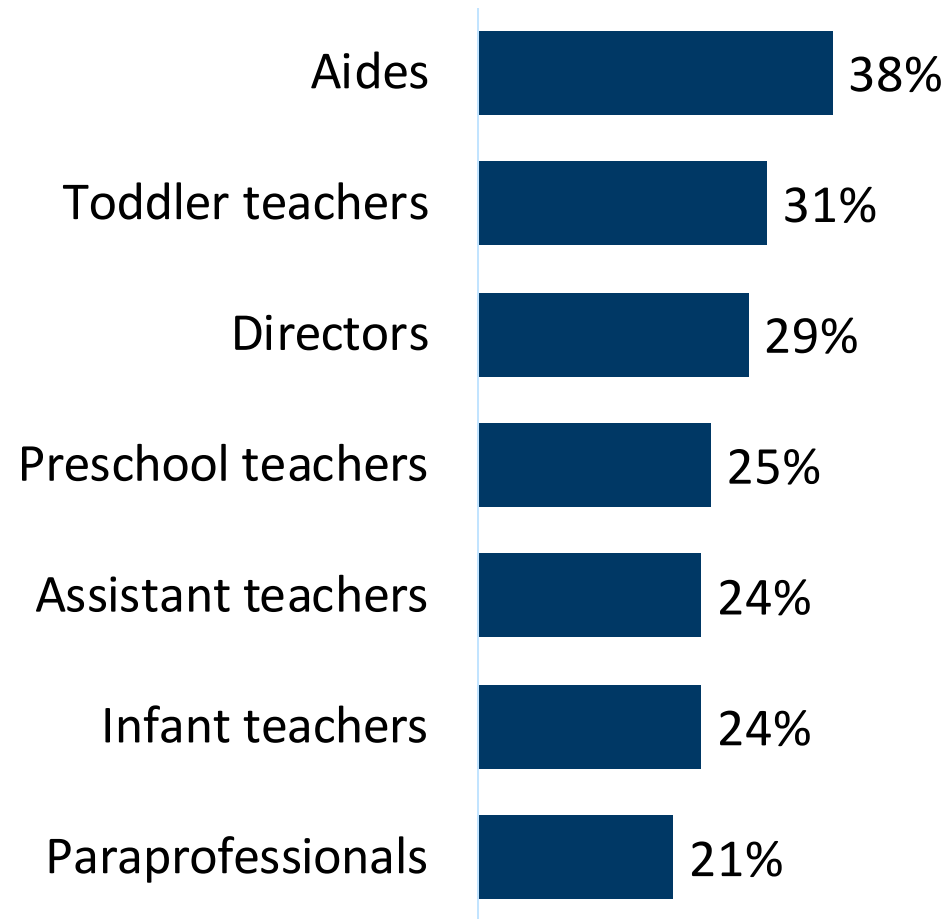
Lack of respect

“[Educators] are committed individuals. They want to be in their classroom, and they want to be there for the kids...They're like, ‘It's me or nothing. I can't take time off,’ and that leads to burnout when you feel like you can't take time off.”

– Staff at a center in greater Minnesota

# Early care and education programs face high annual turnover

## Turnover rates for center- and school-based programs

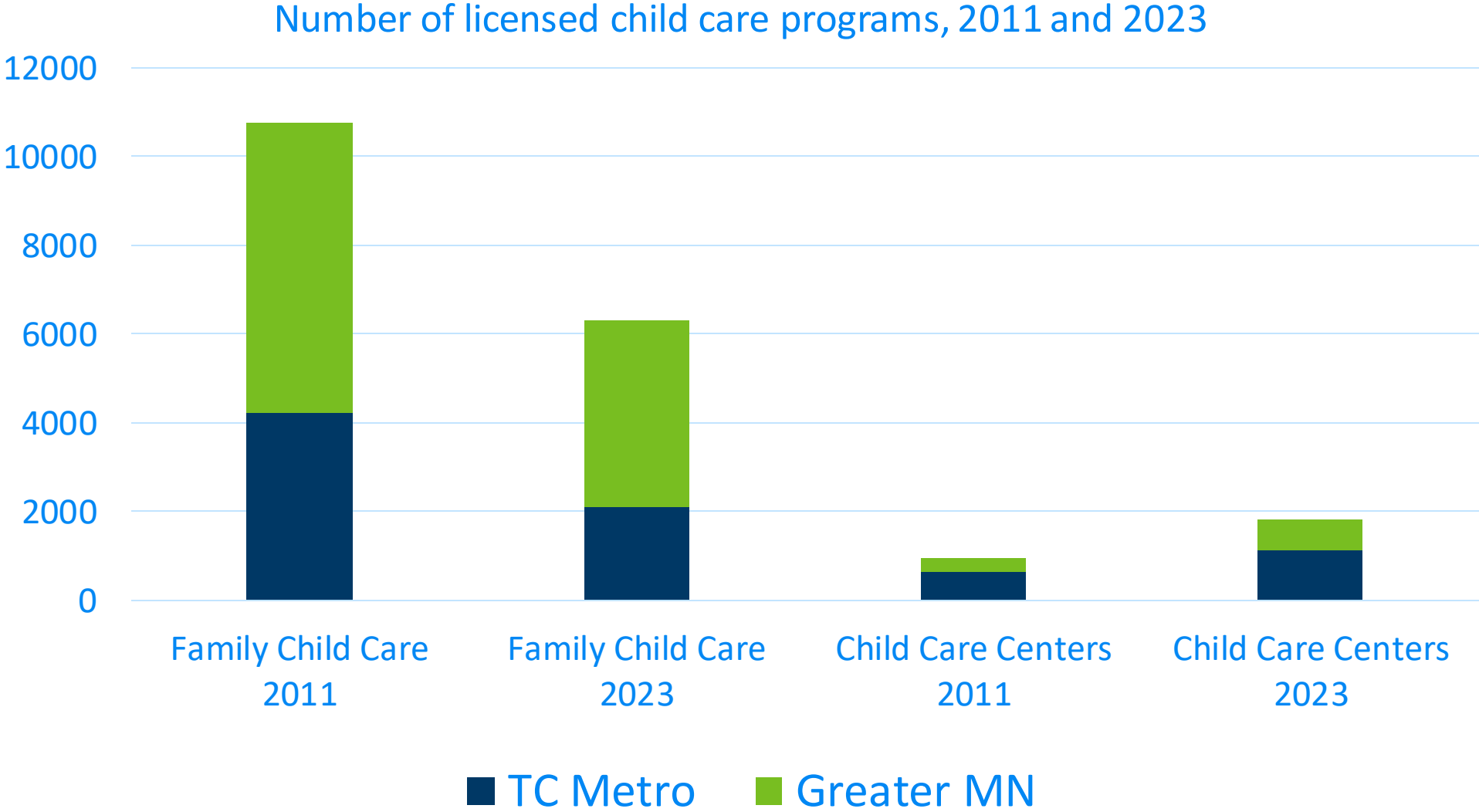




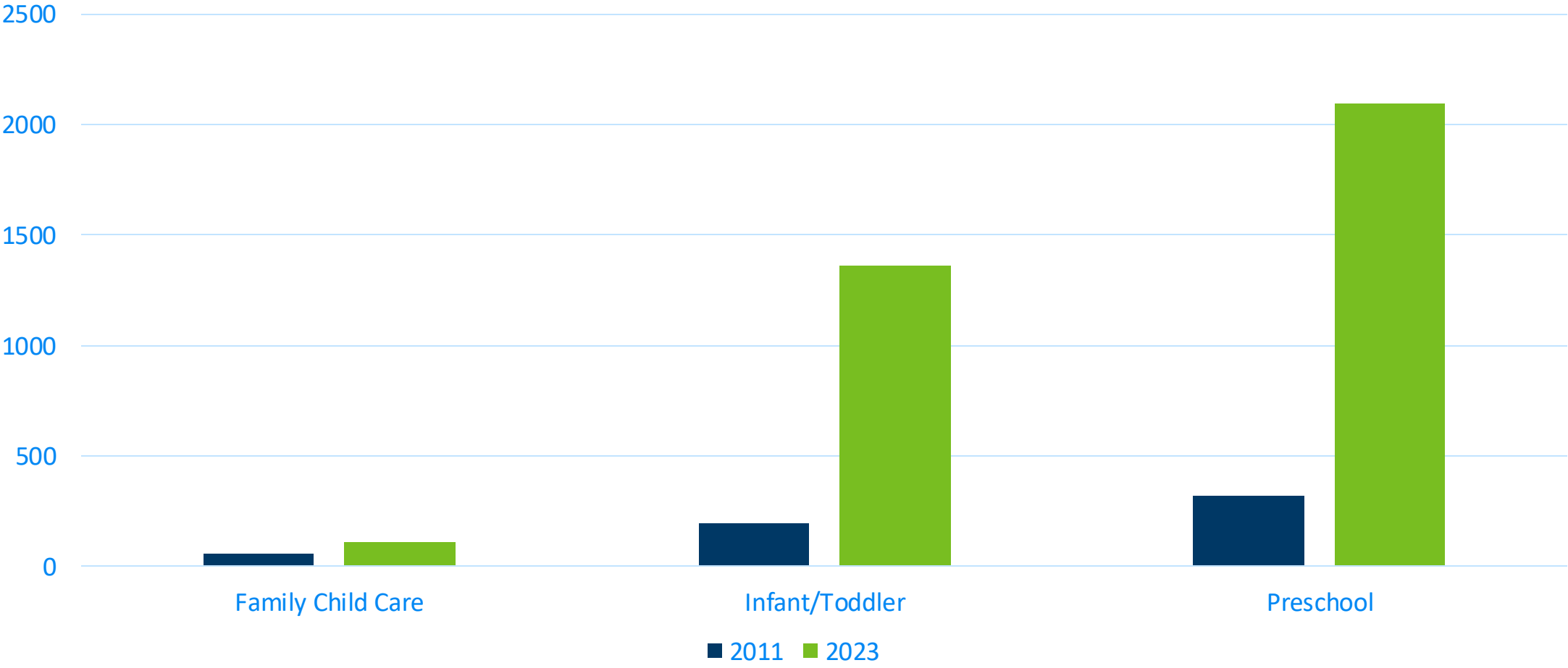
How has the licensed child care workforce changed since the previous study in 2011?



# Shifts in configuration of program type

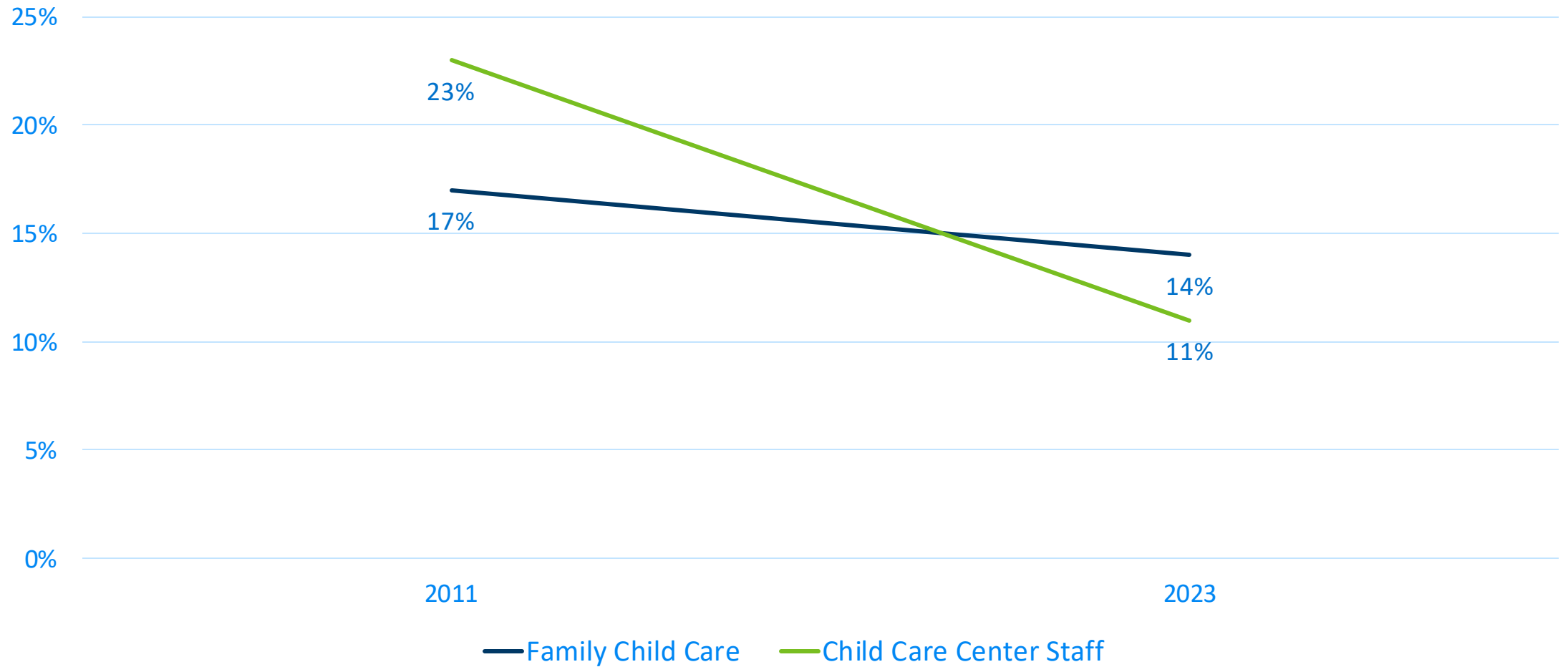


# Active CDAs by Program Type



Data from Council for Professional Recognition

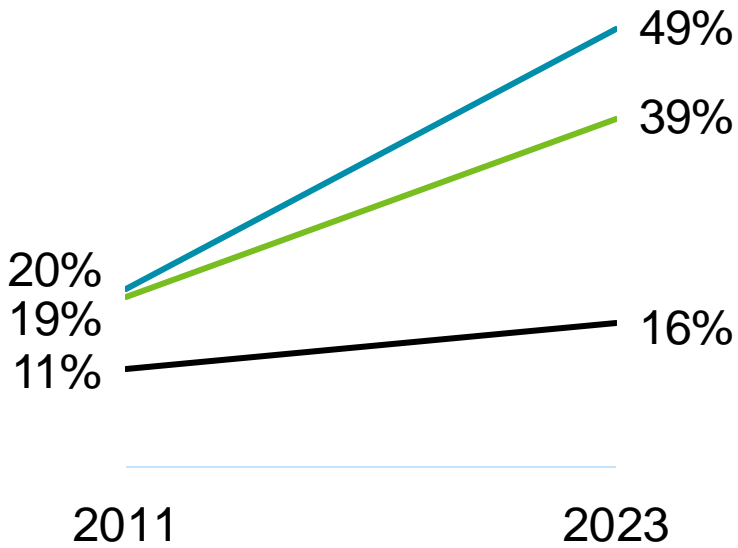
# Interest in Pursuing a CDA



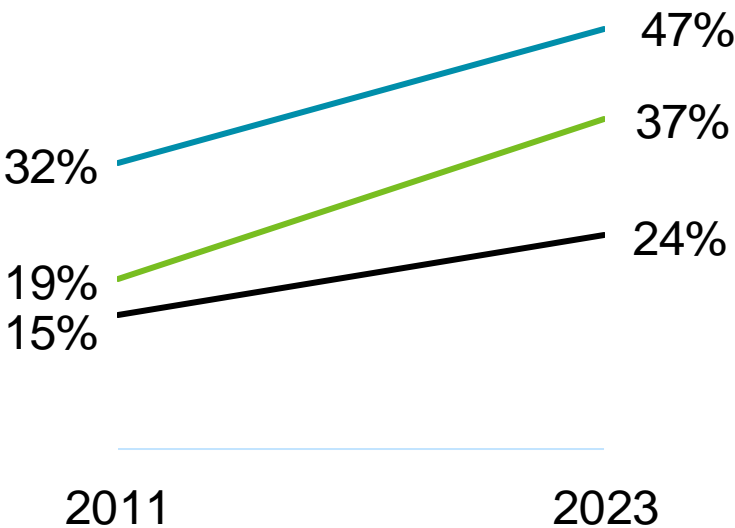
Data from ECE Workforce Study

# Interest and use in mentoring and coaching is up

Had a professional mentor, coach, or consultant in the last year



Interest in working with a mentor, coach, or consultant for little to no cost



● Directors ● Teachers ● Licensed family child care providers

# Links to Full Report and Briefs



## Full Report:

<https://www.wilder.org/wilder-research/research-library/minnesotas-early-childhood-educators-2023-statewide-study>



## Family Child Care Brief:

<https://www.wilder.org/wilder-research/research-library/profile-licensed-family-child-care-providers-summary-findings-2023>



## Professional Development Brief:

<https://www.wilder.org/wilder-research/research-library/professional-development-early-childhood-educators-summary>



# Thank You!

**Angela Butel and Marah Weidensee**

[angela.butel@state.mn.us](mailto:angela.butel@state.mn.us) | [marah.weidensee@state.mn.us](mailto:marah.weidensee@state.mn.us)

*This product was made possible using federal funding, 93.434-ESSA Preschool Development Grant Birth through Five. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services. View the [Preschool Development Grant webpages](#) to learn more.*