



National Survey of
Early Care & Education

Characteristics of Minnesota Workers in Center-based Child Care and Early Education in 2012 and 2019

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This report presents information on workers in center-based child care and early education (CCEE) classrooms working with children age 5 years and under, not yet in kindergarten from the 2012 and 2019 National Survey of Early Care and Education (NSECE) for cases fielded in the state of Minnesota. It features:

- ▶ Counts and percentages of all workers by context and characteristics: by role, age group served, center auspice; and number of workers by educational attainment, certification, experience, and age.
- ▶ Counts and percentages of workers by role: auspice; education and certification

The number of center-based teachers, assistant teachers and aides was 16,000 in 2012, and 35,300 in 2019. From 2012 to 2019:

- ▶ A smaller proportion of workers are in 'aides and assistant' roles and higher proportion in 'teacher or lead teacher' roles
- ▶ more workers are found in classrooms having at least one child under age 3 and at least one child age 3-5 years, not yet in kindergarten
- ▶ more workers are found in for-profit programs and fewer in not-for-profit programs
- ▶ the number of workers with a bachelor's degree or higher increased
- ▶ the percentage of workers with a bachelor's degree or higher decreased
- ▶ the percentage of workers age 18-29 decreased

Reported findings are based on count and percentage point differences. No statistical significance testing is reflected in this report.

About the data for this report. This chartbook draws from data collected in the 2012 and 2019 NSECE Center-based Workforce Surveys. The samples in each year comprised one or two classroom-assigned instructional staff members from each center-based provider completing a Center-Based Provider interview. Workforce respondents were selected out of the Center-Based Provider Questionnaire data, in which all staff members in a representative classroom had been enumerated. The representative classroom was selected at random from one of the age groups the center-based program reported serving. This chartbook focuses on center-based workforce members who were assigned to classrooms that served children not yet in kindergarten. Classroom assigned staff who could not be classified as (lead) teachers or assistants/aides were not sampled for the workforce survey. Thus the Workforce Survey does not represent individuals working in such roles as specialists or who were not assigned to a classroom (such as cooks, drivers, or administrative assistants). For this chartbook, data are drawn only from workers in the State of Minnesota.

About the NSECE. The National Survey of Early Care and Education (NSECE) is a set of four integrated, nationally representative surveys conducted in 2012 and 2019. These were surveys of 1) households with children under 13, 2) home-based providers of ECE, 3) center-based providers of ECE, and 4) the center-based provider workforce. Together, they characterize the supply of and demand for early care and education in America in 2012 and 2019 and permit better understanding of how well families' needs and preferences coordinated with providers' offerings and constraints. The 2019 NSECE largely replicated the design of the 2012 NSECE; both are cross-sectional surveys with no intentional overlap in sampled households or providers. The study was funded by the Office of Planning, Research, and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services.

In 2012, the state of Minnesota had 16,000 workers in center-based child care and early education (CCEE) classrooms working with children age 5 years and under, not yet in kindergarten as teachers, assistants or aides. In 2019, the number of these center-based workers was 35,300. Among these workers, almost 70% in 2012 were teachers or lead teachers rather than assistants or aides. In 2019, the proportion of teachers or lead teachers was 80%.

Table 1. Number and Percent of Center-based Workers by Role

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
Aides & Assistant Teachers	4,990	31.2%	7,060	20.0%
Teachers & Lead Teachers	11,000	68.8%	28,300	80.0%
Others	†	†	†	†
Don't Know/Refused	†	†	†	†
Total	16,000	100%	35,300	100%

† Value suppressed due to small n¹.

Notes: Center-based providers were asked to identify the role of the selected workforce respondent. Responses were coded into three categories, aide or assistant teacher; teacher, instructor, or lead teacher; and other/underdetermined, which includes roles that did not fall into the two primary categories and is not shown above.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey.

State-level estimates for Minnesota.

¹ This report uses disclosure guidelines the NSECE has in place for reporting state-level estimates. These guidelines are applied consistently to all NSECE dissemination products, for all states, and for all data users. These guidelines are intended to avoid inadvertent disclosure of: (i) NSECE study subjects, (ii) the sample size of any specific state included in the NSECE, (iii) the presence or absence of any sub-state geographic unit in the NSECE sample, such as a county, city or school district, or (iv) the location of a center-based or home-based provider, workforce member, or household in the sample. The requirements apply to the reporting of unweighted and weighted estimates and include frequencies, means, percentages, and percentiles, among others. Early care and education providers for whom information about their location and characteristics is publicly available have high disclosure risk, with center-based providers exhibiting the highest disclosure risk. The guidelines require the suppression of estimates based on the number of cases used to generate each estimate. The thresholds used to suppress estimates vary across data files.

- Workforce estimates are suppressed if they are based on 10 or fewer individuals.

These guidelines were applied consistently across all tables. Suppressed estimates are denoted with the following symbol † and a footnote indicating that the value was suppressed due to small n.

In 2012, 63% of workers worked in classrooms with children aged 3 through 5 years, while 27% worked in classrooms with children under age 3 years. In 2019, 40 percent of workers worked in classrooms with children aged 3 through 5 years. Almost as many (37%) worked in classrooms that had both children under age 3 years as well as children age 3 through 5 years.

Table 2. Number and Percent of Workers, by Age of Child Served

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
Under Age 3	4,360	27.3%	8320	23.5%
Ages 3 through 5	10,000	62.7%	14100	39.9%
Serves Both	†	†	12900	36.6%
Don't Know/Refused	†	†	†	†
Total	16,000	100%	35,300	100%

† Value suppressed due to small n.

Notes: The age group that an individual staff member serves is defined by the classroom/group from which he or she was sampled in the center-based provider questionnaire. In under age 3 classrooms all children in the classroom are reported no more than 36 months. For 3 through 5 years old classrooms the youngest age for the classroom is at least 36 months and at least one child is less than 72 months, not yet in kindergarten. Serves both indicates that a workforce member is in a classroom where the youngest child is under 36 months while at least one child is between 36 and 72 months, not yet in kindergarten.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

Each center can be classified as for-profit, not-for-profit, or government-run. (A small ‘other’ category is for combinations of these or where we are missing center auspice information.) Centers from any auspice may receive public funds such as child care subsidy dollars.

In 2012, 22% of centers in Minnesota were for-profit, and 54% were not-for-profit. These proportions almost switched in 2019, with 57% of centers for-profit and 29% not-for-profit.

Table 3. Number and Percent of Workers by Center Auspice

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
For-Profit	3,610	22.5%	20,100	56.9%
Not-for-Profit	8,680	54.3%	10,100	28.6%
Government-Run	†	†	†	†
Other	†	†	†	†
Don't Know/Refused	†	†	†	†
Total	16,000	100%	35,300	100%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Center-based providers identified their program as for-profit, non-profit, or run by a government agency. Programs in the for-profit auspice range from small owner-proprietor programs with only a few employees to programs affiliated with large for-profit chains. Non-profit programs include independent entities whose sole purpose is CCEE, individual programs run or sponsored by not-for-profit entities that also have other social service or faith-based missions, or multi-activity enterprises sponsored by not-for-profit entities such as universities or community organizations like the YMCA or the Boys and Girls Clubs of America. The programs reporting their status as “run by a government agency” will most often be facilities operated by school districts, state pre-K programs, or human services agencies running Head Start programs. Note that for-profit and non-profit programs also may serve children funded by public programs such as Head Start, state pre-K, and child care subsidies.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

Looking separately at teachers or lead teachers (but not assistants or aides), we see that in 2012, the proportion of (lead) teachers in not-for-profit centers was 49%, while in 2019 it was 20%.

Table 4. Number and Percent of Teachers or Lead Teachers by Center Auspice

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
For-Profit	†	†	17,700	62.5%
Not-for-Profit	5,420	49.2%	5,590	19.8%
Government-Run	†	†	†	†
Other	†	†	†	†
Don't Know/Refused	†	†	†	†
Total	11,000	100%	28,300	100%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Center-based providers identified their program as for-profit, non-profit, or run by a government agency. Programs in the for-profit auspice range from small owner-proprietor programs with only a few employees to programs affiliated with large for-profit chains. Non-profit programs include independent entities whose sole purpose is CCEE, individual programs run or sponsored by not-for-profit entities that also have other social service or faith-based missions, or multi-activity enterprises sponsored by not-for-profit entities such as universities or community organizations like the YMCA or the Boys and Girls Clubs of America. The programs reporting their status as “run by a government agency” will most often be facilities operated by school districts, state pre-K programs, or human services agencies running Head Start programs. Note that for-profit and non-profit programs also may serve children funded by public programs such as Head Start, state pre-K, and child care subsidies.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey.

State-level estimates for Minnesota.

Center auspice cannot be determined for assistants or aides in 2012, but in 2019, 35% were in for-profit centers, while 65% were in not-for-profit centers.

Table 5. Number and Percent of Aides or Assistant Teachers by Center Auspice

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
For-Profit	†	†	2,430	34.8%
Not-for-Profit	†	†	4,530	65.0%
Government-Run	†	†	†	†
Other	†	†	†	†
Don't Know/Refused	†	†	†	†
Total	4,840	100%	6,960	100%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Center-based providers identified their program as for-profit, non-profit, or run by a government agency. Programs in the for-profit auspice range from small owner-proprietor programs with only a few employees to programs affiliated with large for-profit chains. Non-profit programs include independent entities whose sole purpose is CCEE, individual programs run or sponsored by not-for-profit entities that also have other social service or faith-based missions, or multi-activity enterprises sponsored by not-for-profit entities such as universities or community organizations like the YMCA or the Boys and Girls Clubs of America. The programs reporting their status as “run by a government agency” will most often be facilities operated by school districts, state pre-K programs, or human services agencies running Head Start programs. Note that for-profit and non-profit programs also may serve children funded by public programs such as Head Start, state pre-K, and child care subsidies.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

In 2012, 58% of center-based workers had a bachelor’s degree or higher as their highest level of educational attainment. In 2019, 39% of workers had a bachelor’s degree or higher. A similar 43% of workers in 2019 had an associate degree.

Table 6. Number and Percent of Workers by Education

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
High School or less	†	†	1,570	4.4%
Some college, no degree	5,790	36.2%	4,750	13.5%
Associate degree	†	†	15,100	42.7%
Bachelor's degree or higher	9,270	58.0%	13,900	39.4%
Don't Know/Refused/Missing	†	†	†	†
Total	16,000	100%	35,300	100%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Workforce respondents selected their highest grade or level of education ever completed from a list of response options. Percentages in the figure above do not add to 100 due to Don't Know and Refuse responses. Center-based providers were asked to identify the role of the selected workforce respondent. Responses were coded into three categories, aide or assistant teacher, teacher, instructor, or lead teacher and other/underdetermined which includes roles that did not fall into the two primary categories and is not shown above.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

Looking only at (lead) teachers, 65% had a bachelor's degree or higher in 2012, while 37% had a bachelor's degree or higher in 2019.

Table 7. Number and Percent of Teachers or Lead Teachers by Education

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
High School or less	†	†	†	†
Some college, no degree	†	†	†	†
Associate degree	†	†	13,900	49.2%
Bachelor's degree or higher	7,110	64.7%	10,400	36.7%
Don't Know/Refused/Missing	†	†	†	†
Total	11,000	100%	28,300	100%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Workforce respondents selected their highest grade or level of education ever completed from a list of response options. Percentages in the figure above do not add to 100 due to Don't Know and Refuse responses. Center-based providers were asked to identify the role of the selected workforce respondent. Responses were coded into three categories, aide or assistant teacher, teacher, instructor, or lead teacher and other/underdetermined which includes roles that did not fall into the two primary categories and is not shown above.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

Center-based workers reported whether they had a Child Development Associate (CDA) certificate or state certification or an endorsement for early care and education. State certifications and endorsements vary widely within and across states. The NSECE does not collect any information about the type of certification or endorsement that a worker might have.

In 2012, 50% of workers reported having a CDA or state certification/endorsement. In 2019, 33% of workers reported having a CDA or state certification/endorsement.

Table 8. Number and Percent of Workers by Certification

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
Yes, has certification	7,850	49.1%	11,500	32.6%
No, does not have certification	7,960	49.8%	23,800	67.3%
Don't Know/ Refused	†	†	†	†
Total	16,000	100.0%	35,300	100.0%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Center-based workforce respondents reported whether they had obtained a certification. Percentages in the figure above do not add to 100 due to Don't Know and Refuse responses. Center-based providers were asked to identify the role of the selected workforce respondent. Responses were coded into three categories, aide or assistant teacher, teacher, instructor, or lead teacher and other/underdetermined which includes roles that did not fall into the two primary categories and is not shown above.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

Focusing only on (lead) teachers, in 2012, 64% of workers reported having a CDA or state certification/endorsement. In 2019, 36% of workers reported having a CDA or state certification/endorsement.

Table 9. Number and Percent of Teachers or Lead Teachers by Certification

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
Yes, has certification	7,100	64.5%	10,300	36.3%
No, does not have certification	3,720	33.8%	18,000	63.6%
Don't Know/ Refused	†	†	†	†
Total	11,000	100.0%	28,300	100.0%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Center-based workforce respondents reported whether they had obtained a certification. Percentages in the figure above do not add to 100 due to Don't Know and Refuse responses. Center-based providers were asked to identify the role of the selected workforce respondent. Responses were coded into three categories, aide or assistant teacher, teacher, instructor, or lead teacher and other/underdetermined which includes roles that did not fall into the two primary categories and is not shown above.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

Data are not reported for aides or assistants who have a CDA or state certification/endorsement, but in 2012, 84% of aides and assistants reported not having a CDA or state certification/endorsement. In 2019, 83% of aides and assistants reported not having a CDA or state certification/endorsement.

Table 10. Number and Percent of Aides or Assistant Teachers by Certification

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
Yes, has certification	†	†	†	†
No, does not have certification	4,090	84.5%	5,790	83.2%
Don't Know/ Refused	†	†	†	†
Total	4,840	100.0%	6,960	100.0%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Center-based workforce respondents reported whether they had obtained a certification. Percentages in the figure above do not add to 100 due to Don't Know and Refuse responses. Center-based providers were asked to identify the role of the selected workforce respondent. Responses were coded into three categories, aide or assistant teacher, teacher, instructor, or lead teacher and other/underdetermined which includes roles that did not fall into the two primary categories and is not shown above.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

Workers reported the number of years that they had done paid work caring for children under age 13 years, whether in center-based or home-based settings. In 2012, 61% of workers had between 10 and 20 years of experience. In 2019, 34% had between 10 and 20 years of experience. An additional 46% of workers in 2019 had less than 10 years of experience.

Table 11. Number and Percent of Workers by Experience

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
<5 years	†	†	10,700	30.3%
More than 5 years through 10 years	†	†	5,440	15.4%
More than 10 years through 15 years	5,760	36.0%	4,690	13.3%
More than 15 years through 20 years	4,040	25.3%	7,430	21.0%
More than 20 years through 25 years	†	†	†	†
>25 years	†	†	†	†
Don't Know/ Refused	†	†	†	†
Total	16,000	100%	35,300	100%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: The workforce respondent reported how long they cared for children under 13 years in years and months, which was coded into specific five-year increments. Experience refers to paid work with children under age 13 other than the respondent's own children. Paid experience could include (but was not limited to) work in a home or center-based setting, including caring for relatives, or work in another country. Percentages in the figure above do not add to 100 due to Don't Know and Refuse responses.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.

In 2012, 58% of workers were below 40 years of age. In 2019, 54% of workers were below 40 years of age. Within these below-40 groups, in 2012, 30% of workers were aged 18-29. In contrast, in 2019, 5% of workers reported being aged 18-29.

Table 12. Number and Percent of Workers by Age

	2012		2019	
	Weighted Frequency	Weighted Percent	Weighted Frequency	Weighted Percent
Age 18-29	4,820	30.1%	1,720	4.9%
Age 30-39	4,390	27.5%	17,500	49.6%
Age 40-49	4,160	26.0%	10,500	29.6%
Age 50-59	†	†	2,030	5.7%
Age 60+	†	†	†	†
Don't Know/ Refused	†	†	†	†
Total	16,000	100%	35,300	100%

† Value suppressed due to small n. Note: Values may not sum due to missing responses for some providers.

Notes: Workforce respondents indicated the year in which they were born; age was calculated by subtracting the year born from survey year. Respondents' ages were then coded into specific age categories.

Source: 2012 and 2019 National Survey of Early Care and Education, Center-based Workforce Survey. State-level estimates for Minnesota.