



# Licensed Child Care Training

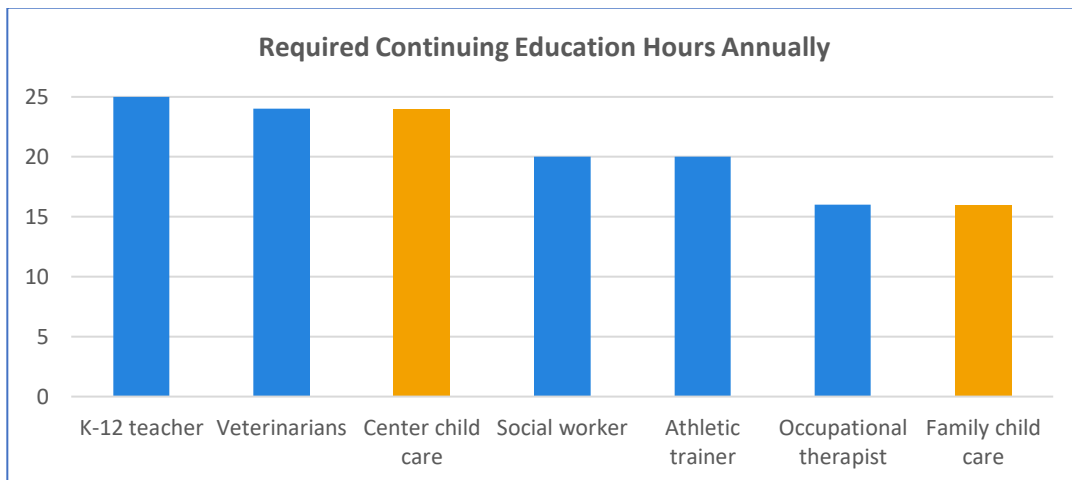
## Minnesota's Training System

Minnesota supports a robust, high-quality system for early childhood educators to obtain the training they need to provide high-quality child care in every setting. Training is designed to serve early educators at three levels. The first level, "Explores," is for people new to the field or new to a specific concept. The second level, "Implements," is for educators who know what to expect of children at various stages of development and how to promote and engage children in learning. At the third level, "Designs and Leads," early educators are highly involved in professional decision-making and design and lead learning environments and experiences, including teaching others.

During the state fiscal year 2021, there were 3,131 total trainings with 17,092 enrolled participants (not unduplicated). Almost 1,000 of these trainings were provided through the Child Care Aware system, including Eager-to-Learn, reaching 15,569 participants (unduplicated). This included 304 distinct courses and 60 separate trainers. The most popular content areas were ensuring safety, promoting social and emotional development, child development and learning, and professionalism.

## Required Training Hours

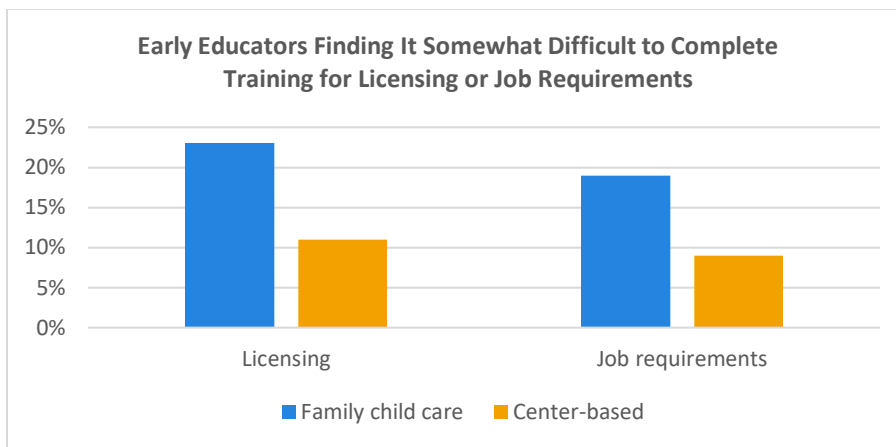
Minnesota requires that child care center staff participate in 24 hours of continuing education annually and that early educators in family child care settings participate in 16 hours each year. These hours are similar to or fewer than many other professions.



## Access and Cost

Training is affordable. The required health and safety training courses needed for licensure are free. Courses available on Eager-to-Learn cost \$5 - 10 per course hour, depending on the format. Training is offered in-person at locations throughout the state (subject to pandemic restrictions) and online through the Eager-to-Learn platform. An increasing number of courses, including all required health and safety training, are available in-person and online in Somali, Spanish, and Hmong, and an approved trainer may interpret any state-owned course.

The majority of early educators can access training. A study from Child Trends in 2018 found that a relatively small number of early educators in both family and center settings said it was difficult to complete required training.



More recent data from the first year of the pandemic (2020) found that 50% of center-based educators and 41% of those working in family child care reported no barriers to accessing virtual professional development. The barriers most frequently identified by the remainder were “not enough time” (21%/25%) and “preference for in-person format” (19%/26%). Other barriers identified by a few respondents included poor internet access, lack of topics related to requirements or interests, and difficulty with the virtual format. (Respondents could select more than one barrier.)<sup>1</sup>

Child Care Aware of Minnesota  
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<sup>1</sup> Minnesota Child Care Policy Research Partnership. Child care providers participate in professional development during COVID-19 pandemic. 2021. Accessed on 2/23/22 from [https://www.childtrends.org/wp-content/uploads/2020/12/MinnesotaFactSheetProfessionalDevelopment\\_ChildTrends\\_Dec2020.pdf](https://www.childtrends.org/wp-content/uploads/2020/12/MinnesotaFactSheetProfessionalDevelopment_ChildTrends_Dec2020.pdf)