

Work group – Duty 8 – Access and Understanding of Rules

MEMBERS

Lead: Hollee Saville

Members: JoAnn Smith, Cyndi Cunningham, Julie Seydel, Lisa Demuth

DHS SME: Barb Wagner

DEADLINES

- Materials due to Jake Granholm by **August 13th**.
- Work group report and recommendations to be presented **August 18**.

Duty language: Consider methods to improve access to and understanding of the rules and statutes governing family child care providers.

Questions and topics raised by full task force:

- When rules change, make it easy to find out what changed, how does it apply to me, etc.
- Making sure people know where to find information – make it transparent, understandable and digestible.
- Common interpretation – licensors have to provide access to rules and statute changes every year. We are still handing it out on paper. That wastes a lot of paper.
- Whatever happened to the ombudsperson?
- The ombudsperson concept – it would be very helpful to many people to have someone advocate on behalf of providers. Some traction in the legislature, but not enough.
- Don't want someone from licensing, or someone from a legal perspective, not someone taking time away from being a provider to act in an ombudsperson-type role.
- There have been a lot of lessons learned in the Coronavirus response – been able to distill the government lingo to get out relevant information to providers, like fact sheets or Cliff's Notes versions that are in plain language. The information is out there, but it's hundreds of pages. Take a lesson from COVID and boil it down to get it out to people who need the information.
- Is the information available in all languages? There are underserved populations out there in the market.
- Accessibility – empower people to go through the steps; plain language or simplifying, plus a point person to provide information in an easily understandable way.
- On the front end of any public policy – should be engaging stakeholders. This would help make sure things are understandable. It's not great for current rules and statutes, but moving forward it would help.
- What are the challenges and barriers, and how can we address the barriers in language access, technology type, etc.
- Plain language, simple, respectful
- Pandemic has highlighted our role as providers – we need a level of protection and support.

- Some counties have instructions on their websites on how to find language, have trainings on how to understand legislative language; implementation guides have been a huge help (as an example of plain language documents).
- Is there some way to learn from what's being done at child care centers? Particularly on language access issues?