



# Great Start for All Minnesota Children Task Force

Meeting #6

April 26, 2022

# Welcome!

## Here are our virtual meeting protocols



- **Please be on video** as much as possible to help with overall engagement
- **Mute self** when not speaking
- Use **Chat feature** or **“raise hand” button** for questions or comments
- Technical issues can happen to anyone – **chat privately to Hannah Quinn for any needs**
- If you are experiencing an unstable connection - **switch to phone call or close other applications**
- Members of the **public can submit written feedback to** [greatstart.taskforce.mmb@state.mn.us](mailto:greatstart.taskforce.mmb@state.mn.us)

# Welcome & Agenda

# Welcome from our Co-Chairs



**Shakira Bradshaw**

Parent of Children under 5



**Jenny Moses**

Children's Cabinet



**Sandy Simar**

Early Educator

## The Task Force is supported by:

- **Children's Cabinet Staff:** Erin Bailey, Hannah Quinn
- **Facilitation Team:** Afton Partners and Children's Funding Project

Develop a plan and implementation timeline that **ensures all families have access to affordable, high-quality early care and education that enriches, nurtures, and supports children and their families.**



# Revised Guiding Principles

Guiding Principles reflect the Task Force's values and beliefs, guide how it operates, and lay a foundation for decision-making

<b>Promote Equity</b>	<b>Prioritize Family Perspectives, Needs, and Choices</b>	<b>Support the Power of Local Communities</b>	<b>Build Upon our Solid Foundation</b>	<b>Uplift and Diversify the ECE Workforce</b>	<b>Recognize Implementation Realities</b>	<b>Expect High Quality &amp; Effectiveness</b>	<b>Design for Stability, Sustainability, and Positive Impact</b>
<p>We will prioritize a system that promotes equitable outcomes, with a specific focus on children of color and building cultural competency in ECE classrooms.</p>	<p>We will prioritize families' perspectives, needs, and choices as we make data driven and evidence informed recommendations , recognizing that all provider types and settings provide value to the system.</p>	<p>We will ensure local communities are able to define their own priorities and are supported to build the system that meets their children and families' needs.</p>	<p>We will build upon the successes of Minnesota's past and current system, lessons from other states, and the expertise and research in the field.</p>	<p>We will invest in our dedicated and capable early childhood professionals so that they have the opportunity to thrive and grow, and we will build and support a racially diverse workforce.</p>	<p>We will recognize inherent system constraints while remaining responsive to local, state, and federal landscape changes.</p>	<p>We will endeavor to create a high quality and effective ECE system that meets the needs of all of Minnesota's children and families, regardless of circumstance, knowing that the state's future workforce, economy, and resident welfare is dependent upon it</p>	<p>We will work to support funding stability for providers, educators, and staff across mixed delivery settings to ensure better service for families.</p>

# Today's Goals



Reach conclusion on Primary Stakeholders in the ECE system, our vision for Effective ECE services, and our vision for Equitable Access to ECE services



Provide further clarity on the work of our Task Force and approaching recommendations



Review a package of Equitable Access draft recommendations



Hear from working groups on Family Benefits and Workforce Compensation direction

# Meeting #6 Discussion – 2 hours

- 6:00 – 6:10 p.m.** Welcome, agenda, Meeting 5 minutes approval, revisiting norms
- 6:10 – 6:25 p.m.** Formal votes (3):
1. Primary Stakeholders in the ECE system
  2. Vision for Effective ECE services
  3. Vision for Equitable Access to ECE services
- 6:25 – 6:35 p.m.** Task Force progress and plan for the work ahead
- 6:35 – 7:15 p.m.** Equitable Access draft recommendations package discussion
- 7:15 – 7:55 p.m.** Working Group share-outs
- 7:55 – 8:00 p.m.** Timeline, next steps, meeting close out



# Reminder: Norms & Expectations

- **Members attend meetings prepared and on time**
- **Engage in respectful dialogue**
  - Everyone's input is important
  - Assume best intent
  - Listen with an open mind, and for commonalities
  - Don't say or type anything you wouldn't want to have shared in public
- **Be actively engaged**
  - Don't just disagree, offer a doable alternative idea
  - Speak to the point on the floor
  - Apply your expertise and networks
- **Confirm decisions as we go**
  - Strike a balance between gathering input and moving forward



# Protocols to ensure effective discussion

It is critical we use our very limited time together on topic.

- If conversation is **irrelevant to the topic at hand or becoming too narrow** for the scope of our work, *we will redirect with a gentle reminder of the topic at hand.*
- If conversation moves to **points already agreed to by the Task Force**, *we will redirect with a gentle reminder that the topic has been addressed.*

It is critical that all perspectives are heard.

- Please help us in ensuring all Task Force members have time in meetings to share their voice and input. *If you find you are speaking up often, pause to allow space for others.*
- Please let us know if you find it challenging, for any reason, to share your perspectives in our Task Force meetings.
- Reminder there are other opportunities to provide input outside of two-hour meetings, including 1:1 discussions with Task Force leadership, and by providing written input. Requests for individual time and any written input can be provided to [greatstart.taskforce.mmb@state.mn.us](mailto:greatstart.taskforce.mmb@state.mn.us).

# Reminder: Procedures



Open meeting law requires public bodies to **record and maintain votes** of its members. Virtual meetings require a vote by roll call.



**Formal votes** will include only voting members and formal votes will be held for items such as a statement on vision, or value or a recommendation to be included in the Task Force Plan.



**Informal voting** (ex. thumbs up) may be used to engage all Task Force members on items such as a matter of process, or an item necessary to get to a vision statement or recommendation.



**Quorum** is defined as a majority of voting members.

# Reminder: Voting Procedures



Open meeting law requires public bodies to **record and maintain votes** of its members. Virtual meetings require a vote by roll call.



**Formal votes** will include only voting members and formal votes will be held regarding anything that would be included in the report and approval of the report.

## Voting Members:

- Rep. Peggy Bennett
- Rep. Liz Boldon
- Shakira Bradshaw
- Meghan Caine
- Luciana Carballo
- Kathleen Church
- Sen. Karin Housley
- Pat Ives
- Brook LaFloe
- Adriana Lopez
- Jenny Moses
- Krystal Shatek
- Sandy Simar
- Jayne Whiteford
- Sen. Melissa Wiklund

# Protocols to improve formal voting

As we move forward in our work, we will have many items requiring formal vote. Therefore, we must adhere to voting protocols that allow for effective use of our collective time:

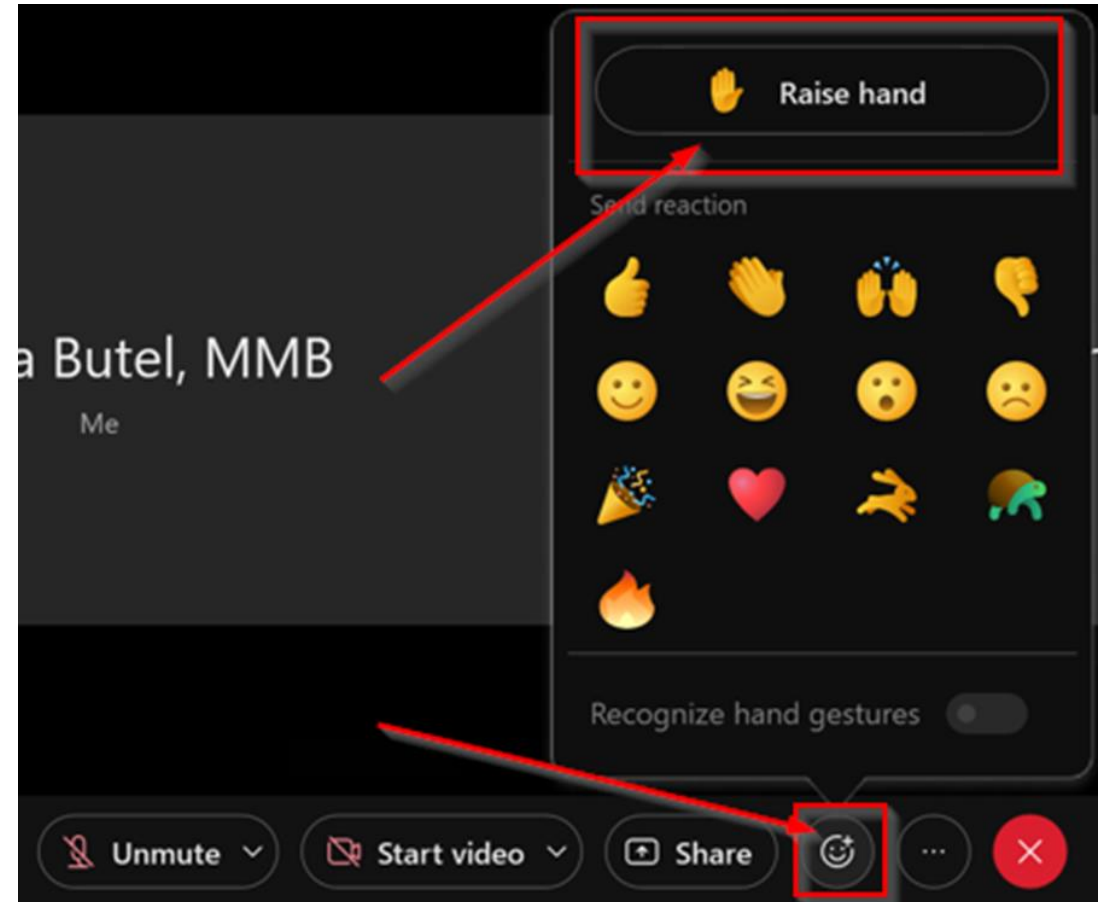
- **As much as possible, items to be voted upon will be clearly noted at least one meeting prior to the vote**
  - Ex: items to be voted on in our April meeting will be clearly flagged today.
- **Ample opportunity will be provided to allow feedback on items for vote prior to the time of the vote, including:**
  - Task Force meetings prior to vote where the topic is addressed
  - Reminders of upcoming votes in Task Force emails with content to be voted upon
  - 1:1 discussion opportunities
  - Email feedback and discussion
- **If you suspect you will be unable to support a recommendation or are unsure, please provide feedback prior to the meeting when it will be voted upon to determine what changes would be necessary for you to support the recommendation.**



# Approval of Meeting #5 Minutes

Please indicate your approval of the minutes from meeting #5 by using the '**Raise Hand**' icon/button in WebEx.

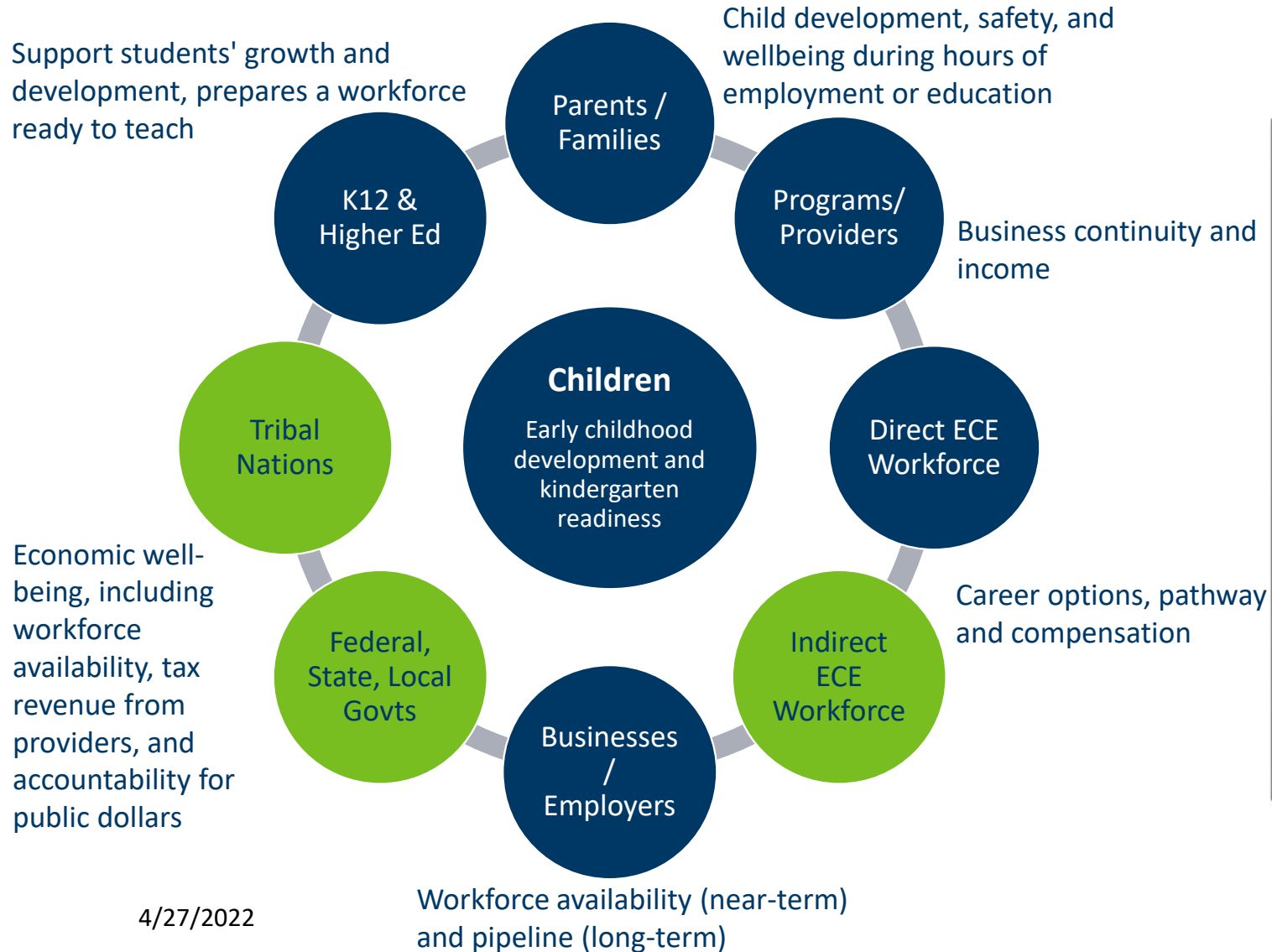
To do this, click on the 'smiley face' icon at the bottom of WebEx. After the dialog box opens, please click on the '**Raise Hand**' icon/button if you want to approve the minutes from meeting #5.



# Formal Votes



# [UPDATED for vote] Primary Stakeholders in the ECE system







# [UPDATED for vote] Vision for Effective ECE services

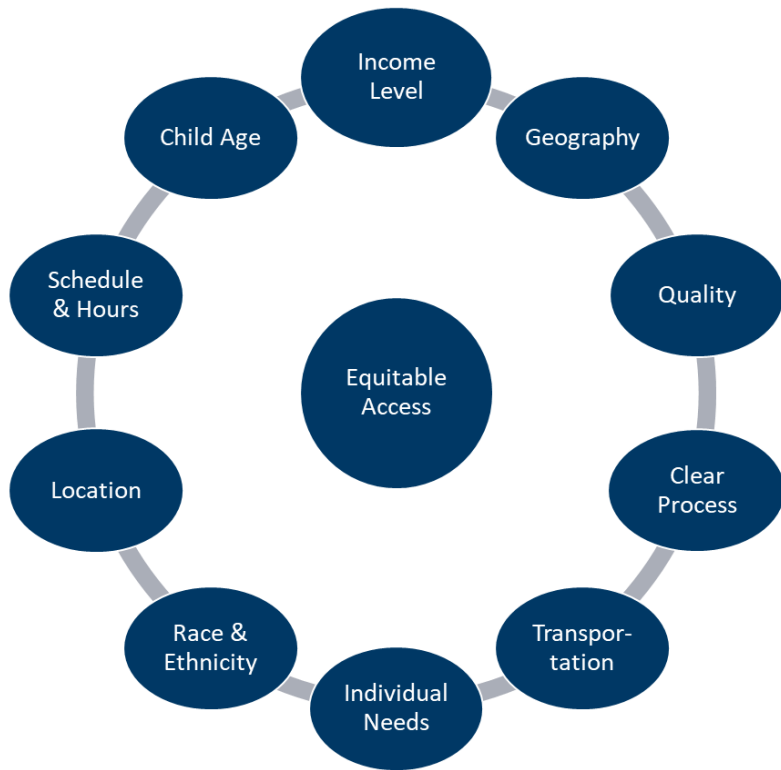
In addition to being affordable and accessible, an effective ECE **experience** centers child and family well-being **through a system of choice**. It does this by:

- Ensuring offerings address and advance the social, emotional, psychological, cultural, physical, and intellectual needs of each child, **in a trauma-informed manner**, ~~to prepare them to transition to kindergarten.~~
- Providing safe, **healthy**, stable, secure, consistent, nurturing, and enriching environments for each child.
- Building trusting relationships founded on mutual respect between each family and their caregivers.
- Promoting **linguistically responsive** and culturally relevant environments with diverse staff that reflect the families they serve and the whole state.
- Connecting families to resources and supports *they* have identified will increase their family well-being





# Vision for Equitable Access to ECE services



An equitably accessible system provides a **clear process** through which families can access **affordable programs at all income levels** and ensures **availability in programs of family choice** that meet **individual child and family needs and expectations**, given **each family's unique context and circumstances**



# Working toward recommendations

# The problem we are tasked with addressing

We are charged with **addressing the persistent challenge of affordable access** to quality early care & education

We are **not addressing all problems in the ECE system**, including challenges with early childhood special education, early intervention, home visiting, early childhood mental health, or other important programs and services

We will **approach our charge by addressing its parts**, and doing so through an equity lens

- Accessibility
- Effectiveness
- Affordability
- Sustainability (for providers, for the ECE workforce, and for the State)

We have the **option to make recommendations for other areas** that must be considered or studied further, as an extension of our work

## From our establishing legislation:

It is the goal of the state for all families to have access to affordable, high-quality early care and education that enriches, nurtures, and supports children and their families. The goal will be achieved by:

- (1) creating a system in which family costs for early care and education are affordable;
- (2) ensuring that a child's access to high-quality early care and education is not determined by the child's race, family income, or zip code; and
- (3) ensuring that Minnesota's early childhood educators are qualified, diverse, supported, and equitably compensated regardless of setting.

# Types of recommendations we may offer



**Statements:** Task Force statements of vision or belief



**Directives:** Task Force recommendations for action



**Next Steps:** Task Force recommendations for further study or engagement

# General Recommendations Frame

General **vision, values, and belief** statements, drawing from:

- Guiding Principles
- Equity Commitments
- Stakeholder Groups
- Other discussions

For **each priority area**, we will offer:

- Long-term vision
- Components of the “solution set”
- Recommended sequencing or prioritization

- Accessibility
- Effectiveness
- Affordability
- Sustainability
  - for Programs
  - for the ECE Workforce
  - for the System as a whole

# EXAMPLE Draft General Vision, Values, and Belief Statements

*As discussed to date, not for voting, additional statements may arise*

- The State should formally commit to move toward an effective, accessible, affordable, and sustainable system of early care and education\*, with an acknowledgement that this will take time and significant resources
- In doing so, the State should make decisions that center children and families, because when this happens, the system works for all primary stakeholder groups\*\*
- The State should commit to centering equity\*\* with a focus on historically disenfranchised groups\*\* as it builds toward this future system -- not just in words but in action and equitable investments\*
- The State should commit to building upon the strengths in today's system and developing the capacity of its existing provider and workforce base
  - The State must acknowledge the commitment and value of existing providers and the workforce, including their commitment to serving children and families through the unprecedented COVID-19 pandemic
  - The State must commit to a system of choice and the mixed delivery approach\*\*, not just in words but in action and equitable investments\*
  - The State should build upon and expand programs that meet the unique needs of individual children and families\*
- The State should acknowledge that all communities are unique, with differing needs and preferences. Accordingly, local communities must have a meaningful voice in decision-making



# NEW: Care is education is care

## What we've heard from Task Force Members:

- "Every single experience a child has is a learning opportunity. Learning in Early Childhood is play and experience based."
- "Children are always learning. Care and education cannot be separated."

## Draft Statement:

- All settings within the mixed delivery system offer both care and education to the children they serve. All childhood experiences in these settings are learning opportunities, and care cannot be separated from early learning.

In February, the task force voted to "Formally acknowledge our commitment to the Mixed Delivery System; all types of providers and settings provide value to families and children, and family preference must be honored and respected by design."

Definition of the Mixed Delivery System: System of programming and services for children from birth through age 5 delivered through a variety of providers, settings, and funding structures. These settings include licensed child care centers, licensed family child care providers, family friend and neighbor care, school-based pre-kindergarten, and Head Start programs. Minnesota and other states use a mixed-delivery system in order to offer choices to families that best meet the needs and preferences of families, children, and communities. All types of providers provide benefit and value to the families they serve.



# Building Toward Meeting Our Charge

Not Started  
In Progress  
Completed

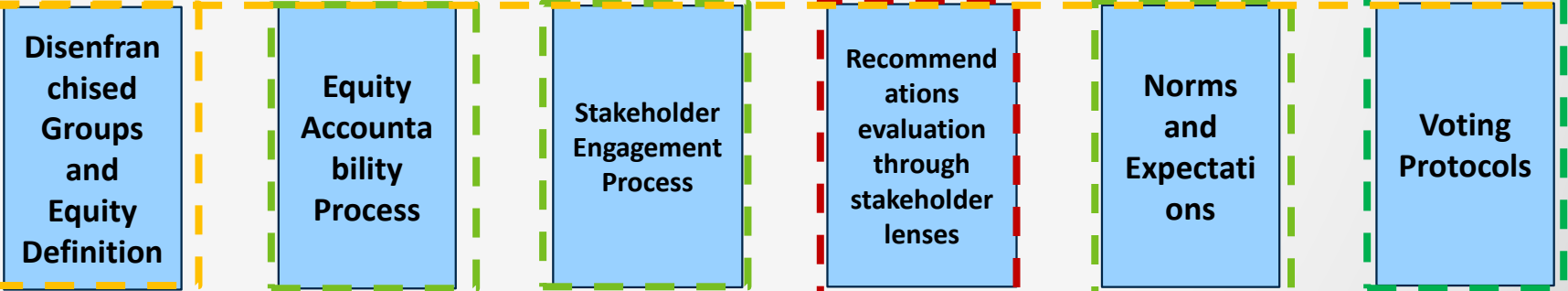
Goals (all equity-led)



Plan Development



Supporting Concepts / Processes



Foundation



# Equitable Access draft recommendations package discussion

# Vision for Equitable Access to ECE services

An equitably accessible system provides a **clear process** through which families can access **affordable programs at all income levels** and ensures **availability in programs of family choice** that **meet individual child and family needs and expectations**, given **each family's unique context and circumstances**

# Factors this Task Force identified that must be considered in our plan for equitable access

**Affordability Working Group** to bring considerations to full Task Force

- Accessibility and ease of the process through which parents determine eligibility, identify options, and secure early care and education
- Income & other eligibility requirements that lead to public subsidy access for early care and education

**Full Task Force** to discuss considerations this meeting and vote next meeting

- Availability (schedule & hours) and accessibility (geography, location) of early care and education that meets the diversity of families' needs
- The role local communities should have in both *determining access priorities* for their communities and *how to meet access needs*
- Resources and ability of providers to offer culturally responsive programming and environments
- Transportation and other barriers, such as language barriers, affecting access to families' programs of choice

# Access Factor: Availability (**schedule & hours**) and accessibility (**geography, location**) of early care and education that meets the diversity of families' needs

## Problem to address:

Families do not have readily and consistently available access to early care and education that accommodates their schedule needs and/or is provided in a location that is convenient to their home or work location.

## Long-term goal:

All families, regardless of schedule and geographic location, have readily and consistently available access to early care and education that accommodates their schedule needs and is provided in a location that is convenient to their home or work location.

	What was discussed
<b>Specific Pain Points</b>	<ul style="list-style-type: none"> <li>Families with variable, fluctuating, and non-traditional work schedules that need last minute care have unmet needs.</li> <li>Child care deserts in rural and tribal county service areas.</li> </ul>
<b>Ideas Generated</b>	<ul style="list-style-type: none"> <li>Incentivize non-traditional care hours by offering higher CCAP reimbursement rates for licensed and legally non-licensed care.</li> <li>Resources and support should be provided to FFN providers, with consideration to ease legally non-licensed requirements to meet parents' preferences and needs.</li> <li>Consider licensing modifications to increase available supply.</li> <li>Understand and systemically support parent choice patterns (e.g.- preference for FFN care over licensed programs for night and weekend coverage).</li> </ul>
<b>For Further Analysis</b>	<ul style="list-style-type: none"> <li>Conduct a public survey to assess parents' wants and needs – type, location, hours, ages, etc.</li> <li>Use data to understand what capacity exists, service gaps, and determine priorities for investment.</li> </ul>

# Access Factor: The **role local communities** should have in both determining access priorities for their communities and how to meet access needs

## Problem to address:

Decisions made at the state-level impacting availability of and access to early care and education do not systemically consider the needs and preferences of unique local communities across the state, potentially resulting in a mismatch of services available to services required or desired.

## Long-term goal:

Local communities have a meaningful voice in decisions about what services are provided, where and when, in order to ensure early care and education options meet local needs and preferences. Power is shared between the state and local communities to ensure this happens.

4/27/2022

	What was discussed
Ideas Generated	<ul style="list-style-type: none"> <li>Define what is meant by “communities” in order to determine access priorities and determine how community voice is represented and heard. Consider looking to PDG work for idea generation.</li> <li>It will be essential to consider how resources and ‘starting points’ are different among communities, in order to equitably support communities to identify and advocate for their needs.</li> <li>There must be an established mechanism for local communities to have meaningful voice and the ability to influence state policy.</li> <li>The state should determine where there is policy flexibility to allow tailoring at the local community level and what must remain consistent across the state.</li> </ul>
For Further Analysis	<ul style="list-style-type: none"> <li>The state should study appropriate ways to view communities across the state in ways that are reflective of how communities organize themselves and that also leads to the ability to ensure comprehensive coverage in any future community-driven system.</li> <li>The state should study and evaluate which Minnesota programs have been successful through a formalized evaluation process, based on data, to determine programs we should invest in.</li> <li>Consider ways other states have organized for local voice, and the potential implementation considerations through stakeholder engagement.</li> </ul>

# Access Factor: Resources and ability of providers and programs to offer **culturally responsive programming and environments**

**Problem to address:**

Children and families want and need culturally and linguistically responsive programming and environments, but the early care and education system at large does not have a clear and consistent approach to prioritizing and providing this.

**Long-term goal:**

Minnesota’s early care and education system has a unified vision and approach to prioritize and provide culturally responsive programming and environments. This is developed and implemented in an inclusive manner.

	<b>What was discussed</b>
<b>Ideas Generated</b>	<ul style="list-style-type: none"> <li>• Develop ECE workforce recruitment and retention programs that prioritize cultural and linguistic diversity across the ECE system. Recruiting for culturally and linguistically responsive staff is especially difficult in rural areas.</li> <li>• Promote and provide readily available access to affordable, low-barrier cultural competency training across the mixed delivery system of programs and providers.</li> <li>• Current strategies to explore may include: continually refining and encouraging use of Knowledge and Competency Frameworks, long-term strategies presented in the Parent Aware Racial Equity Report.</li> </ul>
<b>For Further Analysis</b>	<ul style="list-style-type: none"> <li>• Substantiate or survey families regarding demand for culturally responsive programming to validate our understanding of family demand.</li> <li>• Improve data systems’ ability to capture and analyze staff data.</li> <li>• Study other states’ ability to recruit and retain diverse staff.</li> </ul>

# Access Factor: **Transportation and other barriers**, such as language barriers, affecting access to families' programs of choice

**Problem to address:**

Even when early care and education options exist, families still face systemic challenges accessing those options, such as transportation, disability, and language barriers, which limits family participation.

**Long-term goal:**

Minnesota's early care and education system, in partnership with local communities, identifies, understands, and addresses family participation barriers at both the system and individual level. All families, regardless of their transportation, disability, or language barriers, can access early care and education that meets their needs.

4/27/2022

	What was discussed
<b>Ideas Generated</b>	<ul style="list-style-type: none"> <li>• We must better understand the systemic challenges families face in accessing ECE, and how those differ across communities.</li> <li>• There must be a process to continually understand, assess, and address systemic barriers.</li> <li>• At the same time, we must have a consistent process in place to meet families where they are and help them navigate the system through a state-provided navigator function to help families overcome individual barriers to participation and link them with resources. Navigation could include translation services, direction to the right resources, providing forms in their home language, etc.</li> </ul>
<b>For Further Analysis</b>	<ul style="list-style-type: none"> <li>• Look at Help Me Connect model and other state examples of Navigator programs (within ECE or other initiatives).</li> <li>• Conduct family focus groups to better understand some of the specific systemic barriers they face, by community. This could start through existing networks of advocates and support organizations. Some potential additional barriers:               <ul style="list-style-type: none"> <li>• Ensuring language barriers are inclusive of ASL or hearing impairments</li> <li>• Accessing care if you are undocumented</li> <li>• Accessing care if you don't have access to health care (e.g. immunizations for children are required in many settings)</li> <li>• Caregivers who are not legal guardians; how can they access and advocate for kids in their care</li> </ul> </li> </ul>



# Working Group Share-outs

# Task Force & Working Group Structure

Endorses charge, guiding principles, deliverables, and timeline

Establishes, advises, and sets priorities for Working Groups

Reviews, adjusts, and formally approves recommendations for incorporation into a Task Force Report

**Task Force**

**Working Groups**

Take direction from Task Force

Research, analyze, and bring proposals to Task Force

- Regarding key topics/questions posed by the Task Force
- Stemming from the Charge, and
- In alignment with guiding principles

# Workforce Compensation and Supports Working Group

**GOAL:** What do we mean by a “qualified, diverse, supported and equitably compensated” workforce, and how do we get there?

Voting Members	Non-Voting Members
Meghan Caine, Early Childhood Educator - Public school-based	Nicole Blissenbach, MN Dept of Labor and Industry
Pat Ives, Director of Licensed Child Care	Lydia Boerboom, Kids Count on Us Representative
Adriana Lopez, Early Childhood Educator - Licensed Center	Oriane Casale, Department of Employment and Economic Development
Jenny Moses, Children’s Cabinet	Cyndi Cunningham, MN Child Care Provider Information Network
Krystal Shatek, Director of Licensed Child Care	Nancy Hafner, Faculty Representative
Senator Melissa Wiklund	Debbie Hewitt, Minnesota Department of Education
	Ann McCully, Child Care Aware of Minnesota
	Michelle Trelsted, MN Community Education Association

# Workforce Compensation and Supports Working Group Update

- The Working Group meeting on April 13 focused on:
  - A review of the compensation landscape for early childhood educators and staff.
  - A review of current recommendations
  - Developing goals for future recommendations from this Working Group
  - Brainstorming non-wage compensation proposals
- Overarching themes included:
  - At a minimum, the workforce should receive a livable wage, comparable across settings, with an adequate benefits package.
    - Any proposal is meant to bring lower wage earners up to a higher wage, not take higher earners down to a lower level – no one currently making more money than outlined in a proposal should take a pay cut.
  - Compensation should reflect the importance of ECE educators in educating children and supporting the larger economy. This is both the right thing to do and a practical solution for workforce recruitment and retention.
  - Early childhood professionals should be supported in earning early childhood credits and degrees.

# Workforce Compensation and Supports Working Group Update

## Discussion themes included:

- Changes would be incremental in getting pay closer to parity with elementary teachers. The legislation requires the Task Force to “set compensation for early childhood educators by reference to compensation for elementary school teachers” as part of their plan and implementation timeline that will phase in between July 2025 and July 2031. This group must think about big end goals and the smaller incremental steps to get there. It can be a challenge to do both – dream big, while recognizing implementation realities.
- The idea of a prevailing wage (used in the construction industry) may be a good idea to explore as it relates to ECE. A small group will meet to discuss this further and bring information back to the Working Group.
  - Someone working at a center- or school-based setting is considered an employee, and therefore a clear payment/benefit stream is present. Special considerations will need to be made for Family Child Care providers, who are both a business owner and a member of the workforce. Other business owners will also need to be considered.
- It is important to consider the potential of a benefit cliff – if compensation rose enough, it may make members of the workforce ineligible for public benefit programs they currently utilize. There are potential strategies to mitigate that, which should be explored.
- Different settings (and people working in different roles within those settings) may need different benefit options. A cafeteria plan is a benefit plan that allows staff to choose from a variety of benefits, and that style of benefit plan works well for the ECE workforce. Some employees may need reduced rates for their own children to attend child care, while some providers or employees may need health insurance because they are not able to get coverage in another way. Some teachers need prep time, but assistants wouldn't need that time. Allowing choice from a menu of benefits could be very valuable.

# Reflection Questions

- What do you like about the direction this Working Group is going?
- What concerns or questions do you have?
- What would you like this Working Group to keep in mind or consider as they continue their conversations?

# Family and Provider Affordability Working Group

**GOAL:** What does it mean to have an affordable system that works for families and that providers want to be a part of? How do we get there?

Voting Members	Non-Voting Members
Representative Liz Boldon	Janell Bentz, Minnesota Department of Revenue
Shakira Bradshaw, Parent Children Under 5	Summer Bursch, Minnesota Association of Child Care Professionals (MACCP)
Kath Church, Family Child Care Program	Deb Fitzpatrick, Statewide Advocacy Organization
Brook LaFloe, Tribal Representative	Missy Okeson, Minnesota Initiative Foundations (MIFs)
Jayne Whiteford, Parent Children Under 5	Clare Sanford, Minnesota Child Care Association
	Tonia Villegas, Minnesota Association of County Social Services Administrators
	Cindi Yang, Department of Human Services

# Family and Provider Affordability Working Group Update

- The Working Group meeting on April 14 focused on a discussion of the themes that arose from the March meeting around benefit programs for families, including the Child Care Assistance Program (CCAP) and Early Learning Scholarships.
- The group also contemplated recommendations through a 'system of abundance' lens.
  - How can we braid funding sources in a way that serves more families? Can we shift that burden to the state, away from individual families who are working to apply to multiple programs and parse different eligibility requirements?
  - Figuring out how to raise rates and lower co-pays in all areas of the state is important. This could be through a whole-system change, or incrementally.
  - Simplifying the benefits system is also a workforce recruitment and retention issue. It is challenging for providers and families alike, which does not invite new people to the field.



# Family and Provider Affordability Working Group Update

## Ideas discussed: CCAP

- Expand eligibility by **adjusting income requirements** or **increasing eligible activities**
- Reduce co-payments to improve affordability for lower- and middle-class families
- Address variation in program administration through clear policy, process, and training.
  - Could we build from the Preschool Development Grant (PDG) regional hubs or the Early Learning Scholarship area administrators to administer CCAP? Is there a regional administration model that could work in conjunction with county administration? The goal could be to create multiple points of entry for families seeking assistance.
- The CCAP waitlist needs permanent reprioritization as a short-term solution to serve more families. The long-term goal should be forecasting the program so all eligible families who want to take part in the program are able to.
- This group is thinking of solutions that could provide immediate, incremental change, as well as longer-term ideas that would change things drastically.

# Family and Provider Affordability Working Group Update

## Ideas discussed: Early Learning Scholarships

- Increase scholarship funding to cover the full cost of care, or, in the absence of increased funding to cover the full cost of care, promote stability and continuity of care
- Expand age eligibility to include birth-3
- Simplify the administrative system and reduce burden
- As we explore potential changes to CCAP and Early Learning Scholarships, we need to keep in mind they are two parallel programs that serve overlapping populations but have different administration and eligibility requirements. To best serve the most families, we need to keep in mind:
  - If CCAP were fully forecasted, scholarships may not be as needed. An exception is that Early Learning Scholarships can serve families who cannot meet the activity requirements of CCAP (working, looking for work, or schooling).
  - If CCAP were fully funded, how can we re-work the early learning scholarships program to serve those who aren't eligible for CCAP? Can we think of creative and flexible solutions to get support to the most number of families?

# Reflection Questions

- What do you like about the direction this Working Group is going?
- What concerns or questions do you have?
- What would you like this Working Group to keep in mind or consider as they continue their conversations?

# Timeline & Next Steps

# Where are we going next?

- Understanding the current state *In process*
- Who does the system need to work for? How? *In process*
- What is working in the system today? *In process*
- Defining the future experience we want to see
  - What is equitable access? *In process*
  - What are the dimensions of a quality, effective experience? *In process*
  - What is affordable? *Working Group*
  - What is sustainable for providers? *Working Group*
  - How should the workforce be compensated and supported? *Working Group*
- How do we ensure local voice and ownership?
- What capacity building is needed?
- How do we get to our goal, led by equity?

# A call for written input

As Task Force staff maintains and updates our records of potential recommendations to include in our deliverables, we invite you to provide written input, outside of our regular Task Force meetings. Input should follow our normal meeting norms and procedures:

- Provide actionable ideas and potential solutions
- Apply your specific expertise
- Speak to the topics at hand for the work of the Task Force

Email ideas to [GreatStart.TaskForce.MMB@state.mn.us](mailto:GreatStart.TaskForce.MMB@state.mn.us)

# Task Force Timeline (draft)



# Task Force Meeting Dates

*Draft and subject to change*

Meetings will be held from **6 - 8pm** on the last Tuesday of each month, except when conflicting with anticipated holidays

- **May 31, 2022**
- June 28, 2022
- July 26, 2022
- August 30, 2022
- September 27, 2022
- October 25, 2022
- November 29, 2022
- December 20, 2022
- January 31, 2023



***Please anticipate pre-work on Effectiveness prior to next meeting***



# Running list of voting Items and results

Date of Vote	Voting Item	Approved (Yes/No)?	Informal	Formal
December 21, 2021	November Meeting Minutes	Yes	X	
January 25 <sup>th</sup> , 2022	December Meeting Minutes	Yes	X	
February 22 <sup>nd</sup> , 2022	January Meeting Minutes	Yes	X	
	Factors of Equitable Access	Yes	X	
	Support of the Mixed Delivery System	Yes		X
	Adopting Equity Definition	Yes		X
March 29 <sup>th</sup> , 2022	February Meeting Minutes	Yes	X	
	Task Force Guiding Principles	Yes	X	
	Definition of Historically Disenfranchised Groups	Yes		X

# Anticipated Votes Next Meeting

Formal (Statement on vision or value, recommendation to be included in the Task Force Plan)

- Clarifying this Task Force's stance that child care is education
- Access Recommendations Package

Informal (Matter of process, necessary to get to a vision statement or recommendation)

- Meeting 6 Minutes

# Next Steps

Send any feedback to:  
[greatstart.taskforce.mmb@state.mn.us](mailto:greatstart.taskforce.mmb@state.mn.us)

## Stakeholder Listening Sessions

- **Tuesday, May 24<sup>th</sup> (6 – 7pm)**

## Working Group meetings

- **Workforce:** Wednesday, May 11, 6-8pm
- **Affordability:** Thursday, May 12, 1-3pm

Next Task Force meeting is  
**Tuesday, May 31st, 6-8pm**

