MANAGEMENT AND BUDGET

# Great Start for All Minnesota Children Task Force

Meeting #8

June 28, 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

# 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

# Our charge

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

| Promote Equity | Prioritize Family Perspectives, Needs, and Choices | Support the Power of Local Communities | Build Upon our Solid Foundation | Uplift and Diversify the ECE Workforce | Recognize Implementation Realities | Expect High Quality & Effectiveness | Design for Stability, Sustainability, and Positive Impact |
|---|---|---|---|---|---|---|---|
| We will prioritize a system that promotes equitable outcomes, with a specific focus on children of color and building cultural competency in ECE classrooms. | 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. | 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. | 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. | 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. | We will recognize inherent system constraints while remaining responsive to local, state, and federal landscape changes. | 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 | We will work to support funding stability for providers, educators, and staff across mixed delivery settings to ensure better service for families. |

# Today's Goals

Vote on meaningful access, affordability, and compensation improvement recommendations

Discuss the connection between high quality standards and "effectiveness" as defined by this Task Force

Develop our understanding of what it takes to provide effective early care and education services for our children

Receive report-outs from our Working Groups

# Meeting #8 Discussion – 2 hours

**6:00 – 6:20 p.m.** Welcome, agenda, Meeting 7 minutes approval,

**6:20 – 6:50 p.m.** Formal votes: Short-term Family Affordability, Workforce Compensation Improvements, and Access

**6:50 – 7:05 p.m.** Workforce working group share-out

**7:05 – 7:20 p.m.** Affordability working group share-out

**7:20 – 7:55 p.m.** Effectiveness and Quality

**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

# 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

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.

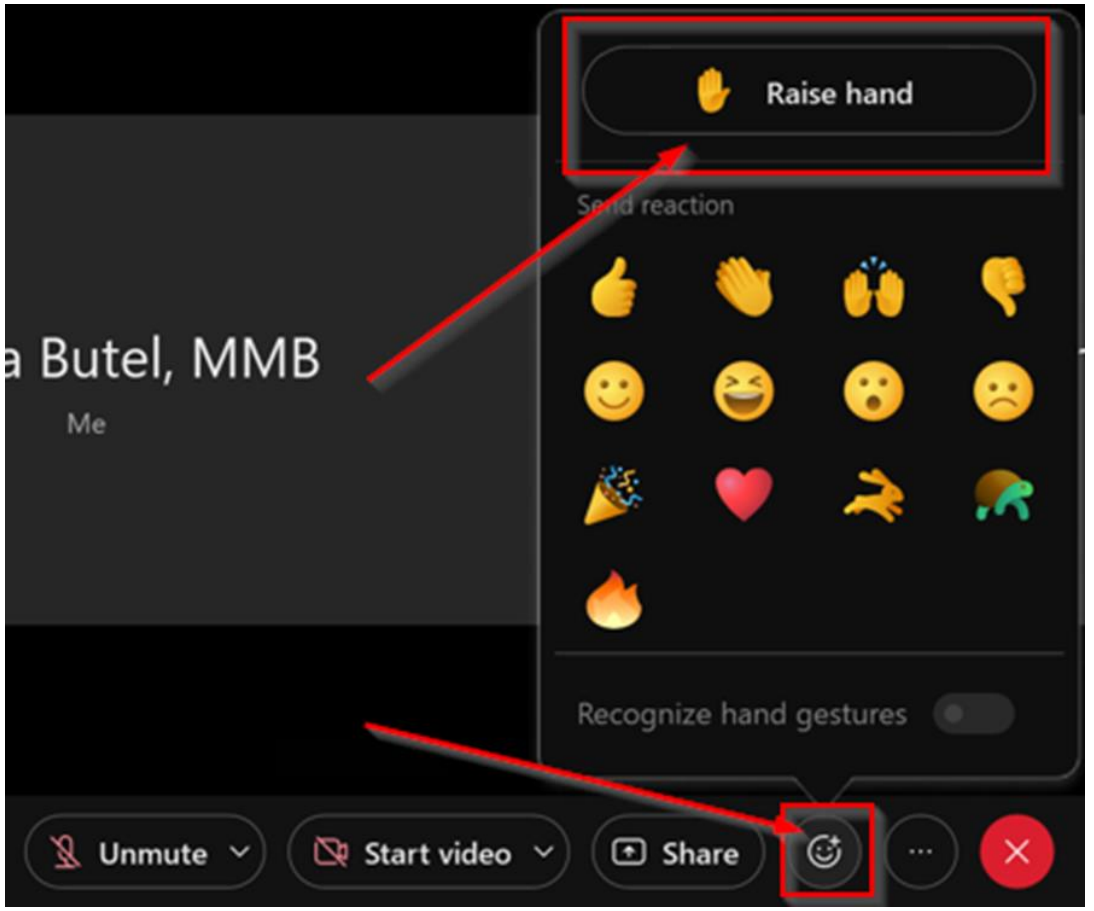
**Voting Members:**

- 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

# Approval of Meeting #7 Minutes

Please indicate your approval of the minutes from meeting #7 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 #7.



# Consensus in Recommendations

- This Task Force is a **broad coalition** and we do not expect to reach 100% agreement on all of our recommendations
- We do want to **reach consensus and buy-in** from members on our recommendations
- In order to reach consensus, we need to hear from all task force members – your ideas, your questions, and your concerns are all valuable!

| | | | | | |
|---|---|---|---|---|---|
| I really like it – I'm fully convinced | I like it/good enough! | I will support it until I learn more | Mixed feelings | I prefer something different | I just don't like it |

*Gradients of Agreement Scale adapted by Pierre Omidyar*

# A reminder of our founding 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

**We have been asked to create a plan that addresses these items, and specifically considers or includes the items on the following slides**

# Specific requirements from legislation

- Identify **an affordability standard** that clearly identifies the maximum percentage of income that a family must pay for early care and education
- Identify the **most efficient infrastructure, benefit mechanisms, and financing mechanisms under which families will access financial assistance** so that early care and education is affordable, high-quality, and easy to access
- Consider **how payment rates for child care will be determined and updated**;
- Identify **how to maintain and encourage the further development of Minnesota's mixed-delivery system** for early care and education, including licensed family child care, to match family preferences; and
- Describe **how the plan will be administered**, including the roles for state agencies, local government agencies, and community-based organizations and **how that plan will streamline funding and reduce complexity and fragmentation in the administration** of early childhood programs

# Specific requirements from legislation (continued)

- Include **strategies to increase racial and ethnic equity and diversity** in the early care and education workforce and recognize the value of cultural competency and multilingualism;
- Include a **compensation framework** that supports recruitment and retention of a qualified workforce in every early care and education setting;
- Consider the need for and development of a **mechanism that ties child care reimbursement rates to employee compensation**;
- Develop **affordable, accessible, and aligned pathways** to support early childhood educators' career and education advancement;
- Set compensation for early childhood educators by **reference to compensation for elementary school teachers**; and
- **Consider the recommendations from previous work** including the Transforming Minnesota's Early Childhood Workforce project and other statewide reports on systemic issues in early care and education

# Task Force Considerations for Implementation

**We must also include an implementation timeline (July 2025-July 2031) that specifically considers the following:**

- How to simultaneously **ensure that child care is affordable to as many families as possible while minimizing disruptions** in the availability and cost of currently available early care and education arrangements;
- The capacity for the state to **increase the availability** of different types of early care and education settings from which a family may choose;
- How the **inability to afford and access early care and education settings disproportionately affects certain populations**; and
- How to **provide additional targeted investments** for early childhood educators serving a high proportion of families currently eligible for or receiving public assistance for early care and education

# Task Force Deliverables

The task force will submit our plan and implementation timeline to:

- **The Governor**
- **Legislative Committees** with jurisdiction over early childhood programs:
  - MN House:
    - Early Childhood Finance and Policy Committee
    - Education Finance Committee
    - Education Policy Committee
    - Health Finance and Policy Committee
    - Human Services Finance and Policy Committee
  - MN Senate:
    - Human Services Reform Finance and Policy Committee
    - Education Finance and Policy Committee
    - Health and Human Services Finance and Policy Committee



From establishing legislation:

- Subd. 9: By **December 15, 2022,** the task force must submit to the **governor** and **legislative committees with jurisdiction over early childhood programs** preliminary findings and draft implementation plan.
- Subd. 9: By **February 1, 2023**, the task force must submit to the **governor** and **legislative committees with jurisdiction over early childhood programs** final recommendations and implementation plans.

# What will happen when we submit the plan and implementation timeline?

- Plan Recommendations
  - Legislative: actions that can be taken by the Minnesota legislature through the lawmaking process.
    - Idea → bill authored → bill introduction by sponsor → companion bill in other body (house or senate) → fiscal note requested and developed → committee hearing (public input) → changes (amendments, combining two or more bills, sending to another committee) → floor session (house and senate) → Governor
    - Bills that contain budget items need to include a fiscal note. These are estimations of the cost of the bill, calculated by state agency staff and checked by the legislative budget office.
  - Administrative: actions that can be taken by Minnesota state government agencies through executive action or administrative processes.
    - Some program administration changes do not require legislative action
  - Local government: actions that can be taken at the local government level.
- Public
  - The plan and implementation will be public. Providers, employers, non-profits, philanthropy, and other stakeholders can take action or advocate for solutions based on the ideas the Task Force produces.

# DRAFT Recommendation – Fiscal Impact

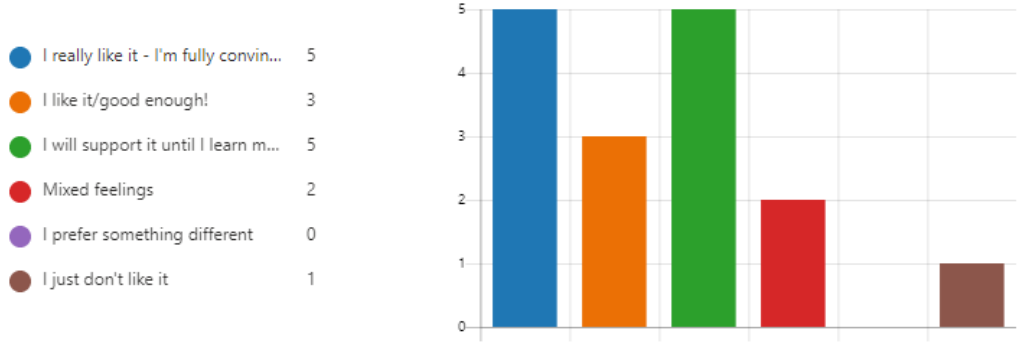
Though the Task Force establishing legislation does not address the fiscal impact of our charge, we recognize that our recommendations would have significant implications. To fully understand these implications, we have developed a draft recommendation:

**Draft Recommendation:** The legislature should support a comprehensive fiscal analysis of each budget-related recommendation included in the plan and implementation timeline. Considerations should include child and family outcomes, economic impacts including potential savings, and cost to taxpayers.

# Feedback: DRAFT *Long-Term* Recommendations for Family Affordability Benefits

Based on feedback received, further analysis and discussion is needed on these long-term recommendations. To allow time for further review and revision, the long-term family affordability recommendations vote will be moved to our August meeting.

- *"The more we can blend our financial supports through a mixed delivery model, the better. We need to maximize federal funds and create something in MN that is less cumbersome and meets the needs of families for choices of programs."*
- Support for simplifying aspects of eligibility and administration
- Concern that increasing eligibility to 250% of SMI is too high, may be unattainable or not popular due to cost
  - Reasoning needs to be explained clearly
  - Recommendation that an economic analysis be performed by a qualified researcher
  - Mechanisms to keep costs in check should be explored
- Keeping long-term recommendations within current frameworks might be hurting our discussions:
  - *"People are so wedded to their own preferred program or funding stream that they are sometimes blind to the good parts or similarities of others."*
  - *"What new funding mechanisms were considered? We aren't bound to the current systems. Are we exploring new? Do we need two systems moving forward?"*
- Need to address quality and not just increasing access




# *Short-Term* Recommendations for Family Affordability: Child Care Assistance

- **Expand eligibility by adjusting income requirements, including by updating** income eligibility guidelines annually for inflation and increasing to the federal allowed eligibility of 85% of State Median Income (SMI).
- **Expand eligibility by increasing eligible activities***
  - Families with a caregiver in a substance use treatment program, families experiencing domestic violence, families with an incarcerated caregiver, and families with a caregiver in a mental health treatment program should be eligible for child care assistance.
  - Children who are in foster care or who are under CPS supervision should have automatic access to child care assistance programs.
  - Increase hours covered to ensure continuity of care.
  - **Authorized activities currently include working, looking for work, or education. In order to qualify for the program, a family must meet income guidelines and authorized activity requirements.*
- **Reduce co-payments to improve affordability for lower- and middle-class families**
- **Other recommendations:**
  - System Improvements
    - Clear policy, process, and training to create even administration of the program across counties.
    - Consider multiple entry points to meet families' needs. This could include PDG Community Hubs or Early Learning Scholarship Area Administrators.
  - Legislative Program Changes
    - Permanent reprioritization of the Basic Sliding Fee waitlist.
    - Remove the eligibility requirement to cooperate with child support requirements, replace the eligibility requirement with education about child support enforcement and information about opting-in.
  - For Further Study
    - Make payments simpler for families: one idea could be creating a debit card linked to a provider ID with a preloaded benefit amount. This would have to be done in a non-stigmatizing way.


# *Short-Term* Recommendations for Family Affordability: Early Learning Scholarships

- **Increase scholarship funding to cover the full cost of care, while increasing funds appropriated for scholarships**
  - There has been some progress in raising caps in the last few years but even the highest ones for 4-star programs and children with priority status do not cover full-time care. The scholarship cap is too low to cover many providers, especially for infants.
  - Once a child receives a scholarship, they receive it annually until they enter kindergarten. By increasing the scholarship cap, we do not mean to limit the number of children receiving scholarships. Any increase in the scholarship cap should take that into consideration by also increasing total funds allocated.
- **Expand age eligibility to include birth-3**
  - Scholarships are currently focused on 3- and 4-year-olds (and children with priority status aged birth-4, along with younger siblings of scholarship recipients). Given what we know about brain development, scholarships should be eligible for children aged birth to five, because the earliest years are so developmentally important.
  - Once a child receives a scholarship, they receive it annually until they enter kindergarten. By increasing eligibility to children aged birth-3, we do not mean to limit the number of children receiving scholarships. Any increase in the age eligibility should be met with corresponding increases in total funds allocated.
- **Expand the categories included in priority populations**
  - Families with a caregiver in a substance use treatment program, families experiencing domestic violence, families with an incarcerated caregiver, and families with a caregiver in a mental health treatment program should be eligible for priority status.
- **Simplify the administrative system and reduce burden**
  - Scholarships and CCAP have completely different billing and tracking systems, which causes undue burden on families and providers. Having them be in the same system would go a long way. Administrative agencies must determine the appropriate management and oversight structures to allow for this.
  - Income eligibility for scholarships is based on percentage of Federal Poverty Level (FPL), and CCAP income eligibility is based on percentage of State Median Income (SMI). To reduce confusion between eligibility guidelines, income eligibility for scholarships should be translated to be based on percentage of SMI.
  - Effective electronic systems that can be updated to meet the changing needs of families and administrators are needed.


# Financial Compensation Recommendations

1. **Develop and adopt a tiered wage scale** that reflects regional variations in the living wage. The ECE I starting wage would serve as the floor and would reflect the local geographies' living wage. Subsequent wage increases would be structured to move towards pay parity with that of elementary school teachers as ECE III status is achieved.
    - The Proposed MN ECE Professional Wage Scale will be used as a starting point, with edits made to:
        - Adjust wages based on current cost of living
        - Expand competencies to include additional pathways (*pending discussion and future recommendations on qualified workforce)*

2. **The adopted wage scale should be updated on an annual basis** by DLI to reflect cost-of-living adjustments (COLA) and/or other regional fluctuations in the labor market that impact wages.

3. **For FCC owners, a wage floor should be established,** with a shared understanding of how this wage may be impacted by variation in enrollment, that reflects their dual responsibilities as directors *and* providers of care and education. Additional staff should be compensated according to the adopted wage scale. This wage floor would reflect what FCC owners should be paid as a wage, not including funds received that they use to run their businesses.

4. The adopted wage scale should be **used to estimate staffing costs in any cost modeling study** that may be done to inform provider and program pay.

# Getting to our Access Improvement Recommendations Package

**February 22 (Meeting 4)**: Members agreed on the Access Factors this group specifically wanted to address.

- Follow-up included a survey and background information, including ideas from MN and around the country.

**March 29 (Meeting 5)**: Discussed improvement ideas for four of the Access Factors in small groups, including problem statements and long-term goals.

- Follow-up included a written summary of the ideas generated and opportunities to provide input before Meeting 6.

**April 26 (Meeting 6)**: The full Task Force discussed the access improvement ideas created so far.

- Follow-up included an updated written summary and further opportunities to provide input and feedback outside of meeting.

**May 31 (Meeting 7)**: Review and discussion on draft recommendations

**May 31-June 7**: Survey opportunity to provide further input

**June 10-June 17**: Final review period to provide feedback on edited recommendations package

**Today, June 28 (Meeting 8)**: Move to vote on a package of access improvement recommendations that would provide meaningful improvement to access to early care & education.


# Access improvement problems to solve and long-term goal

## 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.

### Specific Pain Points

- Families with variable, fluctuating, and non-traditional work schedules have unmet needs.
- Child care deserts in rural and tribal county service areas.
- Lack of infant care availability.

### 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.


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

**IMPROVEMENT RECOMMENDATIONS**

1. Incentivize non-traditional care hours by offering higher CCAP reimbursement rates for licensed and legally non-licensed care.
2. Understand and systemically support parent choice patterns (e.g.-preference for FFN care over licensed programs for night and weekend coverage) including more systemically supporting FFN providers in understanding and meeting requirements to receive CCAP, and supporting FFN providers in offering non-traditional care hours.
3. Invest ongoing resources, prioritized in areas of largest access gaps, to support new early care and education programs to startup, and existing child care programs to expand. Identify and consider incubation funding opportunities.
4. Invest ongoing funding to recruit, train and support new, qualified early educators to join the field, working in partnership with ~~Child Care Aware agencies~~ a statewide resource and referral network, training partners, community colleges and higher education institutions, with prioritization for areas of largest access gaps. **connection to workforce compensation working group*
5. Invest ongoing resources to support early care and education programs to improve and expand their facilities. Support local communities to identify infrastructure opportunities through local collaborations.
6. Establish a regional child care facility fund that could receive requests and award funds to eligible, shovel-ready projects in focus communities where need for more child care capacity is most acute.
7. Extend funding for business supports for child care programs to stabilize the sector (currently funded through federal CRRSA and ARPA resources).


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

## For Further Analysis

1. State agencies should review the results of ongoing parent survey efforts to inform policy decisions, including assessing parents' wants and needs – type, location, hours, ages, etc. in partnership with local communities, with a particular focus on historically underserved needs and communities.
2. Use data to understand what capacity exists, service gaps, and determine priorities for investment.
3. Conduct a study of other programs (ECE in other geographies or non-ECE programs) that have successfully invested in incubation, start up, and expansion to identify appropriate infrastructure and funding mechanisms.

# Access Factor #1 Vote

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

- Problem to Address
- Long-term Goal
- Improvement Recommendations
- Recommendations for Further Analysis


# Access improvement problems to solve and long-term goal

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 | Long-term goal |
| --- | --- |
| 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. | 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 and resources are shared between the state and local communities to ensure this happens. |


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

## IMPROVEMENT RECOMMENDATIONS

~~1. Define what is meant by "communities" in order to determine access priorities and determine how community voice is represented and heard. Consider looking to ongoing preschool development grant (PDG) work for idea generation.~~ (*Moved to "for further analysis"*)

1. Establish a mechanism for local communities to have meaningful voice and the ability to influence state policy.
    - Consider how resources and 'starting points' are different among communities, in order to equitably support communities to identify and advocate for their needs.
    - Study existing structures to avoid duplicative efforts and feedback mechanisms.
    - Form local round tables with providers, school districts, local employers and chambers, and local governments to meet and devise plans that work for their communities.
2. Support and expand the state's efforts around program navigation for families. Community Resource Hubs created by the Preschool Development Grant (PDG) are a pilot that can be used as a framework. This pilot program offers navigation to several supports and services, including early learning and child care.
    - Provide community planning funding and support in all regions.
3. Determine where there is policy flexibility to allow tailoring at the local community level and what must remain consistent across the state.
4. Provide support and facilitation to help communities plan for early care and education needs.
    - Continue and expand availability of community planning supports to help localities address supply gaps in ways that meet their unique local needs.
5. After further study and validation from employers, offer tax incentives to employers for investments in child care capacity by creating a Child Care Expansion Tax Credit. Provide a refundable credit to private employers that make qualified contributions to increase child care capacity within their communities.
6. Use cost modeling data to inform future financing decisions within communities.


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

## For Further Analysis

1. Define “communities” in order to determine access priorities and determine how community voice is represented and heard. Consider looking to ongoing preschool development grant (PDG) work for idea generation.
2. Consider ways Minnesota and other states have organized for local voice, and the potential implementation considerations through stakeholder engagement.
3. 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.

# Access Factor #2 Vote

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

- Problem to Address
- Long-term Goal
- Improvement Recommendations
- Recommendations for Further Analysis


# Access improvement problems to solve and long-term goal

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

| Problem to address | Long-term goal |
| --- | --- |
| 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. | 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. |


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

**IMPROVEMENT RECOMMENDATIONS**

1. To address that recruiting for culturally and linguistically responsive staff is especially difficult in rural areas, develop ECE workforce recruitment and retention programs that prioritize cultural and linguistic diversity across the ECE system. Include pathways to leadership positions and business supports for BIPOC communities. **connection to workforce working group*
2. Include anti-bias and implicit-bias training in required workforce trainings.**connection to workforce working group*
3. Promote and provide readily available access to affordable, low-barrier cultural competency training across the mixed delivery system of programs and providers, including resources for members of the ECE workforce to learn about various cultures.
4. Current strategies to explore may include: continually refining and encouraging use of Knowledge and Competency Frameworks, short- and long-term strategies presented in the Parent Aware Racial Equity Report and Racial Equity Action Plan.
5. Providers must be funded to create culturally responsive programming and families must be supported in identifying care options that meet their needs and preferences. **connection to affordability working group*
6. Leverage connections between the One Stop Assistance Network and economic development programs by ensuring two-way information sharing between staff of the One Stop Assistance Network and workforce development programs to provide resources in training and technical assistance.


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

## For Further Analysis

1. Substantiate or survey families regarding demand for culturally responsive programming to validate our understanding of family demand.
2. Improve data systems' ability to capture and analyze staff data on race, ethnicity, and language spoken, as well as census data to identify care and education programs serving racially, ethnically, and linguistically diverse communities so that supports and outreach can be customized to meet local needs.
3. Study other states' ability to recruit and retain diverse staff.

# Access Factor #3 Vote

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

- Problem to Address
- Long-term Goal
- Improvement Recommendations
- Recommendations for Further Analysis


# Access improvement problems to solve and long-term goal

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

| Problem to address | Long-term goal |
| --- | --- |
| 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. | Minnesota's ECE 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. |


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

**IMPROVEMENT RECOMMENDATIONS**

1. We must better understand the systemic challenges families face in accessing ECE, and how those differ across communities. There must be a process to continually understand, assess, and address systemic barriers.
2. Create a consistent process to meet families where they are and help them navigate the system through a state-provided navigator function. 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.
3. Increase benefit programs for family access to early care and education, ensuring funds are flexible to cover a variety of costs, such as transportation; consider adding transportation vouchers to existing benefit programs. **connection to family affordability working group*
4. Leverage partnerships between public school pre-k programs and child care programs providing before- and after-school care. Having on-site care at school sites can address transportation needs, as well as provide workforce development opportunities for older students. **connection to both working groups*


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

## For Further Analysis

1. Study 'Help Me Connect' model and other state examples of Navigator programs (within ECE or other initiatives) to understand which programs are effective and worth investing in further.
2. Examine how school districts and Head Start provide transportation to enrolled families. Look to a co-op model that could include additional providers or further coordination.
3. Leverage lessons learned through the Inclusive Child Care Pilot Grant Program, which is seeking to expand access to early care and education for children with disabilities.
4. 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:
   - Ensuring language barriers are inclusive of ASL or hearing impairments
   - Accessing care if you are undocumented
   - Accessing care if you don't have access to health care (e.g., immunizations for children are required in many settings)
   - Caregivers who are not legal guardians; how can they access and advocate for kids in their care

# Access Factor #4 Vote

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

- Problem to Address
- Long-term Goal
- Improvement Recommendations
- Recommendations for Further Analysis

# 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 June 8th focused on:**

- Developing recommendations on short term financial relief and benefits
- Determining the best way to account for experience gained from alternative pathways (e.g. years of service, apprenticeship, job-training programs, and professional development)
- Understanding how to make these pathway options more affordable, accessible, and aligned.


# DRAFT Recommendations: Financial Relief Strategies

Short term financial relief strategies must be adopted alongside longer-term compensation reform as the recommendations of the Task Force are phased in.

To support *recruitment* of new talent to the ECE field:

1. A one-time incentive/bonus to individuals who enter the field, with awards provided after the first 6 months of employment.
   - Building on the lessons learned from the Workforce Development Grants project, a bonus of $500 for new staff who complete training and start a job in a child care and early education program
   - A bonus of $1,000 for new staff who have earned an AA and/or BA degree in early care and education, complete initial training and orientation, and start a job in an early care and education program.

To support *retention* of talent in the ECE field:

1. **Pending further study, income disregards (tax credits) should be put in place** to ensure ECE educators across the mixed delivery system are not unfairly penalized by earning increased wages that would disqualify them from government benefits OR a separate eligibility category should be created for the ECE workforce.
2. Expand REETAIN awards so that ECE workforce members from *all* early care and education settings are eligible to receive one. Revise the application process for REETAIN bonuses to make it easier for eligible staff to take advantage of the opportunity.
3. Based on successes of and lessons learned from the Childcare Stabilization Base Grant program, plan for on-going funding to programs for the stabilization of their ECE workforce. Ensure there is a mechanism in place to enforce the continued requirement that 70% of grant awards be used for increased compensation and/or benefits. **connection to access factor 1 – stabilization grants support supply of services*


# DRAFT Recommendations: Benefits

## Healthcare Coverage

- **Centers, Head Start & Schools: All employees should have access to health care coverage** via subsidies, reimbursements, or paid upfront costs.
- **FCC**: An FCC health benefits program should be created that would subsidize the cost of premiums for FCC providers. Include funding for health care navigators that specialize in serving child care providers.
  - If eligible, providers would enroll in Medicaid or Minnesota Care, with any premiums reimbursed
  - If not eligible, providers would purchase health care through MNsure (state health insurance marketplace), with premiums reimbursed

## Retirement Savings

- **Centers, Head Start & Schools**: **All employees should have access to a retirement savings** plan (e.g., 401K or IRA) that includes an employer contribution and an option for employee contributions.

## Availability of additional benefits via a “cafeteria plan”

- **Centers, Head Start & Schools: A negotiable package equivalent to 10 percent of an employee’s salary should be made available for benefits** such as: child care for employee’s own children; family member health coverage; short- and long-term disability insurance; dental insurance; optical insurance; and life insurance.
- **FCC**: Employees working more than 20 hours per week on a regular basis should have the following **benefits prorated** for the number of hours worked: health care coverage, paid sick and vacation leave, paid holidays, paid  planning time, and a professional development fund.

## Access to child-care subsides for own children

- **All providers should have access to childcare subsidies for their own children** through the raising of eligibility rates.


# DRAFT Recommendations: Time Off

## Time Off

- After further study of specific models, like that in Washington state, regional substitute pools should be created so that ECE staff are able to pursue professional development and utilize paid time off.
- Any cost modeling study completed to estimate the expense of substitute providers should assume a minimum of 5 paid days off per year per full-time ECE worker.
- All ECE providers across the mixed delivery system should be provided with and encouraged to use the best practice guidance (below) when developing time off policies.

## Best Practice Guidance

**Centers, Head Start & Schools**

- **Full time employees accrue paid vacation time based on longevity in their program**: minimally five days per year during the first year of employment; 10 days per year during years two through four; and 15 days per year with five or more years of employment. Part-time employees earn paid time off on a prorated basis.
- **A minimum of eight holidays are paid each year for FTEs**.
- **Full time employees receive at least 5 paid sick/personal days per year**, which can be taken to care for sick family members, as well.

**FCC**

- **The provider sets aside between five and 10 vacation days per year,** which are paid in full by families enrolled in the program. Additional unpaid vacation leave may be negotiated with parents in the contract.
- **The provider receives a minimum of eight holidays per year,** which are paid in full by families whose contracted hours fall on these days.
- **The provider sets aside a minimum of two paid sick/personal days per year**, which can be taken to care for sick family members, as well.

# Reflection on Short-Term Compensation and Benefits Direction

What do you like about the direction this Working Group is going?

What concerns or questions do you have?

What would you like this WG 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 Affordability Group meeting on June 9 focused on:**

- Revising short-term recommendations based on feedback from the full Task Force
- Charting a path forward for further discussion and revision of long-term affordability recommendations based on feedback from the full Task Force
- Discussing how providers currently receive funding, including challenges and opportunities

# Long-term Affordability

**Revising recommendations based on feedback:**

- How can we think outside the box of our current systems to meet our charge?
  - Pushing beyond the existing programs/language of existing programs – is this something new entirely?
  - Noting the limitations of federal CCAP – what are the pros and cons of the frameworks of existing benefits programs that we can build from?
  - Cost will be a large factor in implementation. Where/how might we need to prioritize?
  - We want a quality system that families can access. How does provider pay impact or address this?
- This working group will be discussing further in July, bringing forward revised draft(s) to the full Task Force at the July 26 meeting.
  - Context and data visualization

# What does a system of 250% SMI eligibility mean to families?

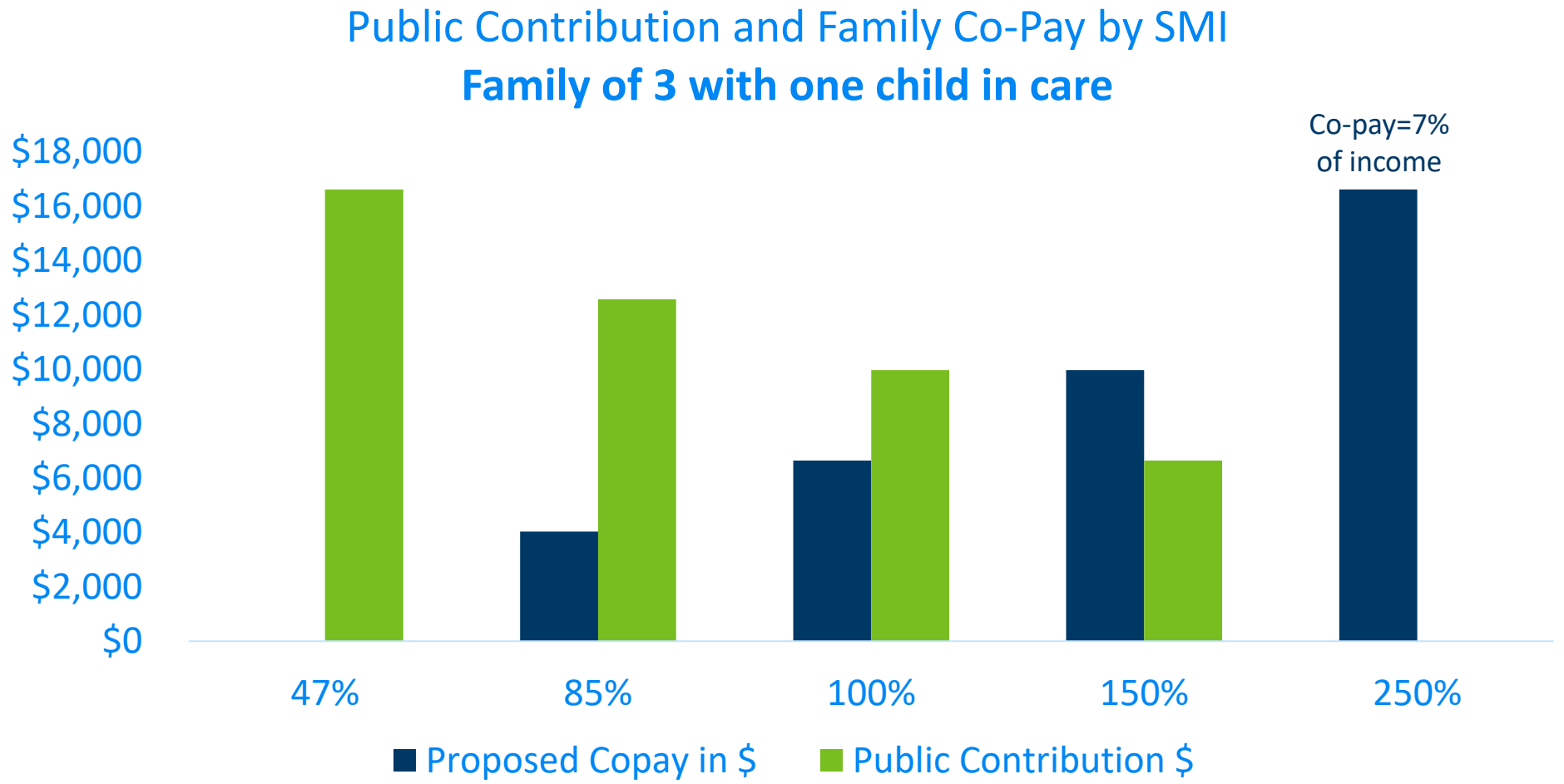
| Family Size | Annual Income Entrance Level 47% SMI | Annual Income Exit Level 85% SMI | 100% SMI | 150% SMI | 250% SMI |
|---|---|---|---|---|---|
| 2 | $36,096 | $65,281 | $76,800 | $115,200 | **$192,000** |
| 3 | $44,589 | $80,640 | $94,870 | $142,305 | **$237,175** |
| 4 | $53,083 | $96,001 | $112,943 | $169,415 | **$282,358** |
| 5 | $61,576 | $111,361 | $131,013 | $196,519 | **$327,533** |
| 6 | $70,069 | $126,721 | $149,083 | $223,624 | **$372,707** |

# What does a system of 250% SMI eligibility and max 7% co-payments mean to families?

**Family of 3 Co-payment Chart for one child (directional estimate):**

| % SMI | 47% | 85% | 100% | 150% | 250% |
|---|---|---|---|---|---|
| Income | $44,589 | $80,640 | $94,870 | $142,305 | $237,175 |
| Current Copay Rate | 5% | 11% | N/A | N/A | N/A |
| Current Copay in $ | $2,288 | $8,892 | N/A | N/A | N/A |
| Proposed Copay Rate | 0% | 5% | 7% | 7% | 7% |
| Proposed Copay in $ | $0 | $4,032 | $6,641 | $9,961 | $16,602 (covers the full avg cost today) |
| Public Contribution $ (based on today's avg costs) | $15,400 | $11,368 | $8,759 | $5,439 | $0 |

# What does a system of 250% SMI eligibility and max 7% co-payments mean to families?






Average cost of care = $15,400 from https://costofchildcare.org/

# Program Funding

- Working Group members discussed how and how much money is paid through existing programs
  - **Is the funding level (how much money flows to providers) appropriate?** If not, what should it be and how do we get there?
  - **Is the funding mechanism (how money flows to providers) appropriate?** If not, what should it be and how do we get there?
- Cost Modeling in Minnesota:
  - A narrow cost analysis/cost modeling report was published in 2020. The report offered insights into various factors influencing actual costs, and illustrated factors such as provider type, location and wages, and how those differences impact the bottom line for providers.
  - An updated Cost Modeling Report, with work carried out by First Children's Finance. This report is planned for Fall 2024.

# Setting Rates: Market Price vs. True Cost

## Market Price

✓ How much people can afford to pay

✓ Often reflective of what a child care program will charge to fill its classrooms

✓ Creates system where providers in certain communities receive lower reimbursement rates, which can perpetuate lower wages and higher turnover in low-income communities.

✓Centers often subsidize their infant classrooms with rates from preschool classrooms which fill classrooms more easily

✓ Average Market Price of child care ranges from $12K-$15K/year

## True Cost

✓ Actual cost of providing care

✓ Reflective of ALL costs associated with running a program

✓ Ensures reimbursement rates do not replicate the deficiencies of the private market, creating an approach to rate setting that truly allows for equitable access.

✓ Centers follow designated rates for infant and preschool classrooms in line with the best quality of care

✓ Average True Cost of child care ranges from $20K-$30K/year

Understanding true cost as compared to market cost helps set rates that allow for more stable, higher quality of care

# Discussion Themes

- Current pain points to discuss:
  - Cash flow challenges from reimbursements-based funding
  - Inability of families to afford co-pays
  - Instability and unpredictability in revenues from family mobility
  - Complicated and inconsistent billing and payment policies and practices across counties and administrators
  - There are current quality differentials for participating in Parent Aware, and about 30% of providers participate in Parent Aware and are eligible to receive those extra funds.
    - What are the barriers to entry for providers to participate?
    - The differentials still don't cover the cost of care, how can we resolve that gap?
  - Ensuring equitable access across provider types to provide voluntary Pre-K and afterschool programming.

- The current system of setting CCAP reimbursement rates based on market price causes geographic discrepancies that do not reflect actual cost of providing care. An example given was that in St. Louis County, the market price reflects the maximum amount families can pay, which might be lower than other counties – but the cost of providing care isn't lower. This is true in many counties.

- Funding cannot solve all problems in the system, but it can incentivize behaviors. Recommendations should include funding systems structured around driving towards what we want to see.

# Reflection on Long Term Affordability and Program Funding

What do you like about the direction this Working Group is going?

What concerns or questions do you have?

What would you like this WG to keep in mind or consider as they continue their conversations?

# Effectiveness and Quality

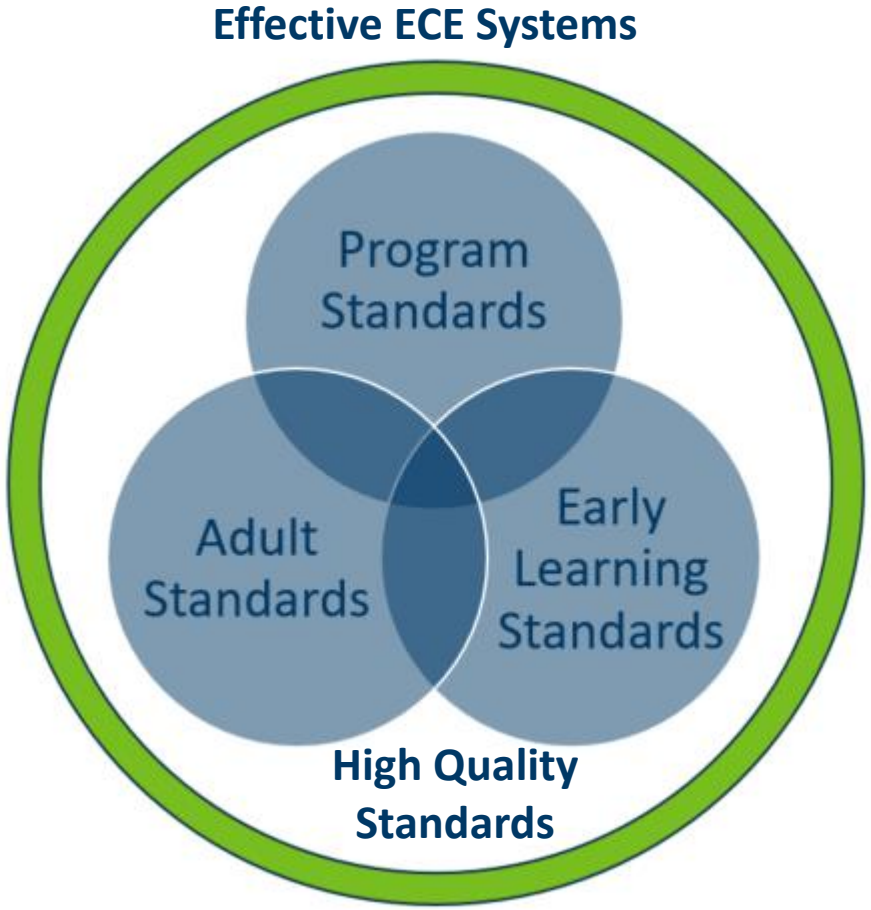
# Vision for Effective ECE services
# Confirmed via formal vote in April Meeting (Meeting 6)

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:

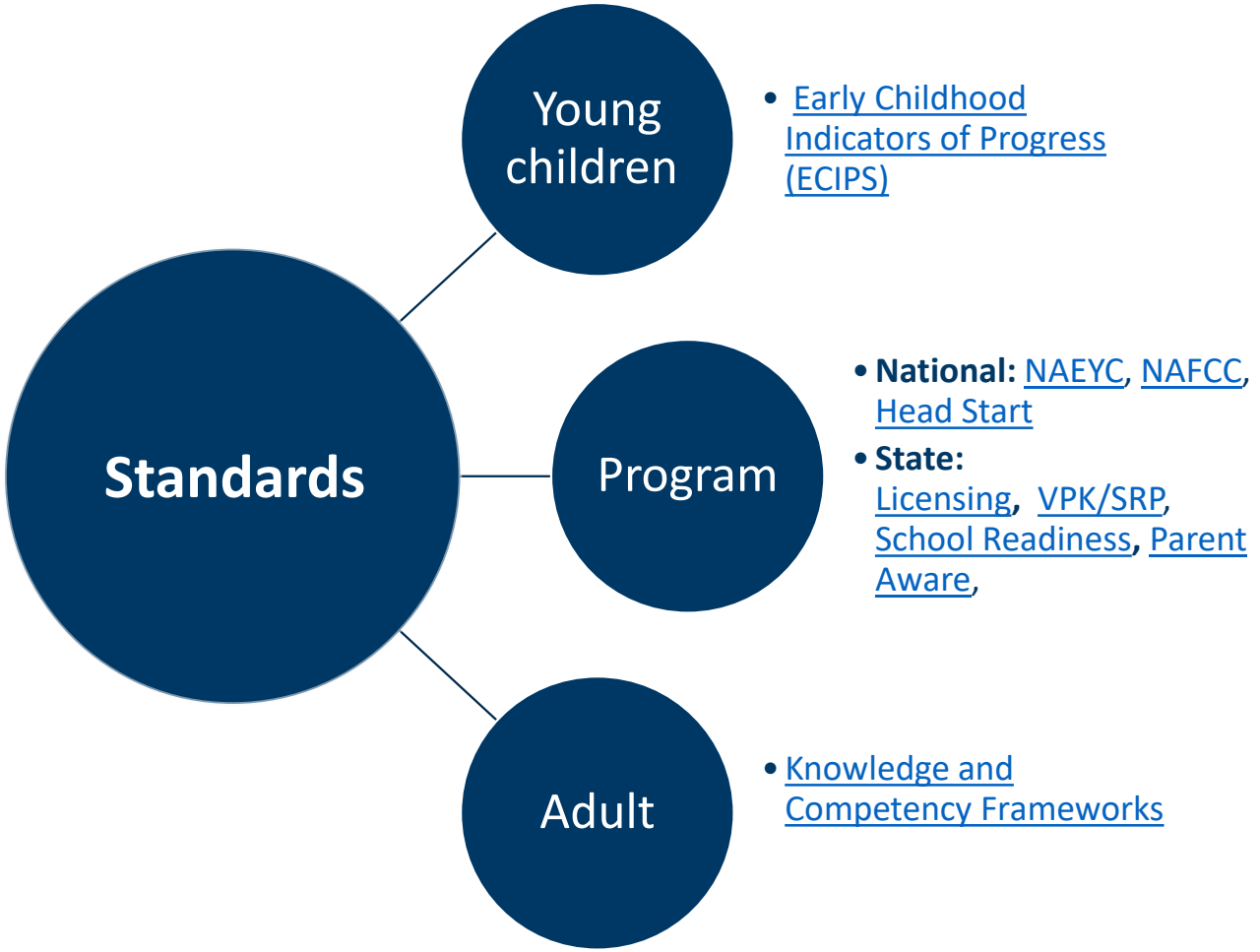
- Ensuring offerings address and advance the **social, emotional, psychological, cultural, physical, and intellectual needs** of each child, in a trauma-informed manner
- Providing **safe, healthy, stable, secure, consistent, nurturing, and enriching environments** for each child.
- Building **trusting 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

# Why did we choose the word “Effective” Instead of “High Quality”

- We are trying to define the experience we want for children and families. We *are not* redefining “quality” for the state, which is generally associated with quality standards
- "Effectiveness” is supported by recognized “high quality” standards and practices, they are not mutually exclusive.
- Quality standards provide a foundation for effective services.
- Quality standards do not sufficiently address **ALL** aspects we have identified in our vision for effectiveness.



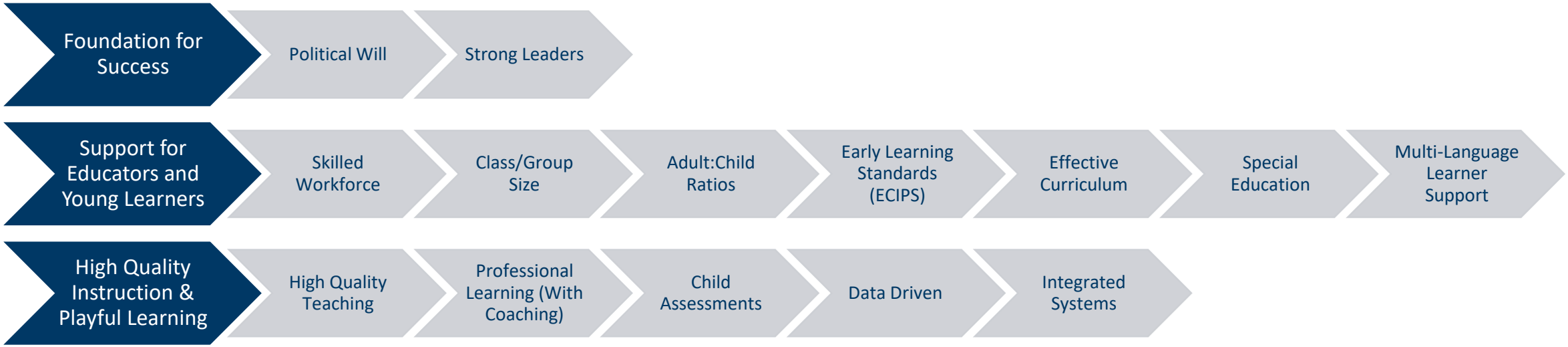
# Understanding Minnesota Quality Standards



# Key Areas For Building Effectiveness Using High Quality Standards and Practices

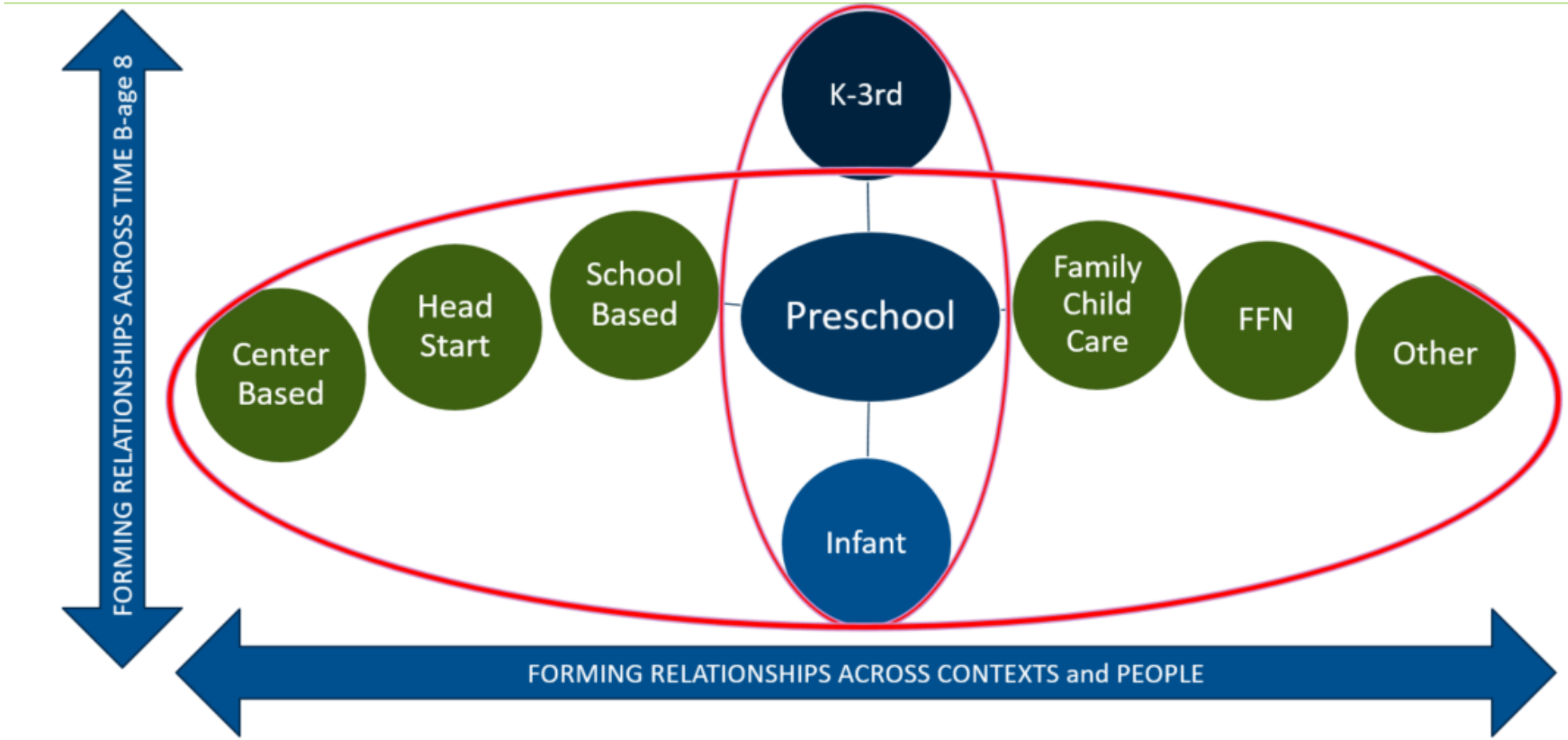
| High Quality Accountable Programs | Promoting Outcomes (Individual and Program) | Improving Workforce |
| --- | --- | --- |
| • QRIS<br>• Legislated Program Statutes | • Early Learning Standards<br>• Comprehensive Assessment Systems<br>• Health Promotion<br>• Family Engagement | • Knowledge and Competency Framework<br>• Supporting Improvement |

# Recognized Elements That Support Quality

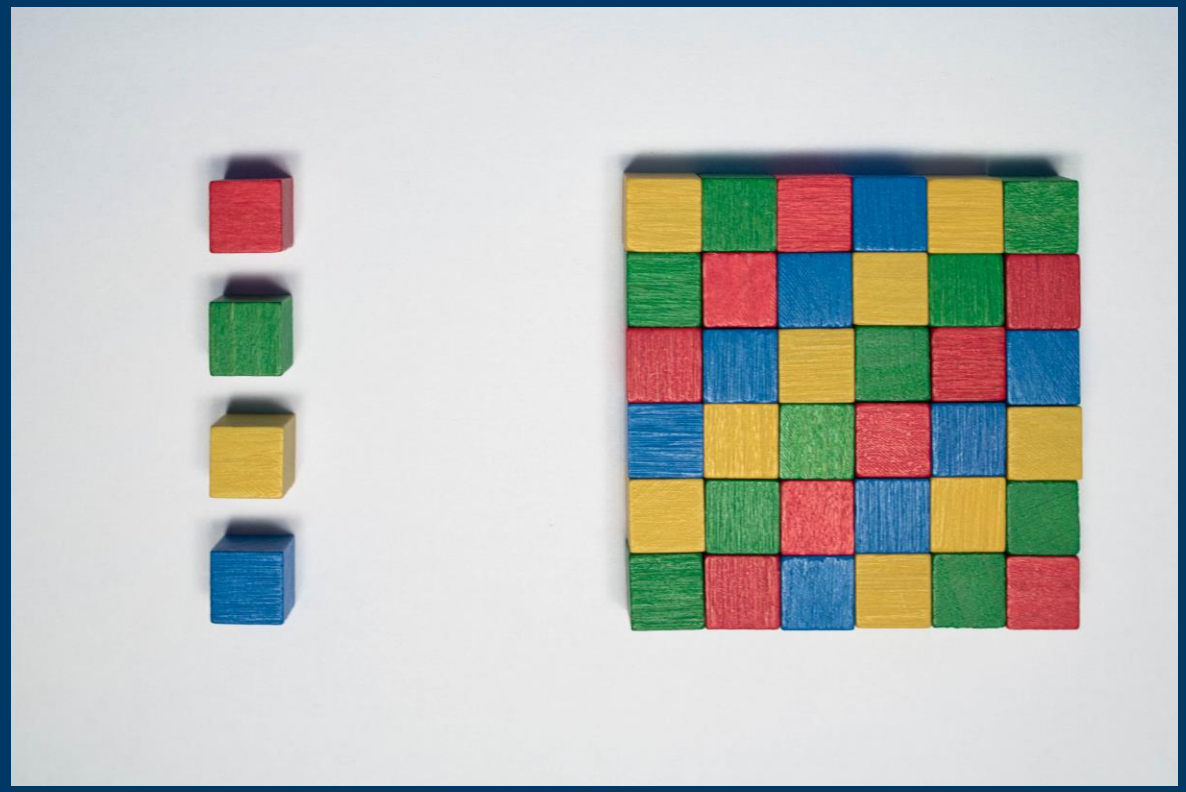



National Institute for Early Education Research (NIEER)
Bill and Melinda Gates Foundation

# Building Critical Early Learning Partners and Relationships



# Taking a Closer Look at Minnesota's Foundation for Quality (That Supports Effectiveness)



# Quality Standards that Guide Each Programs Work

| Program Type | Health, Safety and Program Standards | Adult Standards | Voluntary Standards |
|---|---|---|---|
| Family Child Care | Licensing-Rule 2<br>Licensing Statute | Knowledge and Competency Framework (KCF) | Parent Aware<br>NAFCC Accreditation |
| Center-Based Child Care | Licensing-Rule 3<br>Licensing Statute | KCF | Parent Aware<br>Accreditation |
| School-Based Programs (VPK/SRP/SR) | State Statutes for Schools | Statute<br>KCF<br>PELSB | Parent Aware<br>Accreditation |
| Early/Head Start | Federal Guidelines<br>Licensing | Federal & Statute<br>KCF | Parent Aware |

# Understanding Types of Quality Standards for Child Care Programs

**Required**

- **Licensing Standards –** Mandatory minimum standards; required for family child care and centers; have a health and safety focus with baseline expectations for learning physical and instructional environment and early educator training.
- **Certification –** Minimum standards; required for legally non-licensed family provider and afterschool settings, mandatory to receive child care assistance.

**Voluntary**

- **Accreditation –** Recognized quality higher than licensing, varies by accrediting agency; family child care, centers, afterschool, school-based are eligible to participate.
- **Parent Aware -** Recognizes quality higher than licensing, eligible programs include family child care, centers, school-based pre-k and Head Start.

# Understanding Quality Standards for School-based and Head Start Programs

**Required:** School-based and Head Start program standards are legislated and include health, safety, program, staffing, curriculum, instruction, assessment, and other identified program areas. The links to the standards for each program type are provided below:

- Head Start Federal Program Standards and State Licensing
- Voluntary Prekindergarten—Statute 124D.151
- School Readiness Plus--Minn. Laws 2017 1Sp c 5 art 8 s 9
- School Readiness—Statue 124D.15

**Voluntary:** State and Federal funded programs may also voluntarily participate in

- Accreditation
- Parent Aware

# Understanding Parent Aware House Framework and Standards

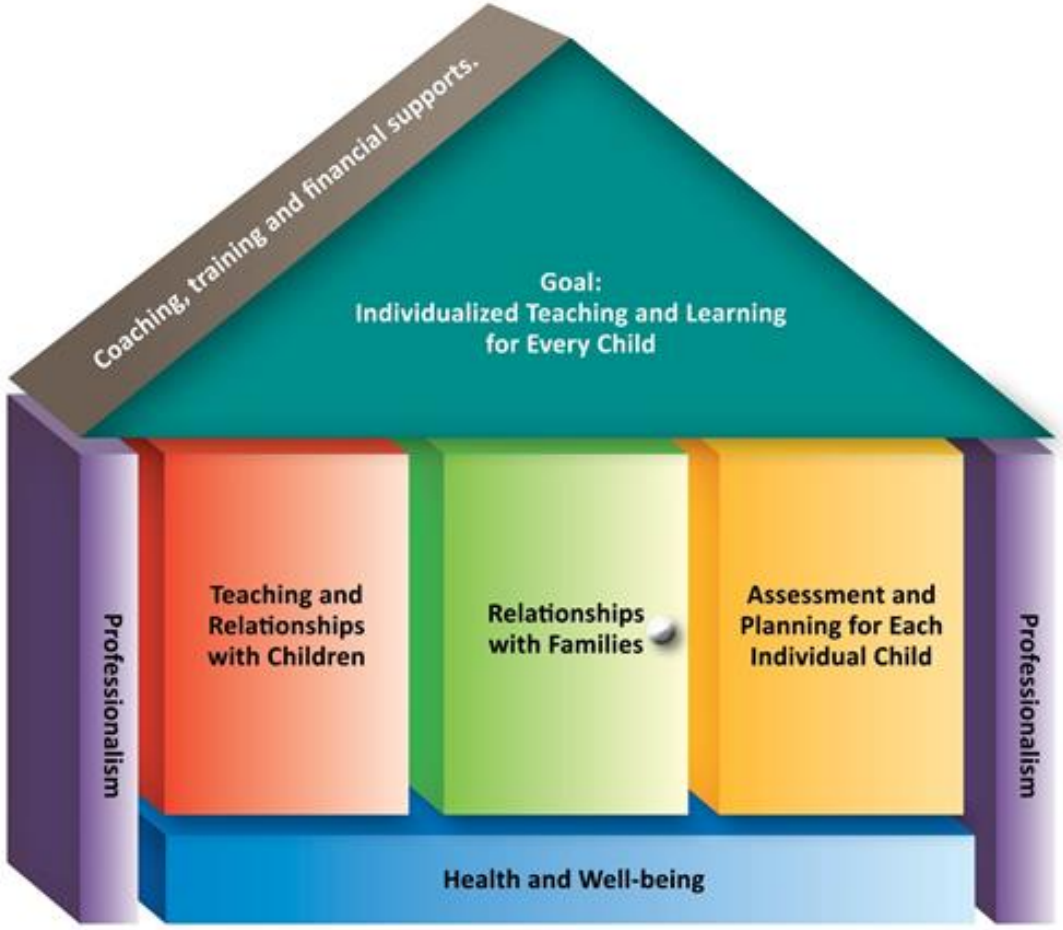
## Flexible Framework

Standards and Indicators describe best practices

Programs have flexibility in how they demonstrate quality

Programs show how they meet the standards in the House Framework

Framework acknowledges the importance of relationships



# Parent Aware History

- Parent Aware milestones
  - Started as a pilot, 2008 - 2011
  - Rolled out statewide over four years, with ratings available statewide in 2015
  - Parent Aware Validation study report completed and released in 2016
  - New standards and indicators released in 2017
  - New coaching model released in 2017
  - New tiered quality improvement grant amounts implemented in 2020

# Information and Considerations for Supporting an Effective ECE System

# Informing the Process: Racial Equity Engagement Process

- The need to examine racial equity in Parent Aware surfaced through authentic engagement with community partners; followed by Legislative direction
- DHS, in collaboration with community partners, established a Racial Equity Action Plan Team in January 2020, which met through 2021, report completed in February 2022.
- Legislatively directed equity outreach occurred Nov 2021 - Feb 2022, with a report posted Mar 2022

# Parent Aware: Identified Issues and Barriers

**Racial equity issues identified:**

- Unequal treatment of children of color related to suspension and expulsion
- Unequal access to resources and supports for early educators
- Racial equity not fully embedded in standards, indicators and training

**The barriers to earning and maintaining Parent Aware ratings that were identified:**

- Process consistency and information; need to streamline forms and processes, and update cohorts
- Geographic and technology access, experience, literacy; need for greater access to resources
- Cultural proficiency, relationships, trust; need for more culturally and linguistically diverse coaches
- Language access, jargon; improve access to translation, use plain language
- Expertise definitions, recognition; give credit for experience

# Parent Aware: Opportunities and Path Forward

- Using the recommendations in the Parent Aware Racial Equity Action Plan and Equity Legislative Report, Parent Aware will be updated.
- A new advisory committee that is inclusive of early care and education programs, families, and stakeholders will roll out soon.
- Short-term strategies that can be implemented before the Parent Aware evaluation is complete will be carried out over the next two years.
- Long-term strategies that can be implemented after the Parent Aware evaluation is complete will be carried out by 2026, including an update to the Parent Aware standards and indicators.

# Opportunities for Consideration

- Resources to facilitate a mixed delivery ECE system that builds relationships at a state and local level in order to create seamless transitions for children and their families.
- Support adult effectiveness through adequate coaching and mentoring to support continuous improvement of the skills and capabilities of adults working with children and families.
- Develop systems and local programs that are informed by parent voice and are culturally responsive.

# Vision for Effective ECE services
# Confirmed via formal vote in April Meeting (Meeting 6)

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
- 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

# What will it take for providers/programs to offer an effective experience (per our vision)?

**Themes from a brief discussion in our March meeting:**

- Financial resources
  - More and consistent funding
  - Funding structures that work for providers and families
- Staffing
  - Additional staff
  - Stabilized workforce
- Accountability to ensure effectiveness
  - Supportive and non-punitive quality standards
- Support systems
  - Professional development resources and supports
  - Services to support the mental and emotional well-being of children and staff
- Community and Legislative support
- Adequate facilities and transportation

# **Reflection Questions**: What will it take for providers/programs to offer an effective experience?

- Given our definition of effectiveness, how would you expand upon our initial thinking?
- How do quality standards support our vision of effectiveness?
- How does this support all provider types in offering effective experiences?

# Timeline & Next Steps

# Where are we going next?

- ❑ Understanding the current state *Complete*
- ❑ Who does the system need to work for? How? *Complete*
- ❑ What is working in the system today? *Complete*
- ❑ Defining the future experience we want to see
  - ❑ What is equitable access? *Complete*
  - ❑ 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

# 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

- **July 26, 2022**
- August 30, 2022
- September 27, 2022
- October 25, 2022
- November 29, 2022 ← *last scheduled meeting before draft report*
- 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 25th, 2022** | December Meeting Minutes | Yes | X | |
| **February 22nd, 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 29th, 2022** | February Meeting Minutes | Yes | X | |
| | Task Force Guiding Principles | Yes | X | |
| | Definition of Historically Disenfranchised Groups | Yes | | X |
| **April 26th, 2022** | March Meeting Minutes | Yes | X | |
| | Primary stakeholders in the ECE system | Yes | | X |
| | Vision for effective ECE services | Yes | | X |
| | Vision for equitable access to ECE services | Yes | | X |

# (Continued) Running list of voting Items and results

| Date of Vote | Voting Item | Approved (Yes/No)? | Informal | Formal |
|---|---|---|---|---|
| **May 31st, 2022** | April Meeting Minutes | Yes | X | |
| | Statement on Care is Education | Yes | | X |

# Anticipated Votes Next Meeting

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

- Recommendations for Workforce Compensation: Financial Relief Strategies
- Recommendations for Workforce Compensation: Benefits
- Recommendations for Workforce Compensation: Time off

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

- Meeting 8 Minutes

# Next Steps

Send any feedback to:
**greatstart.taskforce.mmb@state.mn.us**

Stakeholder Listening Session
- **Thursday, August 25 (6 – 7pm)**

Working Group meetings
- **Workforce**: Wednesday, July 13, 6-8pm
- **Affordability**: Thursday, July 14, 1-3pm

Next Task Force meeting is
**Tuesday, July 26th, 6-8pm**