



Great Start for All Minnesota Children Task Force

Meeting #12

October 25, 2022

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.**



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
<p>We will prioritize a system that promotes equitable outcomes, with a specific focus on children from the POCI community 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



Voting items: Supported Workforce, Program Funding Process Improvements, and Effectiveness Recommendations (4)



Working Group discussions, including revised Compensation Framework, revisiting our approach to the Unifying Framework, and discussion of strategic financing considerations



Discuss plans to move toward our deliverables

Meeting #12 Agenda

- 6:00 – 6:05 p.m.** Welcome, agenda, Meeting #11 minutes approval
- 6:05 – 6:30 p.m.** Formal votes on:
- Supported Workforce Recommendations
 - Program Funding Process Improvement Recommendations
 - Effectiveness Recommendations (4 votes)
- 6:30 – 7:20 p.m.** Workforce working group discussion
- 7:20 – 7:45 p.m.** Affordability working group discussion
- 7:45 – 7:55 p.m.** Deliverables planning
- 7:55 – 8:00 p.m.** Close out and next steps

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.

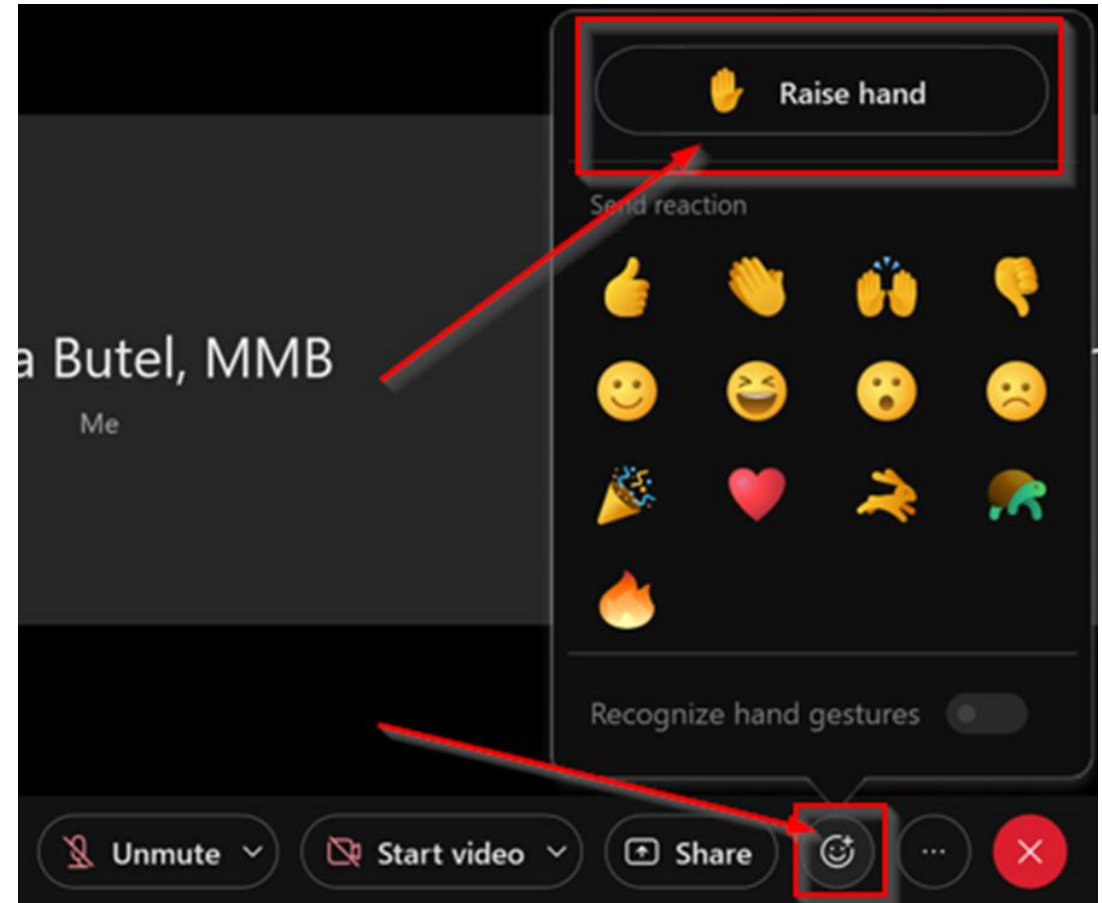


Quorum is defined as a majority of voting members.

Approval of Meeting #11 Minutes

Please indicate your approval of the minutes from meeting #11 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 #11.



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!



Gradients of Agreement Scale adapted by Pierre Omidyar

Formal votes and anticipated vote timeline



Supported Workforce Recommendations

1. Access to mental health and wellness resources for all ECE staff should be strengthened and expanded, including but not limited to, through the following methods:
 - Providing time off for staff to pursue therapeutic services *connected to Time Off recommendations
 - Bringing wellness services on-site
 - Providing subsidies for individuals to pay for needed services
 - Ensuring health care benefits include affordable coverage for mental health and wellness activities *connected to Benefits recommendations
2. To allow for the voices of frontline ECE staff to be both heard and valued, providers employing multiple staff should ensure dedicated time for reflective supervision and regularly collect and incorporate employee feedback and input into administrative operations, curriculum design, and other programmatic improvements.
3. The state should continue and expand successful programs in the areas of supporting ECE staff and students:
 - Early Childhood Mental Health Consultation (ECMHC). This program partners with mental health professionals to provide evidence-informed mental health consultation to Parent Aware enrolled early care and education providers.
 - Providing grant funding for programs in the ECE system, **including such as** the Center for Inclusive Childcare (CICC), which provides free relationship-based professional development to early childhood educators.
 - Early Childhood Mental Health Grants, which provides mental health services to children ages zero to five eligible for Medical Assistance (MA).



Program funding mechanisms: Recommendations

To make funding stable:

- Public funding should be based on enrollment rather than attendance (pay for absent days).
 - This covers sick days, vacation days, and professional development days
- Public funding should be paid in advance of services, rather than reimbursed.
 - Ideally this is for a full month to allow for planning and preparing their services over a longer time horizon.
- Once eligibility is established, it should remain in place for at least one year under most circumstances, resulting in continuity of state funding for enrolled children.
- Public funding should be provided through both per child rates and base operational funding amounts that provide stable funding for fixed cost structures essential to effective services.
 - Providers need a base funding level that allows them to plan long-term
 - Base operational funding minimizes revenue loss/provider risk caused by enrollment & eligibility changes, allowing programs to cover fixed operational costs.
 - This also supports the State's goals for increasing stability as we build toward a system of increased access and quality

To make the funding process transparent:

- The state's calculation methods for public funding (i.e. cost model inputs) must be clearly communicated to the public and the field; Any changes to public funding mechanisms and/or amounts are done with ample, appropriate notice by the state.
- The state must have publicly-available, clear policies and procedures in place for how funding is to be determined.



Program funding mechanisms: Recommendations (Continued)

To make program administration simple and consistent:

- The state should blend and braid funding to ensure providers participating in the Great Start MN Program are effectively funded.
- The state should have one payment system rather than multiple, and one administrative state agency for the program.
- Local administrative entities apply policies and procedures clearly and consistently.
- Simplify paperwork for families and providers to reduce payment errors and deliver funding more effectively.
- Require that administrative entities offer electronic processing of state program billing and payment for providers.

To make funding equitably accessible across programs

- The differences between schools, Head Start, centers (non-profit and for-profit), licensed family child care, and family friend and neighbor care are recognized, and funding is distributed to best support programs in their settings.
- Funding that is not provided as a per child rate, such as base operational funding, must be equitable across settings based on their intended purpose.
- Additional program funding (such as VPK, start up and incubation funding, etc.) should be equitably accessible to all settings who qualify to provide services.
- Offer flexible provider grants that allow for innovation and specialization in early care and education services.
 - For providers offering reasonable & valuable services that exceed quality components included in the cost model, offer provider grants to cover those additional costs, rather than passing on the cost to families (ex. Infant mental health services in an area with high rates of child trauma).



Program funding mechanisms: Recommendations (Continued)

To have accountability for use of funding:

- This system maintains family choice as a priority, where a significant portion of funding, to the extent possible, follows the child, creating opportunity for families and an ultimate accountability lever for funding through the new family benefits program.
- The state has clear, publicly-available expectations for use of public funding.



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

To achieve our vision of effectiveness across all providers in the mixed delivery system where all families have access to an effective early care and education environment in the location of their choice, **Minnesota's early care and education system needs significant investment and reinvigorated focus and alignment on its importance to a thriving Minnesota.** In order to enable our early care and education workforce to bring this Task Force's vision of effectiveness to reality for all children and families, Minnesota needs:

- Consistent and equitable standards and growth-oriented accountability systems,
- A healthy business environment and clear, consistently applied, regulations,
- Cohesive, high functioning infrastructure and ecosystem,
- Fair compensation and supports for staff, and
- More, consistent, and equitable funding, which enables many of the above.



Consistent and equitable standards and growth-oriented accountability systems

Why is this essential?

- We envision a culture of continuous improvement for our full ECE system.
- We know when given the option, families will choose high quality programs, with 68% of families with children under 5 receiving Child Care Assistance today choosing Parent Aware rated programs (only about 31% of all programs participate in Parent Aware). All families receiving Early Learning Scholarships are required to use Parent Aware Rated programs.
- Increasing quality must feel attainable for providers across the mixed delivery system. We must address and honor the unique nature of each program type, but also compel participation in the broader goals that are shared across all programs.

What does this look like?

- Consistent, clear, and equitable standards are applied equitably across program types and monitored consistently.
- Standards are culturally competent and promote inclusion of all ethnicities & cultures, recognizing the importance of cultural specificity.
- Accountability systems promote and incentivize quality growth and attainment.
- Access to training and coaching on implementation of the standards in the context of effectiveness for different program types at all rating levels.

Recommendations:

- Recommendation 1: Endorsement of the ongoing continuous improvement efforts for Parent Aware, including the Racial Equity Action Plan and Equity Report, being implemented.
- Recommendation 2: The state should, in partnership with a diverse stakeholder body inclusive of providers of all types, complete an analysis of the option to include all licensed providers in Parent Aware, the Quality Rating and Improvement System (QRIS). Under this structure, Parent Aware would be expanded to include a new entry standard of "licensed". This option acknowledges that licensed programs are required to meet a certain level of basic standards and enables parents to more readily assess and compare programs through one rating system. The analysis should account for any impacts to existing pathways to achieving ratings.



A healthy business environment and clear, consistently applied, regulations

Why is this essential?

- Child care businesses are stretched to manage the day-to-day needs of their business and the needs of children in their care. It is essential to minimize any unnecessary administrative and regulatory burden for child care business owners so that they can spend as much time as possible focused on providing effective environments for the children in their care.
- Many of Minnesota's child care providers are small businesses that contribute to the economic well-being of their local communities. When small businesses thrive, their communities benefit. A healthy operating environment enables this.

What does this look like?

- Creating a clearer and simpler system for providers. The state should focus on simplifying regulations where possible and where health and safety and childhood development would not be impacted. Some specific opportunities to consider include:
 - Ensuring clear requirements and understanding the purpose of those requirements
 - Consistent messaging across the system
 - Making licensing processes more easily navigable and less intimidating by simplifying processes, reducing paperwork, and modernizing systems
 - Ensuring that licensors have the same understanding of regulations and rules throughout the entire state and that these are applied consistently
 - **A culture of trust between regulators and license-holders**
- Offering opportunities for providers to become stronger businesses. The state can:
 - Continue successful existing **business acumen** trainings, which have seen strong participation.
 - Evaluate other opportunities across the country for successful impact

Recommendations:

- **Recommendation 1:** Endorsement of the ongoing Child Care Regulation Modernization projects conducted by the Department of Human Services (DHS), which may include alternative licensing models, abbreviated licensing inspections, and risk-based tiered violation systems. These projects are developing a report and proposed legislation to implement the new licensing tools and revised licensing standards, submitted by February 1, 2024.
- **Recommendation 2:** The state should continue existing opportunities to improve business acumen, including knowledge of existing resources and programs for increased access to capital, among current and new small business providers; and explore options to increase opportunities including incentives for participation. The state should consider programs focused on developing business acumen, including technology skills, for small business owners from historically disenfranchised communities and in areas with child care deserts where business development and expansion is most needed.



Cohesive, high functioning infrastructure and ecosystem

Why is this essential?

- Infrastructure, for this Task Force's purposes, is defined as the state and regional organizational structures, systems, and supports necessary for broad successful implementation and ongoing delivery of services in line with this Task Force's vision.
- Our recommendations presume high functioning infrastructure that can readily support decision-making and fast-paced growth in family participation and provider and workforce capacity.
- Systems and structures must be momentum-reinforcing for positive system growth, rather than burdensome and outdated.

What does this look like?

- An understanding of the strengths and challenges with existing infrastructure
- A clear plan for infrastructure improvement and expansion to meet the growth envisioned in this plan
- An understanding and prioritization of investments needed

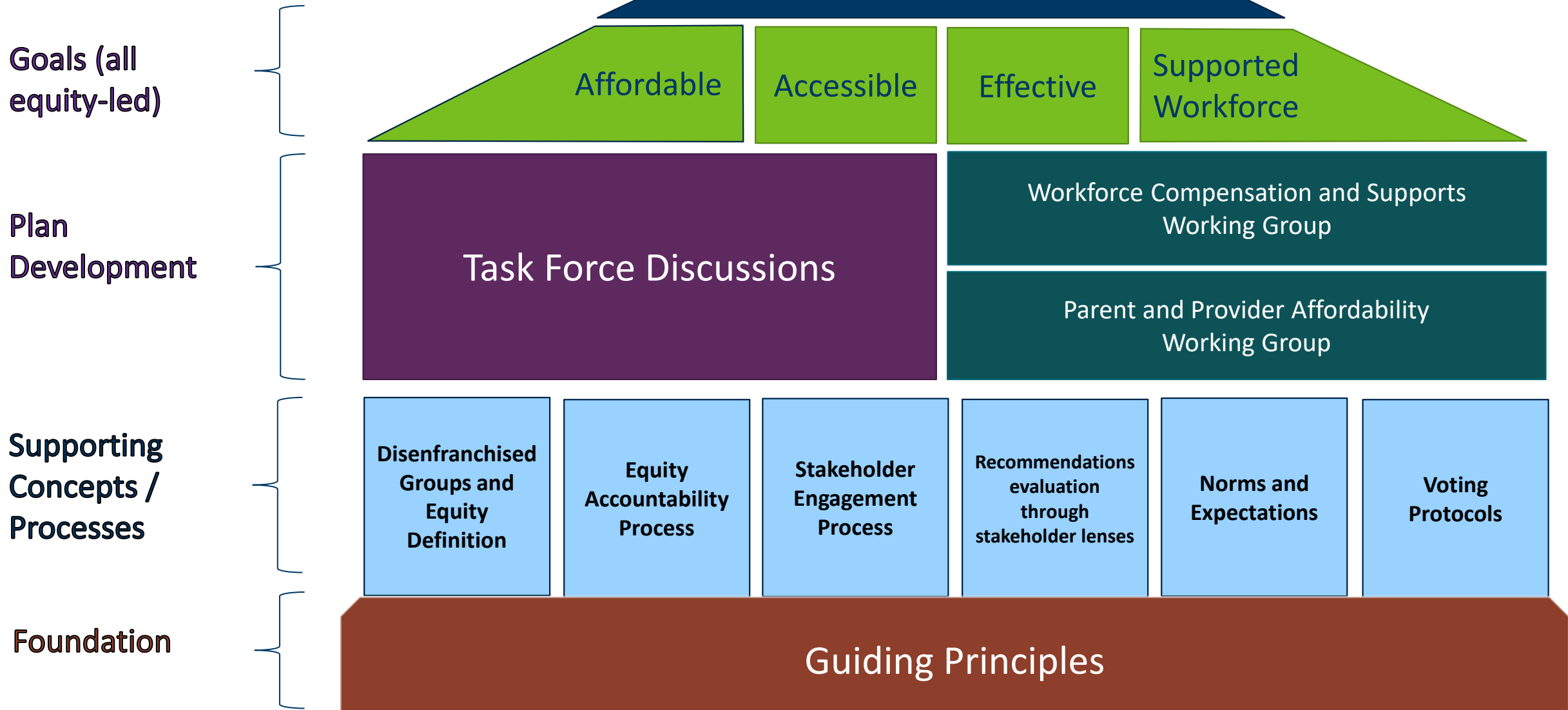
Recommendations:

- Recommendation 1: To fully understand the infrastructure needs of the future ECE system, including technology, staffing, and programmatic changes the state should utilize existing data and seek new information where necessary to inform planning for system changes based on Task Force recommendations. State agencies responsible for administering ECE programs should consult intermediary structures and providers when evaluating changes.
- Recommendation 2: To better meet the comprehensive needs of children, their caregivers, and the interconnected and complex ECE system, a new and centralized governance structure with adequate funding and resources, and enhanced coordination and consolidation should be created. Any structural changes should account for interactions between the ECE system and the business community, the broader state workforce, the broader early childhood system and programs, and issues that affect Minnesota's families.

Infrastructure includes but is not limited to:

- Intermediary structures (e.g., CCR&Rs, county and Tribal administrators, districts, etc.)
- Local community collaborations
- County and Tribal governments
- Workforce recruitment and development systems
- Workforce scholarships
- Data and information management systems
- Eligibility determination and family navigation systems
- Quality improvement and accountability systems
- Licensing and monitoring
- Building capacity improvements and expansion
- Higher education and training

Building Toward Meeting Our Charge



Vote Sequencing

Month	Affordability	Workforce	Effectiveness	Implementation
This Meeting	<ul style="list-style-type: none"> Provider Pay Mechanism Improvements 	<ul style="list-style-type: none"> “Supported” Workforce Recommendations 	<ul style="list-style-type: none"> Effectiveness Improvement Recommendations Package 	
November 29		<ul style="list-style-type: none"> Compensation Framework 		<ul style="list-style-type: none"> <i>Review of draft plan</i>
December 13	<i>Hold for final review of draft plan; votes only for essential changes or open items</i>			<ul style="list-style-type: none"> Deliverables: Plan and Implementation Timeline (informal)
January 31	<i>Votes on edits for final plan and timeline</i>			

Working Group Share-outs and Discussion

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?

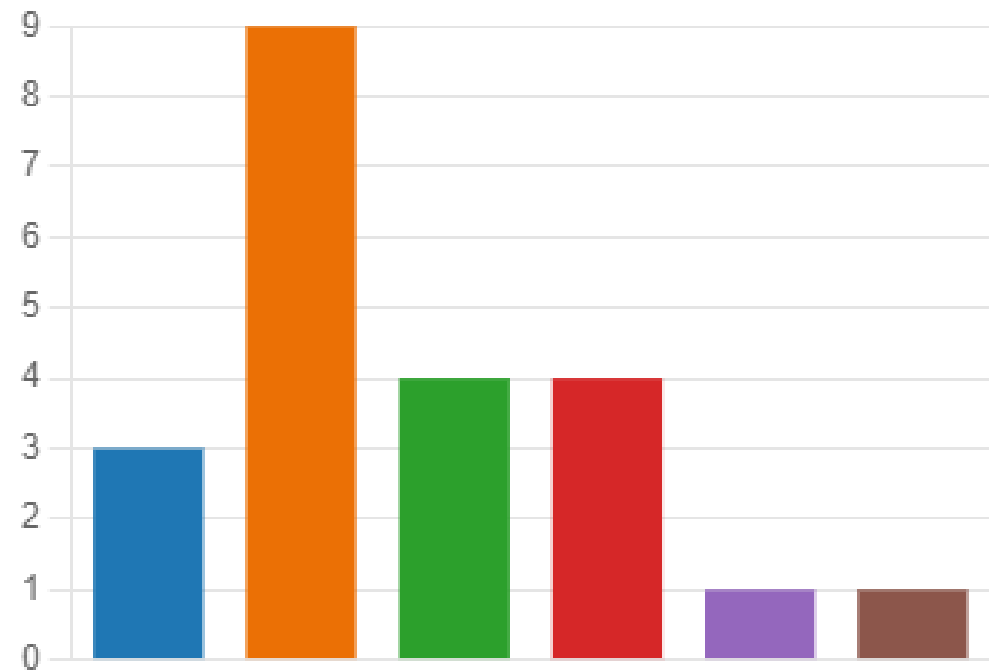
Voting Members	Non-Voting Members
Meghan Caine, Early Childhood Educator - Public school-based	Siv Dobrolvony, MN Dept of Labor and Industry
Pat Ives, Director of Licensed Child Care	Lydia Boerboom, Kids Count on Us Representative
Jenny Moses, Children’s Cabinet	Oriane Casale, Department of Employment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

Compensation Framework

Feedback: Compensation Framework

Out of 22 total survey respondents:

- "I really like it - I'm fully convinced": 3
- "I like it/good enough!": 9
- "I will support it until I learn more": 4
- "Mixed feelings": 4
- "I prefer something different": 1
- "I just don't like it": 1



Feedback: Compensation Framework

- 1. Overall sense of confusion: need to clarify the intent of the language, what the framework is saying and what it isn't.**
 - Need to be clear about what is meant to be a transitional approach, and what we are asking eventually be required.
 - Need to be clear about what is enforceable and what is a suggestion. What do we mean by incentives?
 - Development of comparable competencies and experience guidelines needed, or reference to suggested decision-makers.
 - Does this achieve parity with elementary teachers?
- 2. Lack of agreement with the approach to set a "minimum wage" for the ECE sector:**
 - The state already has a minimum wage, as does the federal government and, in some cases, localities. Are there other fields that have a mandated minimum wage?
 - *"This feels like overreach."*
 - *"Guaranteed minimum wage is a very bad idea."*
 - *"It is sticky to mandate private organizations do something beyond what law in this area requires, and I don't see it going over well."*
- 3. Regional Differences:**
 - People in Greater Minnesota spend more on fuel, food, utilities, and mortgages than some assume. If regional differences in pay are recommended, what will be the unintended consequences?



UPDATED Draft: Compensation Framework (1 of 4)

1. Currently, **employers in the early care and education field are required to meet state and local minimum wage**. This Task Force believes current hourly minimum wages are not adequate for workers in the ECE field, and current median wages for early educators reflect an undervaluing and under-compensation of a critical workforce whose work is highly demanded, supports the broader Minnesota economy, and supports the future of Minnesota's youngest learners.
2. Minnesota believes that early care and education workers should be paid fair and appropriate wages that allow them to support themselves and their families; however, this Task Force respects the needs and rights of businesses to make their own business decisions. Therefore, we recommend a phased in **recommended base wage for ECE employees**. The base wage recommendation is based on the DEED Cost of Living tool at the individual level and will be supported by additional funding to cover the additional costs of wages paid.

The recommended base wage will:

- Serve as a recommended floor for all early care and education staff
- Reflect the local geographies' individual living wage
- Reflect an appropriate wage for an entry level role in the ECE field
- Be updated on a biannual basis based on the DEED Cost of Living tool, at the individual cost of living wage.

Minnesota recognizes that achieving substantial and sustained improvements in the education and experience levels of early care and education staff requires investments aimed at reducing inequities in pay. To support ECE programs in attracting, retaining, and supporting a qualified workforce, the state will implement a **workforce compensation grant that provides financial resources to providers paying staff wages at the recommended base level**. As programs opt into publicly funded compensation grants, documentation and submission of compliance would be required for accountability.



UPDATED Draft: Compensation Framework (2 of 4)

3. In addition to the recommended base wage, the recommended wage scale* includes wages above and beyond the base wage.

These higher wage recommendations are associated with higher levels of education and experience. The recommended wage scale should be included in cost modeling efforts (per this Task Force's cost modeling recommendation).

Family Child Care providers should plan to pay themselves a recommended base annual wage (profit) equivalent to a lead role on the wage scale, to reflect their dual responsibilities as directors *and* providers of care and education. FCC providers who employ additional staff should be follow the recommendations for employers, including the recommended wage scale.

Increased per child rates for the increased costs associated with education and qualifications needed for higher quality programs would be provided through cost modeling and the family benefits program (Great Start MN Program). Employers hiring or retaining staff with the recommended levels of education and/or experience in order to provide quality care and education will be incentivized to pay those workers higher wages in alignment with the recommended wage scale. The wages at the highest level of the wage scale are commensurate with elementary school teacher salaries. Documentation of compliance would be required at the levels required for funding received. Rules for this implementation would need to be determined through the future program administrative agency.

*The **Proposed MN ECE Professional Wage Scale** has been used as a starting point for the recommended wage scale, with edits made to:

- Adjust wages based on current cost of living
- Take out references to the ECE I, II, and III levels
- Align with the Achieve career lattice and include comparable competencies for the phased-in implementation period.

Further updates are needed to:

- Reflect regional variation, in alignment with regional cost modeling. Regional variation should be determined during the planning and implementation phase.
- Fill in the comparable competencies and experience guidelines, based on thorough process inclusive of stakeholders and end-users.



UPDATED Draft: Compensation Framework (3 of 4)

Implementation:

- Over the implementation timeline, as funding to providers increases through our long-term affordability recommendations, wages should be increased for the existing workforce and new members of the field. As programs opt-in to these systems of funding, they will be able to implement wage increases in alignment with additional funding.
- Throughout the phased-in implementation timeline, employers will be incentivized to pay workers at wages commensurate with both experience and education, and to hire workers who meet educational and/or competency guidelines.
- By the end of the implementation timeline, all members of the workforce whose employers opt-in to the compensation grant will be paid a base wage equal to or above the DEED cost of living. At this point, the corresponding competencies and experience guidelines for wage incentives should be re-evaluated.



Next Meeting

UPDATED DRAFT: Compensation Framework (4 of 4)

These numbers reflect statewide median data. Per the recommendation, regional data would be used for implementation.

	Hourly Wage (2021 numbers)	Annual Wage (2021 numbers)	Based On
Recommended base wage for all members of the workforce by 2031*	\$16.21	\$33,717	Individual Cost of Living (DEED)

*appropriate wage for an entry level role

	Educational Guidelines for Role <i>Aligned with MN Achieve Career Lattice</i>	OR Comparable Competency and Experience Guidelines for Role ** <i>(To be reevaluated at the end of the implementation period in 2031)</i>	Role <i>Employees must meet statutory requirements</i>	Hourly Wage (2021 numbers)	Annual Wage (2021 numbers)	Based On
Wage Incentivized	CDA Certificate <i>Steps 6-7</i>	<ul style="list-style-type: none"> Qualified apprenticeship program OR X hours of professional training AND X years of experience AND corresponding competencies 	Support <ul style="list-style-type: none"> Support Educator in 0 – 5 settings 	\$19.40	\$40,352	Family Living Wage (DEED)
Wage Incentivized	Early Childhood-related Associate Degree <i>Steps 8-9</i>	<ul style="list-style-type: none"> Qualified apprenticeship program OR X hours of professional training AND X years of experience AND corresponding competencies 	Lead I <ul style="list-style-type: none"> Lead Educator in 0 – 5 settings Guide Support Roles FCC enrolling fewer than 10 children 	\$24.25	\$50,440	125% of Support
Wage Incentivized	Early Childhood Ed BA <i>Steps 10-12</i>	<ul style="list-style-type: none"> X hours of professional training AND X years of experience and corresponding competencies 	Lead II <ul style="list-style-type: none"> Lead Educator in 0 – 5 settings Guide Support and Lead I Roles FCC enrolling 10 or more children 	\$30.31	\$63,050	Parity with Elementary Teachers (125% of Lead I)

**Comparable competencies and experience, aligned with the MN Knowledge and Competency Frameworks, will be defined using a human-centered design process inclusive of relevant state agency representatives, all types of ECE providers, and other relevant end-users (i.e., parents, teachers in the ECE field).

Power to the Profession Unifying Framework

Feedback In Favor of Unifying Framework Recommendations

Out of 22 total survey respondents:

- 11 members thought we should bring the draft recommendation to a vote
- 9 members thought we should not bring the draft recommendation to a vote
- 2 members wrote in commentary they were not decided

Sample of feedback **in favor** of bringing recommendation forward:

- *"I am a big supporter of this framework and hope that we can incorporate it into the plans in some way. Having a guide that is already established, and endorsed by so many respected organizations, will really strengthen our recommendations as they leave our hands and go through to the next step in this process."*
- *"I'm not sure that the draft option is the exact recommendation that should be brought forward. But I have strong concerns about not having some kind of vision for implementing the unifying framework related to: (1) the burden of having two paths (competency based and education based) which will make it confusing for people entering the field and is costly in terms of time and development work to have both paths, (2) not having a unifying framework could create barriers for some providers to be seen as the professionals they are because of the use of multiple definitions of roles, this could have a negative impact on their compensation over time."*
- *"I think it needs more work, and my not be perfect, but I also feel we need to move in this direction."*
- *"I disagree with the statement that 'the Unifying Framework does not recognize competencies gained outside of formal education'. There has been much discussion about development and expansion of credit for prior learning, for instance, which would provide opportunities for credit for other ways that early educators have gained knowledge and experience... Power to the profession is embedded in both the overall Transforming the ECE workforce effort, generally and the Transforming the Financing report explicitly. We at least must address it in some way."*
 - Note: 2 members made the point that credit for prior learning does recognize competencies gained outside of formal education and disagreed with that categorization from the discussion themes.

Feedback Against Unifying Framework Recommendation

Out of 22 total survey respondents:

- 11 members thought we should bring the draft recommendation to a vote
- 9 members thought we should not bring the draft recommendation to a vote
- 2 members wrote in commentary they were not decided

Sample of feedback **against** bringing recommendation forward:

- *"Although I agree with the principles of the Power to the Profession Unifying Framework, I think adding it in at this stage of the Task Force may be detrimental to the Task Force progress achieved over these past months. Although we have referred to national information, most of our focus has been on Minnesota data and reports."*
- *"This is work outside of this group's work... The Power to the Profession was not written under a lens that the Great Start is using. We do not need a national platform to support providers in MN... Family Child Care does not support this effort, so to move forward is a slap in the face to our profession in the platform of "mixed delivery".*
- *"I do not think we should hold a formal vote on the PTP framework. I just don't see the need. It's already baked into the Transforming the Workforce work that was used to inform the Force."*
- *"I think additional thought needs to go into the educational requirements aspect of this framework in particular. I do not think we should include this in our recommendations."*
- *"We need to listen to the voices of the independent childcare providers on this topic. It is not nearly ready for a vote."*
- *"I have issues with Power to the Profession from an equity standpoint, particularly from the standpoint of requiring formalized education, knowing that access can be limited to communities of color and other marginalized communities due to structural barriers. I'm curious to know how many other states have formally adopted it, and am wondering if doing so would truly result in national alignment if it's not utilized in many states."*

Feedback: Unifying Framework (3 of 3)

Suggested alternatives from feedback:

- *"I would recommend that we call out connections to the Power to the Profession Unifying Framework where we can in existing recommendations. For example, supports to higher education so those who choose to further education can do so more easily."*
- *"If we could identify language that would allow us to continue to consider, study, align with the power to the profession in Minnesota, etc. I think it would be worth looking for something that might provide at least a placeholder to keep the door open for the future."*
- *"This seems like an important piece to have some sort of language on in the final report - maybe just language on further exploration?"*
- *"If people don't want to vote on making a commitment to it, is there a way to vote on a recommendation that it be examined in a way that allows people to explore the value in committing to it and the costs if we do not commit to it?"*
- *"I think this needs to be reworded so that it doesn't close the door on the discussion."*

Draft Alternative Approach

- Due to lack of consensus from Task Force members on the draft recommendation, a formal vote on that language should not occur.
- Many members expressed interest in finding a way to reference the Unifying Framework without endorsing it fully or formally recommending a full implementation.
- Rather than include a formal recommendation within the Task Force plan document, reference areas of existing alignment with the Unifying Framework in the Workforce section of the plan,* when referencing the Transforming Minnesota's Early Childhood Workforce plan, which Task Force establishing legislation directs us to reference. This would not be an endorsement or rejection of the framework, but a reference to existing alignment.

*This narrative portion of the plan will be reviewed by the full Task Force and approved with an informal vote in December.

Draft alternative language:

- "The Task Force was directed by statute to consider the recommendations and the strategies included in the *Transforming Minnesota's Early Childhood Workforce* plan. After considering those recommendations during plan development, we found there is significant alignment between that report and our work. The *Transforming Minnesota's Early Childhood Workforce* group relied on the Power to the Profession Unifying Framework in development of their plan."

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

Revenue Examples

Reminder: Fiscal Impact Recommendations

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

The legislature should support and make funding available for **1) a fiscal study of each budget-related recommendation** included in the plan and implementation timeline, and **2) a comprehensive economic impact assessment of the long-term recommendations**, which should consider child and family outcomes, economic impacts including potential savings, and cost to taxpayers.

In addition, the legislature should support and make funding available for **3) a strategic financing study** to identify and assess the impact of revenue options available to cover the costs of the long-term plan.

The fiscal study of each budget-related recommendation should follow normal legislative procedure, and the comprehensive economic impact assessment and strategic financing study for long-term recommendations should be completed by July 2026.

Minnesota's State Budget

Source: <https://mn.gov/mmb/budget/state-budget-overview/>

- Minnesota enacts budgets for a two-year cycle (a biennium), beginning on July 1 of each odd-numbered year.
 - Example: In the 2023 legislative session, the legislature will pass a budget for July 1, 2023 - June 30, 2025.
 - Once enacted by the legislature, the budget can be modified in the "off-year" legislative session. These revisions are referred to as "supplemental budgets".
- The **General Fund** is the state's largest fund. State collections of individual income taxes, retail sales taxes, business, and other taxes are deposited into this fund. Expenditures from the state General Fund can be made for any authorized state activity subject to legislative appropriation limits.
- Certain revenues such as motor vehicle fuel taxes or hunting license fees are deposited into funds that can only be spent for the specific purposes established in the state constitution or in state statutes. In budget terms, these are referred to as **dedicated funds**.
 - Programs funded solely by dedicated funds rely on the input to those funds. For example, if a program was funded by a tax on cigarettes, there would need to be enough taxes generated through cigarette sales to support the program. If cigarette sales slowed, the program's budget would shrink.

Federal Funding Examples

- Child Care and Development Fund (CCDF): The CCDF is a federal funding source for child care subsidies and child care quality supports, authorized by the Child Care and Development Block Grant. The CCDF program provides financial assistance to low-income families for accessing child care, and in Minnesota, the program is administered by DHS. Every three years, each state must submit a CCDF Plan for approval to the US Department of Health and Human Services in order to continue to receive funds.
 - Child Care Assistance Program (CCAP): Funding for CCAP comes from the CCDF, contributions for the state general fund, county contributions, and Federal Temporary Assistance for Needy Families (TANF).
- Head Start and Early Head Start
 - Though there is variation between grantees in MN, they receive about 75% of their funding from the federal government. About 20% of funding comes from the state, and about 5% of funding comes from other sources.
- You can find fiscal information on state programs that serve children at the state's Children's Fiscal Map: <https://mn.gov/mmb/childrens-cabinet/childrens-fiscal-map/>

Revenue-Generating Mechanism Examples

Common Tax Mechanisms



Personal Income Taxes



Sales Taxes



Estate and Inheritance Taxes



Property Taxes



Corporate and Business Taxes



Special District Government Taxes



'Sin' Taxes

Other Taxes and Strategies

- Review tax credits and other potential tax reforms and how they could benefit families in need
- Dedicate tobacco and opioid settlement dollars to children
- Close nicotine/tobacco tax vaping loopholes
- Tax tech (ex. digital advertising tax)

Source: Children's Funding Project. For greater detail on these mechanisms, read [Funding Our Future: Generating State and Local Tax Revenue for Quality Early Care and Education](#)

Guiding Questions on Revenue-Generating Mechanisms



GUIDING QUESTION 1
What jurisdiction will levy the tax?



GUIDING QUESTION 2
Is the tax legally feasible?



GUIDING QUESTION 3
Can the tax be dedicated to early care and education?



GUIDING QUESTION 4
Is the tax politically feasible?



GUIDING QUESTION 5
Is the tax progressive or regressive?



GUIDING QUESTION 6
Does the tax have communication power related to early care and education?



GUIDING QUESTION 7
Who pays for the tax?
Who benefits from the tax?



GUIDING QUESTION 8
Is the tax timely?



GUIDING QUESTION 9
How does the projected generated revenue fit into the near- and long-term strategy for meeting the need for quality early care and education?

Source: Children's Funding Project. For greater detail on these mechanisms, read [Funding Our Future: Generating State and Local Tax Revenue for Quality Early Care and Education](#)

State Examples

MARYLAND - A digital advertising tax went into effect in Maryland this year. The tax applies to revenue collected from digital advertisements displayed within the state and could raise an estimated \$250 million in its first full year for the state's education system.

COLORADO - Passed a ballot measure in 2020 to expand tobacco tax and close vaping tax loophole to fund universal, free preschool for all Colorado children. It is projected generate \$2 billion for universal pre-K over ten years.

NEW MEXICO - A constitutional amendment to dedicate part of their Land Grant Permanent Fund to make early childhood education a public good like K12 education.

WASHINGTON, D.C. - D.C. raised taxes for residents that make more than \$250,000 annually. It is projected this tax will reach \$175 million in 2025 By 2025, this tax will allocate approximately \$75 million for Birth-to-Three.

LOUISIANA - The Louisiana legislature approved sports betting in 2021. 25% of the funds, up to \$20 million, received by the state will be allocated to an Early Learning Incentive Fund

- **Connection to Task Force work:** In the Task Force plan, we can include a list of revenue options other states are considering or have implemented.
- **Connection to ongoing work:** Through work as a technical assistance provider for the Alliance for Early Success, Children's Funding Project is working with Children's Defense Fund Minnesota to develop a menu of Minnesota-specific revenue options.
 - Report is expected by the end of March 2023

Deliverable Planning

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.

The implementation timeline must phase in the plan over a period of no more than six years, beginning in **July 2025** and finishing no later than **July 2031**.

Reminders about our deliverables

What it is

- ✓ Strategic blueprint and high-level timeline for the future system
- ✓ Detailed enough to inform a legislative package
- ✓ Thoughtful on major implementation issues
- ✓ Directional understanding of future administrative roles

What it is not

- ✗ Detailed implementation project plan for the future system
- ✗ Specific Bill language
- ✗ Detailed enough to become administrative rules
- ✗ “Job descriptions” or specific responsibilities

These draft deliverables will be made up of items this Task Force has approved throughout our time together, as well as supporting information and points from Task Force and Working Group discussions.

Sub-Group: Draft Deliverables Review

- As part of the next step in our process, a small group of Task Force members has volunteered to review and provide feedback on draft versions of our deliverables. THANK YOU!
- The full Task Force will be able to review these draft documents, but we have a sub-group to provide dedicated extra time and feedback.
- We are asking for feedback on:
 - Any additional recommendations which need to be developed by the Task Force
 - Adjustments (copy-edits, clarifying language) to existing recommendations that should be considered by the Task Force
 - Framing of the key challenges and strategies
 - Specific feedback on content sections based on individual's subject matter expertise
 - Flow of the documents

Voting Members	Non-Voting Members
Sandy Simar, Head Start Educator	Kraig Gratke, Minnesota Head Start Association
Jenny Moses, Children's Cabinet	Ann McCully, Child Care Aware of Minnesota
Kath Church, Family Child Care Program	Lydia Boerboom, Kids Count on Us Representative
Krystal Shatek, Director of Licensed Child Care	Debbie Hewitt, Department of Education
	Clare Sanford, Minnesota Child Care Association

Timeline to Final Deliverables

Week beginning	Task Force	Deliverable Review Sub-Group	Facilitation Team
September 26 th	Task Force Meeting - Request for Volunteers (Sept 27 th)		
October 10 th		Sub-Group Finalized	
October 24 th	Task Force Meeting (Oct 25 th)	Deliverable available for sub-group review (estimated Oct 28th)	
November 7 th		Volunteers Submit Feedback (tentative Nov 9 th)	
November 14 th		Tentative: Deliverable Review Sub-Group Meeting Discuss Feedback Tentative: Send Draft Plan & Implementation Timeline to full Task Force for review (est. Nov 18th)	Revise Plan & Implementation Timeline - Based on Feedback
November 28 th	Task Force Meeting Discussing Draft Plan & Implementation Timeline (Nov 29 th)		Revise Plan & Implementation Timeline - Based on Feedback
December 12 th	Task Force Meeting Finalize Draft Plan & Implementation Timeline (NOTE: New Meeting Date - Dec 13th)		
	Submit Draft Plan & Implementation Timeline (Dec 15th)		Revise Plan & Implementation Timeline - Based on Feedback
January 30 th	Task Force Meeting Review Final Plan & Implementation Timeline (Jan 31 st)		
	Submit Final Plan & Implementation Timeline (February 1st)		

Close Out and Next Steps

Remaining time from October - December



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 is affordable? *Complete*
 - ❑ What are the dimensions of a quality, effective experience? *Complete*
 - ❑ What is sustainable for providers? *Complete*
- ❑ How should the workforce be compensated and supported? *Working Group*
- ❑ How do we get to our goal, led by equity? *Plan Deliverable*
- ❑ How will we administer the plan? *Implementation Timeline*

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 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

- **November 29, 2022**
- December 13, 2022 **UPDATED meeting date for December, last scheduled meeting before draft report*
- January 31, 2023





Anticipated Votes Next Meeting

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

- Compensation Framework

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

- Meeting 12 Minutes

Running list of voting Items and results

Date of Vote	Voting Item	Approved (Yes/No)?	Informal	Formal
December 21 st , 2021	November Meeting Minutes	Yes	X	
January 25 th , 2022	December Meeting Minutes	Yes	X	
February 22 nd , 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 th , 2022	February Meeting Minutes	Yes	X	
	Task Force Guiding Principles	Yes	X	
	Definition of Historically Disenfranchised Groups	Yes		X
April 26 th , 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
June 28th, 2022	May Meeting Minutes	Yes	X	
	Short Term Recommendations for Family Affordability: Child Care Assistance	Yes		X
	Short-Term Recommendations for Family Affordability: Early Learning Scholarships	Yes		X
	Financial Compensation Recommendations	Yes		X
	Access Factor: Availability (schedule & hours) and accessibility (geography, location) of early care and education that meets the diversity of families' needs	Yes		X
	Access Factor: The role local communities should have in both determining access priorities for their communities and how to meet access needs	Yes		X
	Access Factor: Resources and ability of providers and programs to offer culturally responsive programming and environments	Yes		X
Access Factor: Transportation and other barriers, such as language barriers, affecting access to families' programs of choice	Yes		X	

(Continued) Running list of voting Items and results

Date of Vote	Voting Item	Approved (Yes/No)?	Informal	Formal
July 26th, 2022	June Meeting Minutes	Yes	X	
	Financial Relief Strategies Recommendations	Yes		X
	Time Off Recommendations	Yes		X
August 30th, 2022	July Meeting Minutes	Yes	X	
	Fiscal & economic impact studies	Yes		X
	Process to determine provider pay	Yes		X
	Qualified Workforce – Individuals	Yes		X
	Qualified Workforce – Higher Education System	Yes		X
	Benefits	Yes		X
September 27th, 2022	August Meeting Minutes	Yes	X	
	Long-term Family Affordability Plan	Yes		X
	Family Affordability Standard	Yes		X
	Equity Statement and Workforce Study Recommendation	Yes		X

Send any feedback to:

greatstart.taskforce.mmb@state.mn.us

Stakeholder Listening Session

- **Wednesday, November 2nd (6 – 7pm)**

Next Task Force meeting is:

- **Tuesday, November 29th, 6-8pm**

