



Great Start for All Minnesota Children Task Force

Meeting #3

January 25, 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

Today's Goals



Have a shared understanding of the strengths of the system today – our “solid foundation”



Hear from each other on effectiveness goals for children and families in the future system



Understand the direction we will take this year to accomplish our work together

Meeting #3 Discussion – 2 hours

- 6:00 - 6:05 p.m.** Welcome, agenda, and Meeting 2 minutes
- 6:05 - 6:20 p.m.** Meeting 2 Outcomes: Revised Guiding Principles and Equity & Access discussion outcomes
- 6:20 - 6:40 p.m.** Today's system success points
- 6:40 – 7:30 p.m.** Effectiveness goals for children and families
- 7:30 – 7:55 p.m.** Approach to the work ahead, including working groups, equity framing, and stakeholder engagement
- 7:55 – 8:00 p.m.** Next steps and 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 regarding anything that would be included in the report and approval of the report.



Informal voting (ex. thumbs up) may be used to engage all Task Force members on items such as determining if a topic needs more discussion, if a break is needed, approval of meeting minutes, etc.

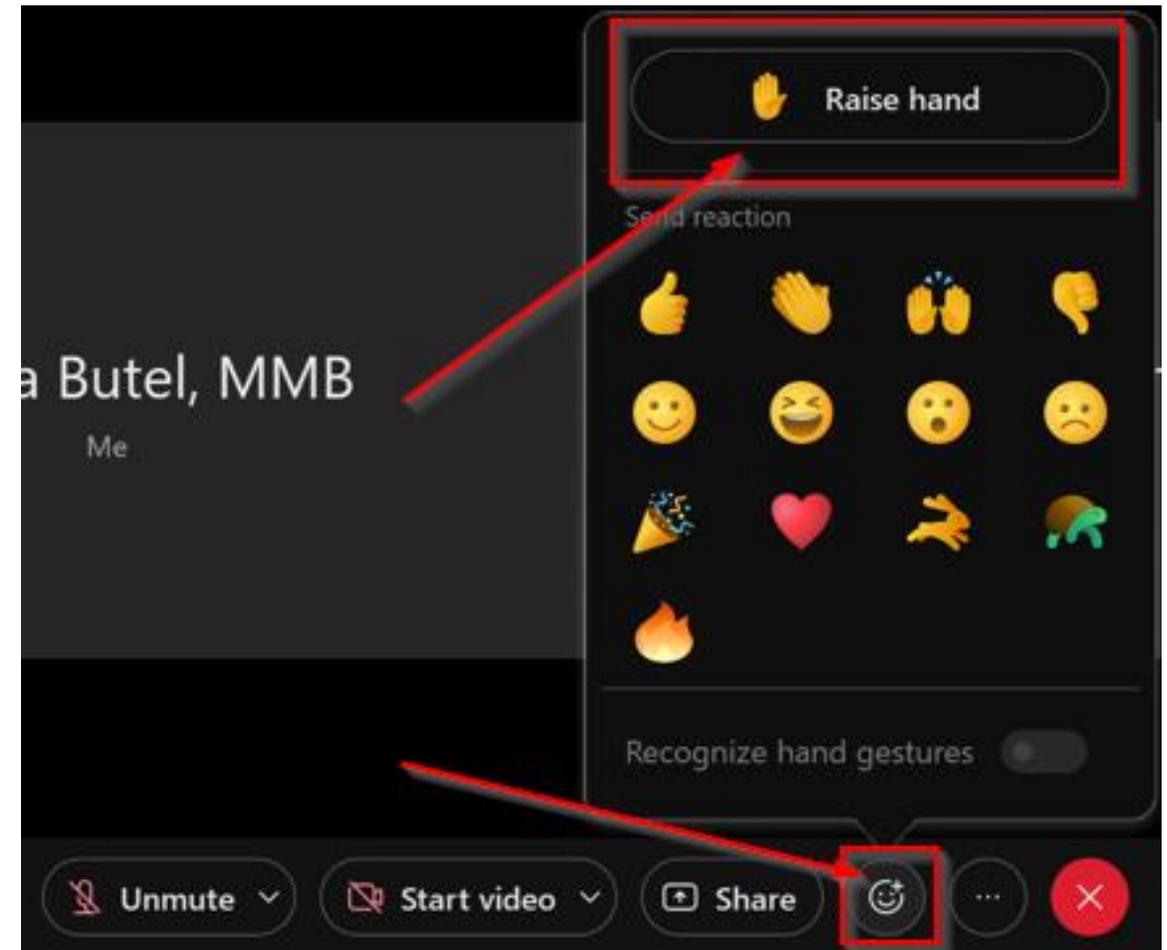


Quorum is defined as a majority of voting members.

Approval of Meeting #2 Minutes

Please indicate your approval of the minutes from meeting #2 by using the '**Raise Hand**' icon/button in WebEx.

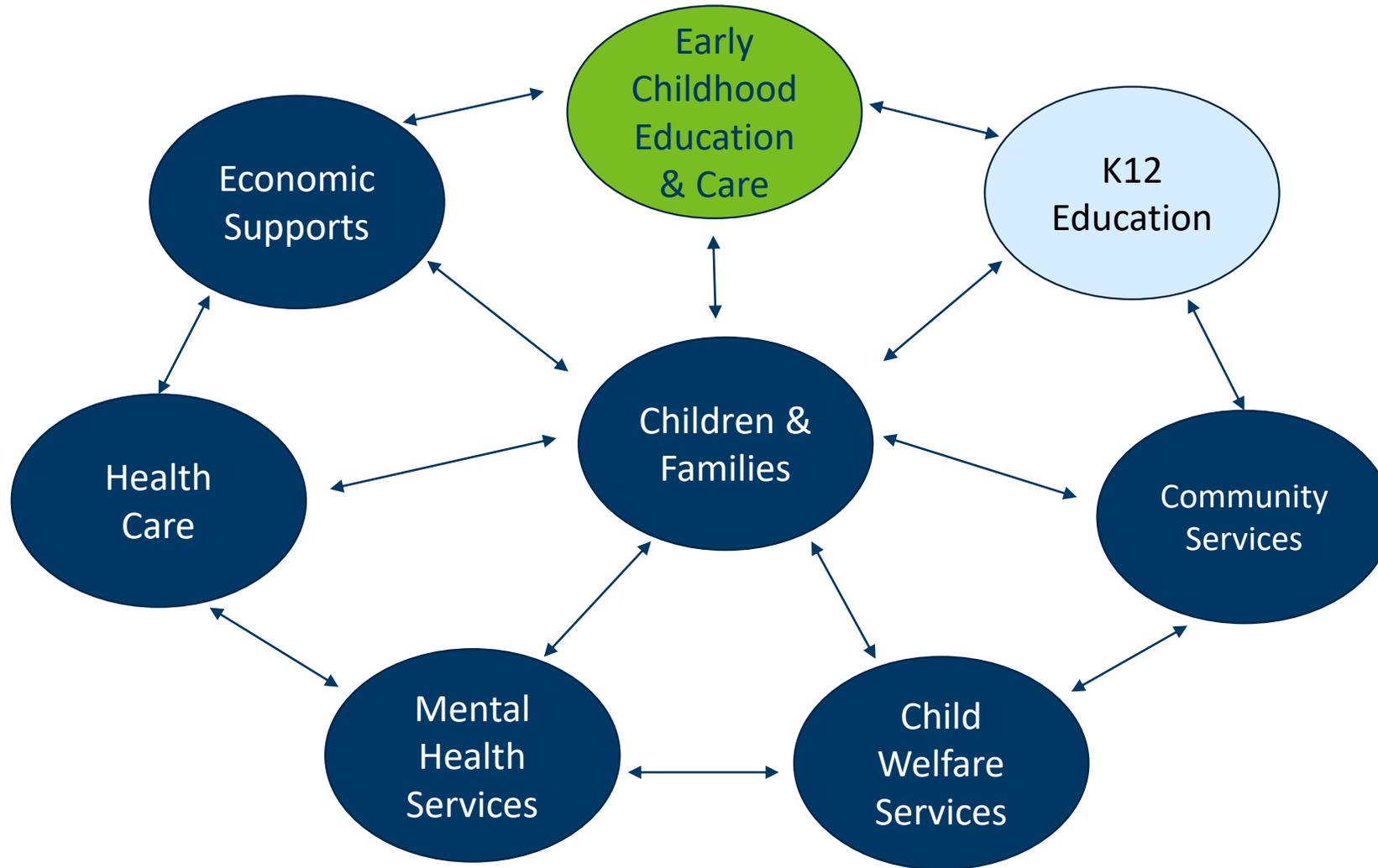
To do this, click on the 'smiley face' icon at the bottom of WebEx. After the dialog box opens, please click on the '**Raise Hand**' icon/button if you want to approve the minutes from meeting #2.



Making Meaning from Meeting #2

Scope, Guiding Principles, Equitable Access

ECE within the broader system of supports for children and families



Draft 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

We will prioritize a system that promotes equitable outcomes for ALL children.

Build Upon our Solid Foundation

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

Uplift the ECE Workforce

We will invest in our dedicated and capable early childhood professionals so that they have the opportunity to thrive and grow.

Recognize Implementation Realities

We will recognize inherent system constraints while remaining responsive to local, state, and federal landscape changes.

Prioritize Family Perspectives, Needs, and Choices

We will prioritize families' perspectives, needs, and choices as we make recommendations to improve the system.

Expect High Quality

We know that the future of Minnesota's workforce, economy, and resident welfare is dependent on a high quality ECE system

Design for Stability and Sustainability

We will work to support funding stability for providers, educators, and staff across mixed delivery settings to ensure better service to 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

We will prioritize a system that promotes equitable outcomes, with a specific focus on children of color and building cultural competency in ECE classrooms.

Prioritize Family Perspectives, Needs, and Choices

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.

Support the Power of Local Communities

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.

Build Upon our Solid Foundation

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.

Uplift and Diversify the ECE Workforce

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.

Recognize Implementation Realities

We will recognize inherent system constraints while remaining responsive to local, state, and federal landscape changes.

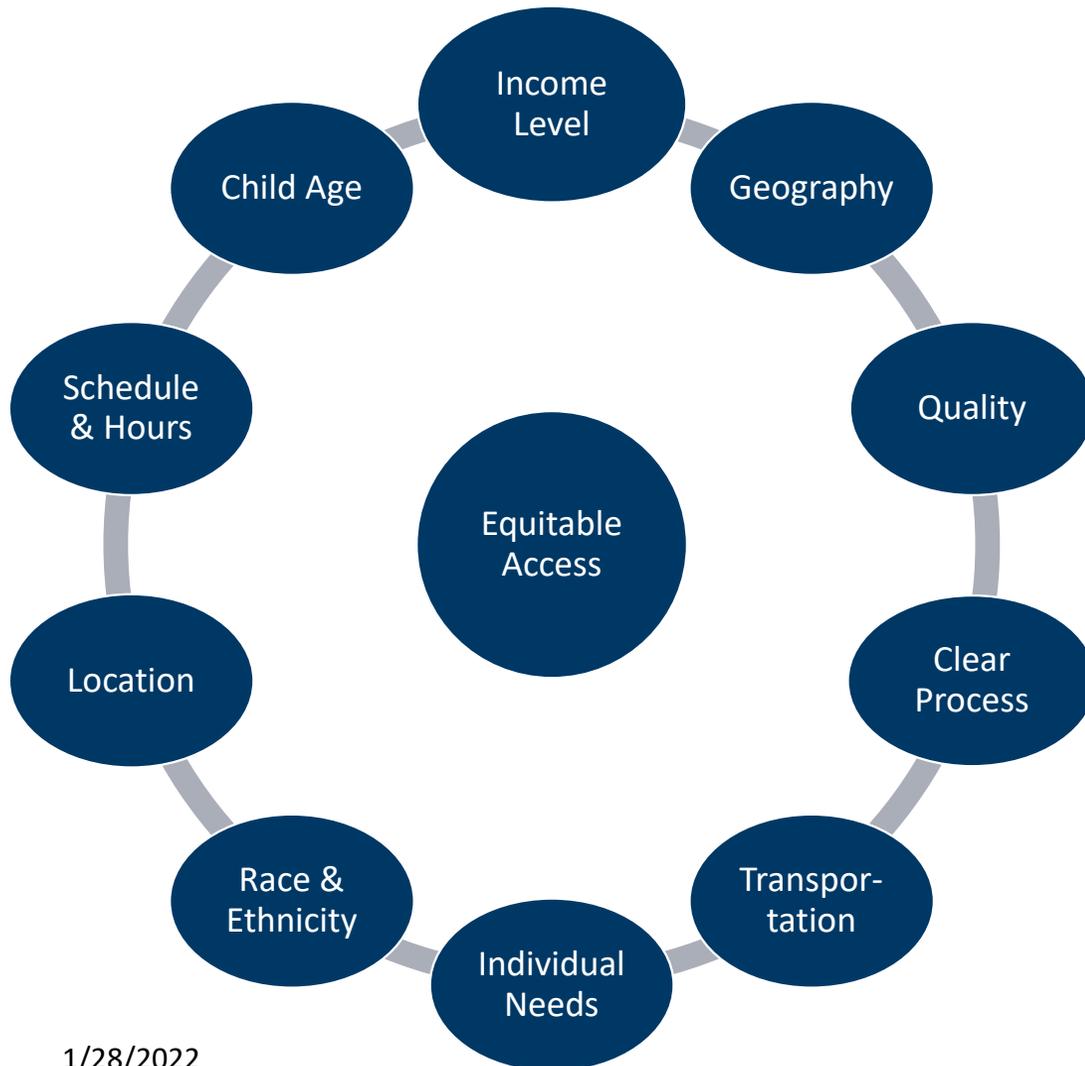
Expect High Quality & Effectiveness

We will endeavor to create a high quality and effective ECE system that meets the needs of Minnesota's children and families, knowing that the state's future workforce, economy, and resident welfare is dependent upon it.

Design for Stability, Sustainability, and Positive Impact

We will work to support funding stability for providers, educators, and staff across mixed delivery settings to ensure better service for families.

Defining Equitable Access



Themes from Meeting #2 Breakout Rooms

- *Navigating the ECE system is not easy for families and administratively exhausting. **The system is disjointed.***
- *Culturally responsive programming is essential and requires **recruiting people of color** to ECE careers.*
- *The lack of **transportation** is limiting access for families to get to their ECE setting of choice.*
- *A **stable, nurturing, safe, and loving** environment where families feel a sense of belonging is needed in all ECE settings.*
- ***Staffing** challenges are a major contributing factor to access.*
- *To meet the various **needs of families** we need a more transparent and connected system of family supports.*

Factors that must be considered in our plan for equitable access

- Accessibility and ease of the process through which parents determine eligibility, identify options, and secure early care and education
- Availability (schedule & hours) and accessibility (geography, location) of early care and education that meets the diversity of families' needs
- The role local communities should have in both *determining access priorities* for their communities and *how to meet access needs*
- Income eligibility requirements that lead to public subsidy access for early care and education
- Resources and ability of providers to offer culturally responsive programming and environments
- Transportation and other barriers, such as language barriers, affecting access to families' programs of choice

“Building upon our solid foundation”
Today’s system success points

Task Force Survey Findings

System success points

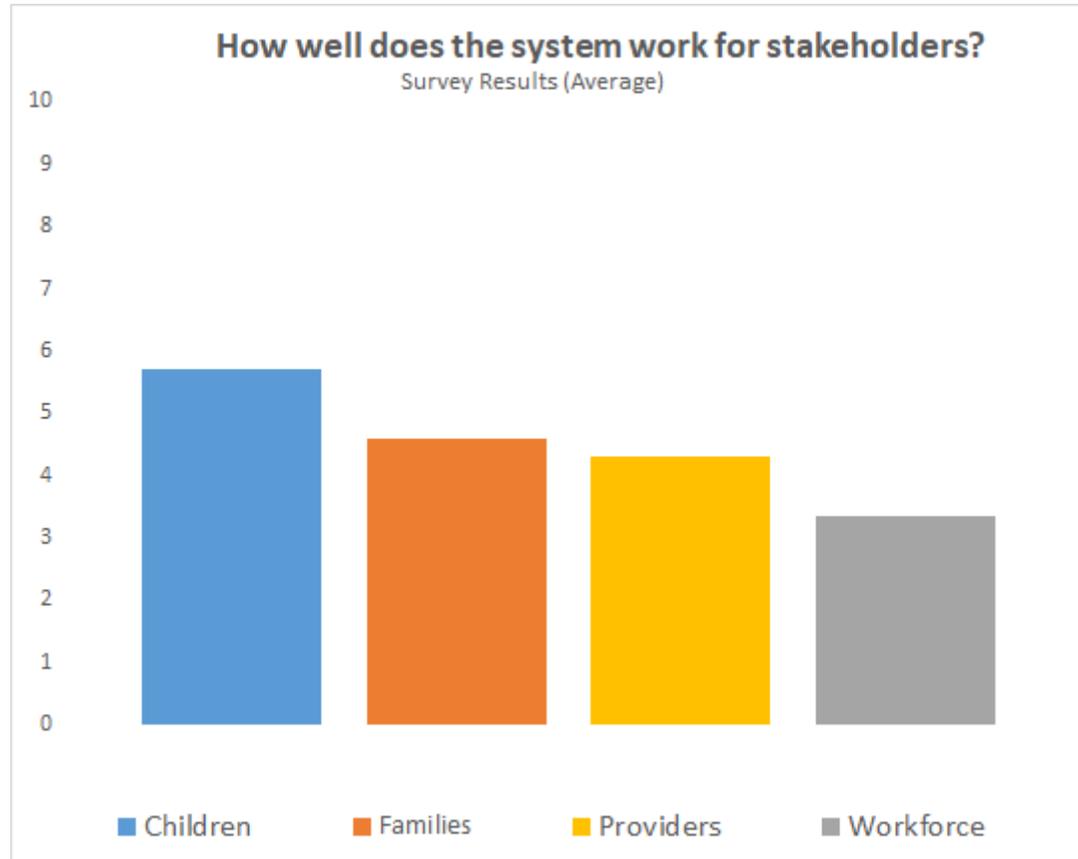
- Mixed delivery system (x7)
 - Choices for families, not one size fits all
 - Honoring cultural and racial differences
 - Holistic understanding of child development
- Dedicated leaders who strive to improve experiences for families (x3)
- Parent Aware (x3)
 - Best practices in action
- Flexible options for families, including hours (x2)
- Dedicated and skilled staff (x2)
- Quality of education (x2)
- Safe environments
- Support systems and services for low-income families

“Minnesota has a significant presence on a national level and is known for supporting best practices in early care and education. Licensing regulations are designed to support safe environments for children, e.g. staff:child ratios, illness guidelines, facility requirements, etc.”

“Much of the state (not all, particularly rural areas) has a true mixed delivery system of providers.”

“Many different options for families... Without all of the options, some families and/or some areas of the state would not be well served.”

Survey Results



Key takeaways:

- In general, the task force believes the **current system does not serve stakeholders well**
- On average, the task force believes that **children are served best** by the current structure (highest overall)
- On average, the task force believes the **workforce is served the least** by the current structure (lowest overall)
- No category received a score above 8 on a scale of one to ten.
- The workforce category received the lowest score (1).

Task Force Survey Findings - Children

Currently working for Children:

- Variety of settings (x4)
- Teacher to child ratios (x2)
- Skilled and caring providers (x2)
- Parent Aware QRIS, focus on quality (x2)
- State programs and resources
- Kindergarten readiness standards, focus on continuous education
- Culturally relevant and play-based learning
- CCAP, scholarships, other low-income supports

“I believe the role of being a child care provider is a calling. Children that are in the homes/centers of providers that are meant to be early educators benefit from not only a loving and safe space, they often have an educational component that helps them with their social-emotional skills as well as supplying a knowledge base that gets them ready for Kindergarten.”

“There are many options for families to choose from when selecting early care and education settings - FCC, FFN, private and public preschools, after-school programs, etc.”

Task Force Survey Findings - Families

Currently working for Families:

- Financial supports, state commitment to funding (x5)
- Mixed delivery/lots of options (x4)
- Teacher to child ratios
- Variety of hours of service
- Good care and learning, safe and loving environments

The fact that we have so many different alternatives and choices to meet the needs and the wants of families, because our state respects and understands that different delivery methods of ECE is needed to help maintain not just early childhood education but also the cultural needs of a family from both urban, rural, race and cultural standpoints..."

"For SOME families the access to Early Education allows for families to feel confident in their child's development, while freeing up some capacity for careers, tasks, and education."

"Programs work to meet the need for full day and extended day services. The state is building capacity for better access to comprehensive services."

Task Force Survey Findings - Workforce

Currently working for Workforce:

- Stabilization grants (with focus on compensation), increased funding for TEACH and REETAIN (x3)
- Increased professional development opportunities (x3)
 - Online training options
- Available jobs
- Teacher to child ratios

“Most recently, a focus on base funding that can extend to the individuals in the workforce through stabilization grants. Access to scholarships and grants for those who want to move up in their education and career.”

“The nature of the pandemic has forced people to see much they rely on quality ECE care givers.”

Envisioning effective experiences for children and families

Our charge asks for a plan to achieve this goal

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.**



What does it mean to be in an “enriching, nurturing, supportive” early care and education environment?

What does a “high quality” environment look like to children and families?

Defining “Effectiveness”: Breakout Group Activity

What elements make an ECE program “effective”? CONSIDER:

References in our charge (enriching, nurturing, supportive, high quality) and pre-read materials

INSTRUCTIONS:

Each breakout group will be provided a simulated child/family scenario.

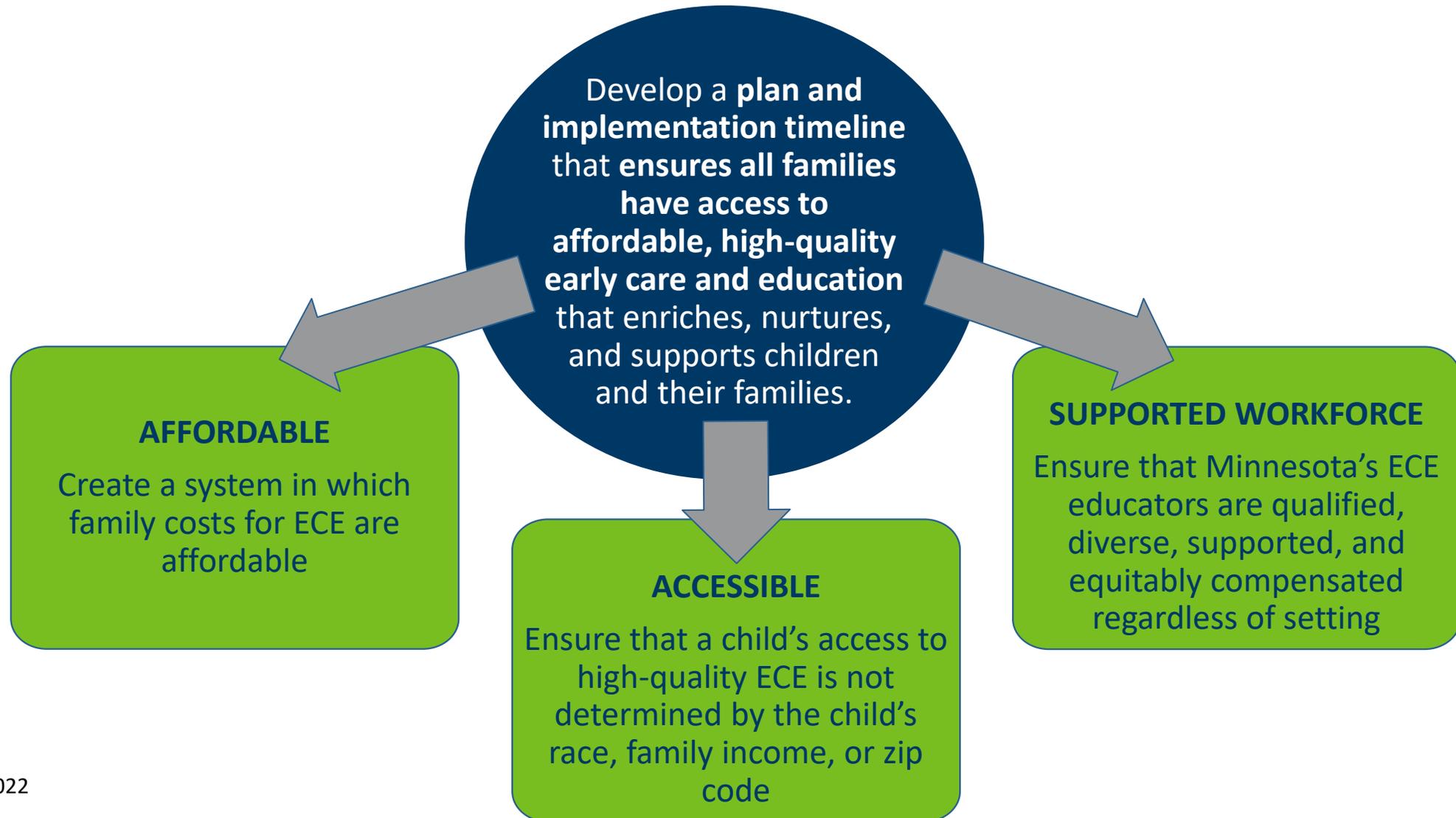
- 5 minutes: Introductions with your colleagues
- 20 minutes: Read and reflect on your scenario and discuss the following questions:
 - Why is this family choosing ECE? For what purpose(s)?
 - What would an effective program look like for this child and family to meet their needs?
 - How would you define success for the child/family experience?
- Please be prepared to share out with the full group



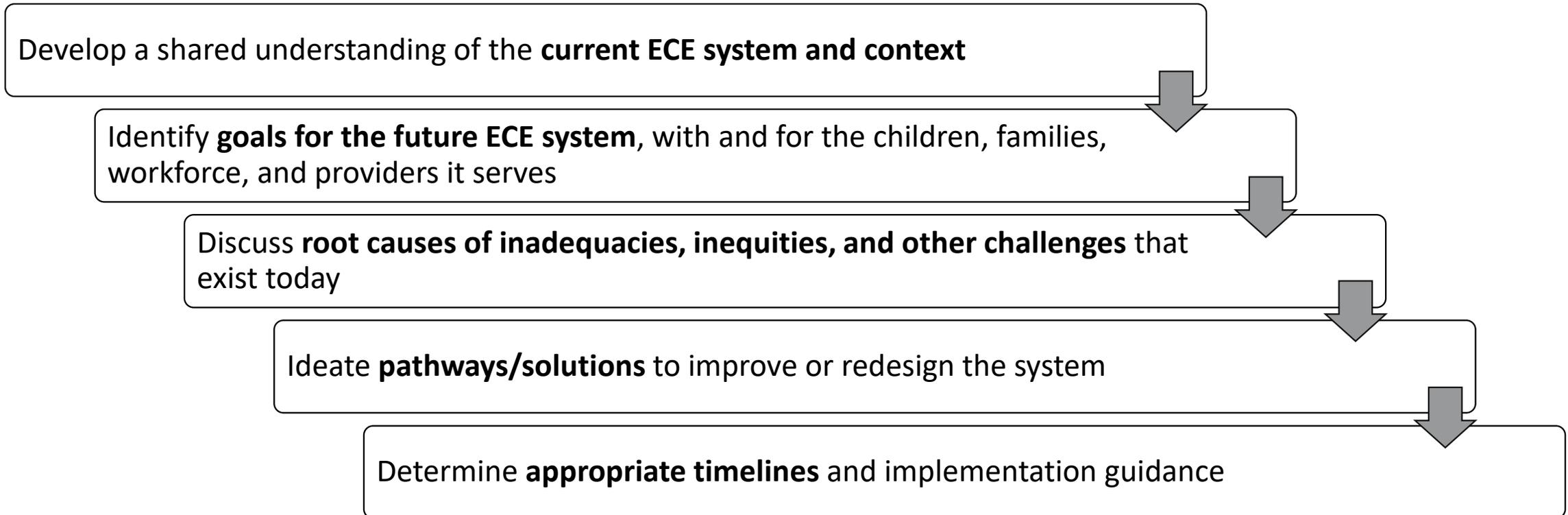
The work ahead

Working Groups – Equity Framing – Stakeholder Engagement

Reminder: Our Charge & Goals



Our proposed process for deliverable development



Grounded in:

- Local & National Research
- Advocacy Reports
- Stakeholder Input (Existing & New)
- Local Experience and Expertise
- National Experience and Expertise
- Federal Context
- Original Analysis & Modeling

Major topics to address

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

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
- 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?

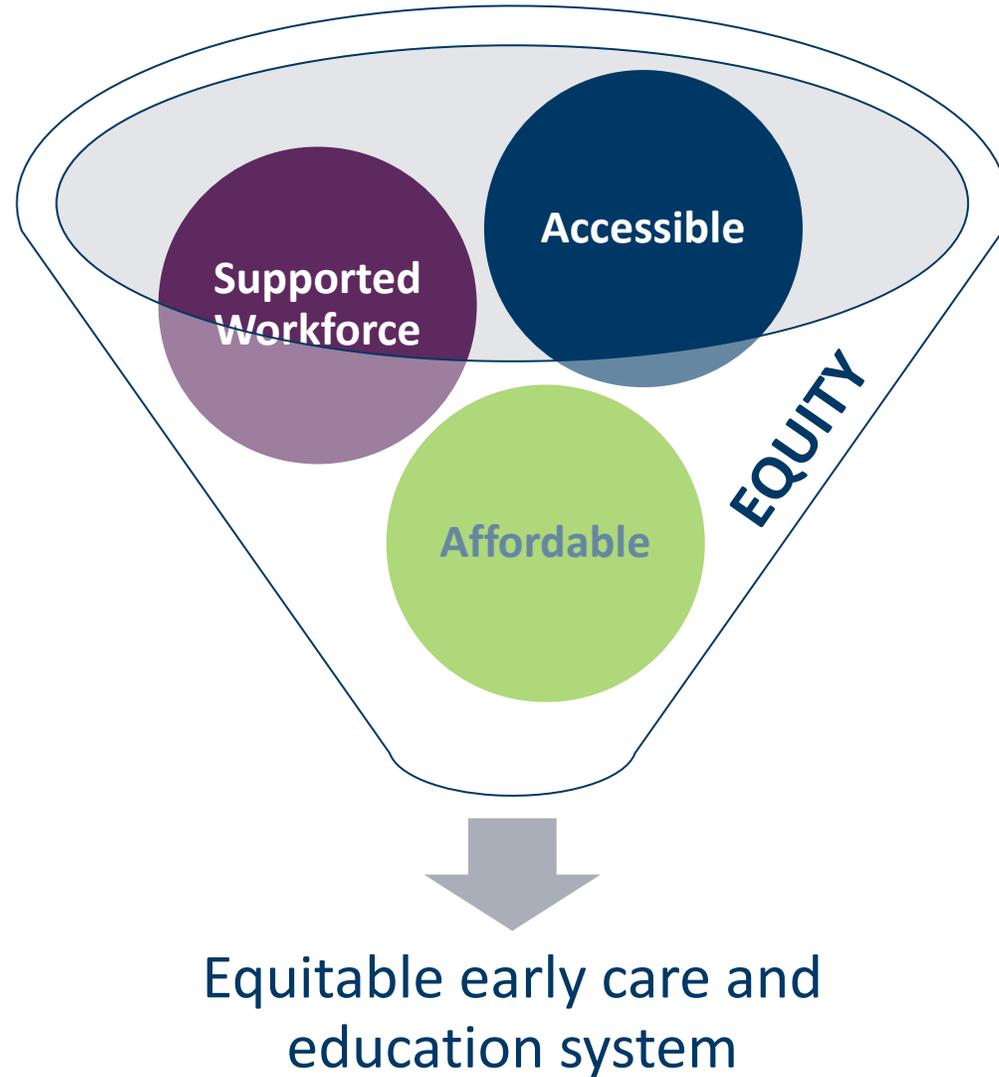
Voting Members	Non-Voting Members
Meghan Caine, Early Childhood Educator - Public school-based	Nicole Blissenbach, MN Dept of Labor and Industry
Pat Ives, Director of Licensed Child Care	Lydia Boerboom, Kids Count on Us Representative
Adriana Lopez, Early Childhood Educator - Licensed Center	Oriane Casale, 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

Parent 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

Our process and outcomes must be centered on equity



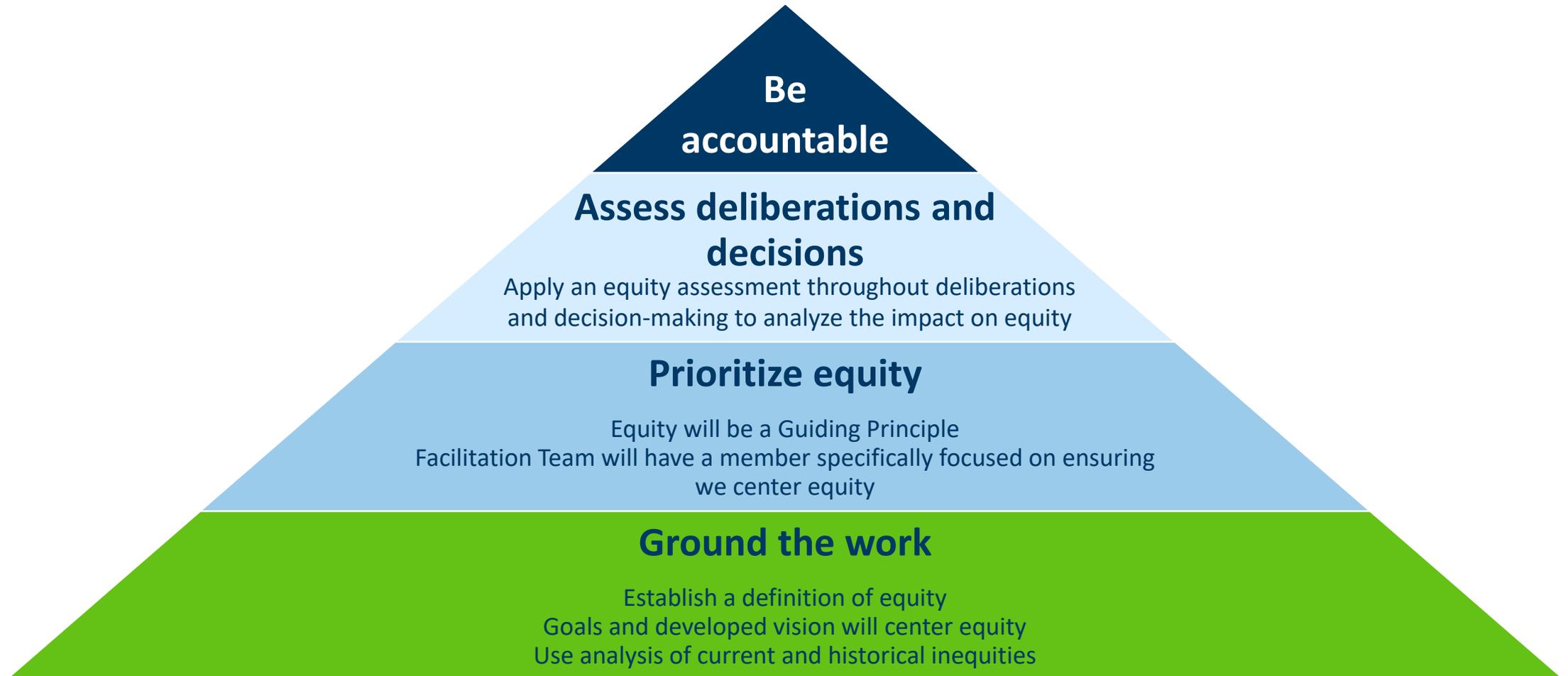
Equity Definition

When every person, regardless of race, ethnicity, gender, age, socioeconomic status, or geographic location has the opportunity to realize their full potential of physical, social, emotional, and cognitive well-being, without limits imposed by structural inequities.

Equity is ensuring everyone has what they need to be successful. This is different from equality which involves treating everyone the same.

Early Childhood Systems Reform

Report prepared by the Early Childhood Systems Reform Project Team



Which Groups Have Not Experienced Equity In the ECE System?

Historically disenfranchised children and families include:

- Racial and ethnic minorities
- Those at risk of or with developmental delays or disabilities
- Those from non-English speaking homes
- Those experiencing homelessness or are living in poverty

Equity Framing for Discussions

In considering the conversation and progress we made today, did we:

- **Center children and families?**
- Pay **particular focus to the needs and priorities** of historically disenfranchised children and families and their communities?
- Specifically contemplate **how our decisions may benefit or harm** historically disenfranchised children and families and their communities?
- Seek the **expertise and input from stakeholders** already doing the work in historically disenfranchised communities?
- Where possible, consider **data that provides insight** into the relative impact on historically disenfranchised children and families and their communities?

Equity Accountability Process

GOAL: Ensure that our discussions are rooted in our commitment to equity



Building toward the task force's charge requires an effective stakeholder engagement plan

The goals of stakeholder engagement are to engage the broader ECE community of advocacy groups, professional organizations, and community members by:



Sharing the progress of the task force,



Gathering input on the components of the plan, and



Providing transparency to build trust and support for the plan.

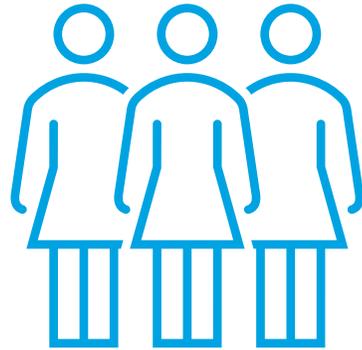
Roles in our Stakeholder Engagement Plan

All Members



Personal engagement with the communities, advocacy groups, professional organizations, and other stakeholder groups to which they belong by sharing status updates, receiving feedback, and reporting back to the task force.

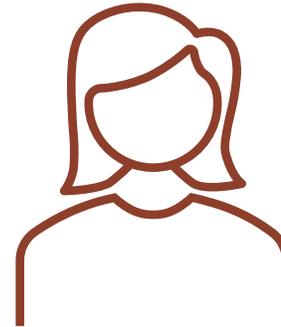
Co-Chairs



Host quarterly **virtual listening sessions** to share progress and gain input from key stakeholder groups.

Expected Audience: Providers, families, workforce, other targeted ECE stakeholders

Coordinator



Ongoing and ad hoc engagement of ECE organizations to share progress and gain feedback.

Expected Audience: Non-profit advocates, ECE coalitions, and other special interest groups

Newsletter



Monthly newsletter sent to interested parties who want to be regularly updated on task force progress.

Expected Audience: Legislative members, advocates, community

Timeline & Next Steps

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

- **February 22, 2022**
- March 29, 2022
- April 26, 2022
- May 31, 2022
- June 28, 2022
- July 26, 2022
- August 30, 2022
- September 27, 2022
- October 25, 2022
- November 29, 2022
- December 20, 2022
- January 31, 2023



Next Steps

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

Working Group meetings

- **Affordability:** Tuesday, 2/15, 1-2pm
- **Workforce:** Wednesday, 2/16, 4-5pm

Next Task Force meeting is
Tuesday, February 22nd, 6-8pm

