



Great Start for All Minnesota Children Task Force

Working Group Meeting #8: Workforce Compensation and Supports

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

Our Equity Commitments

In all our conversations, we will strive to:

- **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

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 of color and building cultural competency in ECE classrooms.</p>	<p>We will prioritize families' perspectives, needs, and choices as we make data driven and evidence informed recommendations , recognizing that all provider types and settings provide value to the system.</p>	<p>We will ensure local communities are able to define their own priorities and are supported to build the system that meets their children and families' needs.</p>	<p>We will build upon the successes of Minnesota's past and current system, lessons from other states, and the expertise and research in the field.</p>	<p>We will invest in our dedicated and capable early childhood professionals so that they have the opportunity to thrive and grow, and we will build and support a racially diverse workforce.</p>	<p>We will recognize inherent system constraints while remaining responsive to local, state, and federal landscape changes.</p>	<p>We will endeavor to create a high quality and effective ECE system that meets the needs of all of Minnesota's children and families, regardless of circumstance, knowing that the state's future workforce, economy, and resident welfare is dependent upon it</p>	<p>We will work to support funding stability for providers, educators, and staff across mixed delivery settings to ensure better service for families.</p>

Welcome & Agenda

Today's Goals



Finalize equity recommendations based on survey feedback



Finalize compensation framework recommendations based on Workforce working group survey feedback



Revisit the Unifying Framework and Transforming Minnesota's Early Childhood Workforce Report



Review outstanding recommendations to ensure a “supported” workforce

Working Group Meeting #8 Agenda – 2 hours

- 6:00 – 6:05 p.m.** Welcome and Logistics
- 6:05 – 6:15 p.m.** Finalize equity recommendation
- 6:15 – 7:00 p.m.** Finalize compensation framework recommendations
- 7:00 – 7:20 p.m.** Revisit the Unifying Framework and Transforming Minnesota's Early Childhood Workforce Report
- 7:20– 7:50 p.m.** Review outstanding recommendations to ensure a “supported” workforce
- 7:50– 8:00 p.m.** Next Steps

Our Working Group Charge

Define what a “qualified, diverse, supported, and equitably compensated” ECE workforce in Minnesota looks like and how it can be achieved.



What We Must Consider

Per the Legislation

Equitably Compensated

Include a compensation framework that supports recruitment and retention of a qualified workforce in every early care and education setting

Set compensation for early childhood educators by reference to compensation for elementary school teachers

Supported

Consider the need for and development of a mechanism that ties childcare reimbursement rates to employee compensation

Qualified

Develop affordable, accessible, and aligned pathways to support early childhood educators' career and educational advancement

Diverse

Increase racial and ethnic equity and diversity in the early care and education workforce and recognize the value of cultural competency and multilingualism

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

Finalize Equity Recommendation

Feedback: Equity Statement and Workforce Study Recommendation

Out of 9 total survey respondents:

- "I really like it - I'm fully convinced": 4
- "I like it/good enough!": 5
- "I will support it until I learn more": 0
- "Mixed feelings": 0
- "I prefer something different": 0
- "I just don't like it": 0

Importance of recognizing benefits in the equity statement:

- *"We know that providers throughout the state are struggling to recruit and retain the workforce because of compensation and ALSO because of their inability to offer competitive benefits packages."*



DRAFT Equity Statement and Workforce Study Recommendation

Equity Statement: The Task Force recognizes that in order to recruit, retain, and support a diverse workforce, racial inequities within the profession need to be addressed. We believe our best levers to impact these inequities are through compensation reform, **increased access to benefits**, and increased educational support and access to recruit, develop, and retain people of color and indigenous people into advanced roles within the profession.

Workforce Study Recommendation: A study should be administered every three years to better understand the current state of Minnesota's early childhood education workforce across the mixed delivery system in terms of demographic composition, compensation, and education. Tangible outcome metrics should also be established for decreasing current wage disparities for people of color and increasing representation of people of color in advanced roles within the field. Administered every three years, the study would allow the state to measure progress towards these outcomes and make necessary adjustments to help support, develop, and retain a diverse workforce.

Finalize Compensation Framework Recommendations

Reminder: Financial Compensation Recommendations

Approved by voting members on June 26

- 1. Develop and adopt a tiered wage scale** that reflects regional variations in the living wage. The Base 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.

Discussion themes: August 10 DRAFT Recommendations

Wage Scale & Qualifications

We want:

- To incentivize education without delaying workforce growth
- To encourage formal education while not discounting other ways of gaining competencies
- To ensure current members of the workforce receive equitable compensation
- All providers to see themselves in our framework
- To be cognizant that tying wages to competencies/education is likely unenforceable and may be too prescriptive for businesses

DRAFT: Minimum wage + incentivized wage scale (1 of 3)

<https://mn.gov/deed/newscenter/publications/trends/march-2021/earlycare-wagescale.jsp>

Long-term Compensation Framework (by 2031):

1. All members of the ECE workforce shall be guaranteed a **base** hourly wage that reflects the DEED cost of living, adjusted annually for cost-of-living increases and other labor market fluctuations.
 - This base wage will be a requirement for employers opting into public funds, including any future family benefits program and future ongoing base funding program.
2. All ECE providers, regardless of setting, shall be provided with an updated wage scale each year. Employers will be incentivized to compensate staff above the base rate, using the hourly wage rate tied to each role, and incentivized to hire staff in alignment with education guidelines.
 - The recommended wage for each role should be used in any cost modeling efforts.
3. With a shared understanding of how this wage may be impacted by variation in enrollment, Family Child Care providers should pay themselves a base wage floor equivalent to a lead role on the wage scale.

DRAFT Minimum wage + incentivized wage scale (2 of 3)

- 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 should be required to implement yearly cost of living increases for all employees.
- Throughout the phased-in implementation timeline, employers will be incentivized to pay workers at wages commensurate with experience and education, and to hire workers who meet educational and competency guidelines.
- By the end of the implementation timeline, all members of the workforce should be paid a base wage equal to or above the DEED cost of living. Employers will be incentivized to pay workers at wages commensurate with education, and to hire workers who meet educational guidelines.

DRAFT: Minimum wage + incentivized wage scale (3 of 3)

	Educational Guidelines for Role <i>Aligned with MN Achieve Career Lattice</i>	Comparable Competency and Experience Guidelines for Role <i>through 2031</i>	Role <i>Employees must meet statutory requirements</i>	Hourly Wage <i>(2021 numbers)</i>	Annual Wage <i>(2021 numbers)</i>	Based On
Wage Guaranteed	High School Diploma or GED <i>Steps 1-5</i>	<ul style="list-style-type: none"> • GED 	Entry Level <ul style="list-style-type: none"> • Paraprofessional, aide, assistant 	\$16.21	\$33,717	Individual Cost of Living (DEED)
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
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)
	9/23/2022					

Regional Variations

Region	Entry Level		Support		Lead I		Lead II	
	Annual Salary	Base Rate						
Central Minnesota	\$ 33,488	\$ 16.10	\$ 40,078	\$ 19.27	\$ 50,107	\$ 24.09	\$ 62,629	\$ 30.11
Northeast Minnesota	\$ 29,266	\$ 14.07	\$ 35,025	\$ 16.84	\$ 43,784	\$ 21.05	\$ 54,725	\$ 26.31
Northwest Minnesota	\$ 28,683	\$ 13.79	\$ 34,328	\$ 16.50	\$ 42,910	\$ 20.63	\$ 53,643	\$ 25.79
Seven County Mpls-St Paul, MN	\$ 36,546	\$ 17.57	\$ 43,737	\$ 21.03	\$ 54,683	\$ 26.29	\$ 68,349	\$ 32.86
Southeast Minnesota	\$ 29,723	\$ 14.29	\$ 35,572	\$ 17.10	\$ 44,470	\$ 21.38	\$ 55,598	\$ 26.73
Southwest Minnesota	\$ 28,205	\$ 13.56	\$ 33,755	\$ 16.23	\$ 42,203	\$ 20.29	\$ 52,749	\$ 25.36
Median	\$ 33,717	\$ 16.21	\$ 40,352	\$ 19.40	\$ 50,440	\$ 24.25	\$ 63,045	\$ 30.31

Note: Data comes from the first half of 2021, prior to recent jumps in inflation. DEED's January 2023 report will reflect updated current cost-of-living data.

Feedback: Updated Compensation Framework

Out of 6 total survey respondents:

- "I really like it - I'm fully convinced": 1
- "I like it/good enough!": 4
- "I will support it until I learn more": 1
- "Mixed feelings": 0
- "I prefer something different": 0
- "I just don't like it": 0

Out of 6 total survey respondents:

- Further away from a solution: 1
- Closer to a solution: 5

Feedback: Updated Compensation Framework (2)

What do you like about this framework? What are the best qualities?

- *"It reflects many of the conversations we've had."*
- *"I like that it better includes FCC owners! I think some of the best qualities of this framework are that paras/aides/assistants and support educators are making BASE a living wage, and hopefully going up from there."*
- *"The pay scale for teachers is a great improvement to current wages. And the emphasis that this is a minimum salary, and encouraging even higher pay is a huge step in the right direction."*

What is missing? What could be unintended consequences?

- *"I think there has to be a lot more discussion about what a competency-based pathway would look like, who would develop it (with what authority), and how would it be funded and implemented?"*
- *"I believe the competencies should be about continuous improvement and professional growth. No one will be proficient in every competency but they can strive to improve... Also the messaging about how you are recognized as competent will need to help draw people in to the field and not scare them off. If someone thinks they need to take a test to demonstrate competence, I think it would scare them off. Through conversation, demonstration (in person and/or videoed), portfolio development...we would need multiple ways"*
- *"One thing I don't see is the other end of things--educators who pursue graduate credits/masters/Ph.D... These earn teachers in public schools more money, and I would hope that they would in centers/etc. too, but I'm unsure."*
- *"I think one unintended consequence is that centers will only hire the lowest educated/experienced teachers to avoid having to pay the higher wages, and teachers with higher education might find it difficult to find a job."*
- *"We need to be able to communicate effectively the link between affordability and compensation."*

Feedback: Updated Compensation Framework (3)

Providers seeing themselves

- *"I am confused by this statement, I think it is unreasonable to think that all providers will see themselves in this framework."*
- *"This gets us closer--I think it has good language for FCC owners to see themselves on the framework."*
- *"I don't see administrative staff included in the framework. Assistant directors and directors are also paid very low in most centers... These are crucial roles that ensure that teachers have support they need, and often serve as substitute teachers when staff are out sick. They should be compensated at a level that reflects their responsibilities and experience."*

Incentives

- *"Are we incentivizing benefits or just saying they are to be paid? If we rely on incentives, we may not find the right ones or they may not be enough for some time."*
- *"I really like the idea of grant funding being directed toward paying wages higher than base wage for qualified employees."*
- *"I agree that a certain percentage of base pay should go towards paying higher wages. Monitoring centers to ensure that they are actually using the funding to pay higher wages for all their staff, not just hiring new people at a higher rate, is going to be a challenge."*
- *"I do think there are ways to give extra "points" for things like Parent Aware if programs can show that they are using a wage scale that has been proposed. I also like the idea of a requirement of a percentage of state funds used for compensation (similar to the current stabilization grants)."*
- *"I am not extremely comfortable in mandated what employers pay their employees."*

UPDATED Draft: Financial Compensation Recommendations (1 of 4)

1. **After a phased-in implementation period, adopt an enforced minimum wage and an incentivized wage scale** ~~Develop and adopt a tiered wage scale~~ that reflects regional variations in the living wage. The ~~ECE+~~ Support starting wage would serve as the floor and would reflect the local geographies' individual living wage. This base wage for all members of the workforce will be a requirement for employers opting into public funds, including any future family benefits program and future ongoing base funding program. Subsequent wage increases would be incentivized, and structured to move towards pay parity with that of elementary school teachers as ~~ECE III~~ Lead II status is achieved.

 - The Proposed MN ECE Professional Wage Scale ~~will be~~ has been used as a starting point, with edits made to:
 - Adjust wages based on current cost of living
 - Align with the Achieve career lattice and include comparable competencies for the phased-in implementation period. ~~Expand competencies to include additional pathways (pending discussion and future recommendations on qualified workforce)~~
2. With a shared understanding of how this wage may be impacted by variation in enrollment, Family Child Care providers should plan to pay themselves a base wage floor equivalent to a lead role on the wage scale, **For FCC owners, a wage floor should be established**, ~~with a shared understanding of how this wage may be impacted by variation in enrollment~~, to reflect 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.~~

UPDATED Draft: Financial Compensation Recommendations (2 of 4)

3. All ECE providers, regardless of setting, shall be provided with an updated wage scale each year. Employers will be incentivized to compensate staff above the base rate, using the hourly wage rate tied to each role, and incentivized to hire staff in alignment with education guidelines.
4. **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.
5. 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.

UPDATED Draft: Minimum wage + incentivized wage scale (3 of 4)

1. 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 should be required to implement yearly cost of living increases for all employees.
2. Throughout the phased-in implementation timeline, employers will be incentivized to pay workers at wages commensurate with experience and education, and to hire workers who meet educational and competency guidelines.
3. By the end of the implementation timeline, all members of the workforce should be paid a base wage equal to or above the DEED cost of living. Employers will be incentivized to pay workers at wages commensurate with education, and to hire workers who meet educational guidelines.

UPDATED DRAFT: Minimum wage + incentivized wage scale (4 of 4)

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	9/23/2022					

Revisiting the Transforming the Workforce Report and the Unifying Framework

Transforming Minnesota's Early Childhood Workforce

Legislation tells us to "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."

- After your recent review, what are we missing? Should we consider any additional recommendations?



Crosswalk: Transforming Minnesota's Early Childhood Workforce (Priority Area 1)

Transforming Minnesota's Early Childhood Workforce

Priority Area One: Develop and Enhance programs in higher education for care and education professionals so that Minnesota has a unified, statewide early childhood education system.

- **Strategy A.** Expand the existing partnership of stakeholders from Institutes of Higher Education and educate policy-makers, regulatory bodies and administrators about the importance of early childhood education.
- **Strategy B.** Partner with the Professional Educator and Licensing Standards Board to align standards with the developmental needs of young children and reduce barriers that have disparate racial impacts.

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- Under Access Factor 1: Invest ongoing funding to recruit, train and support new, qualified early educators to join the field, working in partnership with a statewide resource and referral network, training partners, community colleges and higher education institutions, with prioritization for areas of largest access gaps.
- Qualified Workforce:
 - Align licensing qualification standards between PELSB and DHS. Expand the adoption of MN's Knowledge and Competency Framework in all ECE higher education programming as a way to support standardized understanding of competencies.
 - Ensure that ECE programming and coursework in higher education and across training settings is accessible to all students, including offerings classes on nights and weekends; virtually and in-person; and in languages other than English.
 - Support institutions of higher education in developing strong ECE preparation programs by establishing a new fund to support ECE and child development programs at institutions of higher education.

Crosswalk: Transforming Minnesota's Early Childhood Workforce (Priority Area 2)

Transforming Minnesota's Early Childhood Workforce

Priority Area Two: Strengthen practice-based requirements, including a supervised induction period, for all lead educators working with children from birth through age 8.

- **Strategy A.** Increase access to high quality field placements so that field placements sites are easily identifiable, interconnected and serve as model so students have opportunities to observe, practice and receive feedback from a qualified early childhood educator in a high quality environment.
- **Strategy B.** Increase tool, guidance and access to supervised induction period for new educators so that employees have intentionally structured, job-embedded learning opportunities as they work toward autonomous practice.

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- Qualified Workforce:
 - Support retention and professional development in the field by developing a paid peer mentorship/coaching model for current and new ECE staff, including a focus on BIPOC staff, to learn from and consult with seasoned professionals.
 - Support institutions of higher education in developing strong ECE preparation programs by establishing a new fund to support ECE and child development programs at institutions of higher education. Grant funds could be used to:
 - Pay students for their internships and/or required student teaching; RELATED: pay “cooperating teachers” for their time supervising student teachers.

Crosswalk: Transforming Minnesota's Early Childhood Workforce (Priority Area 3)

Transforming Minnesota's Early Childhood Workforce

Priority Area Three: Develop and implement comprehensive pathways with multiple entry points that allow individuals to join the early childhood workforce and continue improving their knowledge and skills through an establish educational continuum.

- **Strategy A:** Develop a professional learning system for people in the early childhood field and begin to address Minnesota's child care shortage by increasing access and support for the national Child Development Associate (CDA) credential and moving students along a pathway.
 - **Activity 3.A.1** Expand offerings for the national Child Development Associate (CDA) credential, increase the number of CDA courses eligible for college credit and ensure that there is a clear articulation to a two-year degree.
 - **Activity 3.A.2** Increase the amount of money available for TEACH, REETAIN and CDA Scholarships.
 - **Activity 3.A.3** Support the continuation of the Transfer Pathways work so that students can articulate from 2-year colleges to 4-year colleges without loss of time, credits or money.

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- Qualified Workforce:
 - Expand the use of the Minnesota Transfer Pathways framework amongst existing 2- and 4-year institutions of higher education that offer early childhood education programming.
 - Support institutions of higher education in developing strong ECE preparation programs by establishing a new fund to support ECE and child development programs at institutions of higher education. Grant funds could be used to:
 - Develop cohort models that support the completion of ECE programs.
 - Implement institution-led improvements for degree programs at 2- and 4-year colleges.
- Financial Relief Strategies:
 - Recruitment bonuses (including for CDA, AA, and BA)
 - Expanding REETAIN awards

Crosswalk: Transforming Minnesota's Early Childhood Workforce (Priority Area 4)

Transforming Minnesota's Early Childhood Workforce

Priority Area Four: Build a better knowledge base to inform workforce development and professional learning services and systems and collect and used early childhood workforce data.

- **Strategy A:** Support current early childhood educators as they move along the child care education pathway so they can use existing data tools and utilize technology to support their careers.
 - **Activity 4.A.1.** Augment communication and supports to the early childhood workforce about DEVELOP (Minnesota's Quality Improvement and Registry Tool) and make it easier to understand and easier to use.
 - **Activity 4.A.2** Define and plan out a process to gather measurable metrics that can be used to accurately describe the efficacy of Minnesota's workforce development efforts

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- Workforce Study Recommendation:
 - A study should be administered every three years to better understand the current state of Minnesota's early childhood education workforce across the mixed delivery system in terms of demographic composition, compensation, and education. Tangible outcome metrics should also be established for decreasing current wage disparities for people of color and increasing representation of people of color in advanced roles within the field. Administered every three years, the study would allow the state to measure progress towards these outcomes and make necessary adjustments to help support, develop, and retain a diverse workforce.

Crosswalk: Transforming Minnesota's Early Childhood Workforce (Priority Area 5)

Transforming Minnesota's Early Childhood Workforce

Priority Area Five: Support workforce development with coherent funding, oversight and policies.

- **Strategy A:** Bring together the recommendations from the National Academies Report on Transforming the Financing of Early Childhood, the Center for the Study of Child Care Employment and Minnesota's National Governor's Taskforce on Compensation into Phases One and Two of the Minnesota's Workplan.

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- Recommendations for increased and coherent funding and access throughout areas of Task Force work:
 - Qualified Workforce
 - Equitable Access
 - Draft Compensation Framework recommendation

Unifying Framework

The Power to the Profession Unifying Framework is an initiative led by the National Association for the Education of Young Children (NAEYC) to define and develop the early childhood education profession. The framework includes these steps for professionalization of the ECE field:

- Define three professional designations with distinct roles and responsibilities: Early Childhood Educator (ECE) I, II and III, and they correspond to a Child Development Associate credential, an associate degree and a bachelor's degree.
- Align professional preparation pathways and specializations.
- Ensure adequate compensation that is comparable across care settings and to public school salaries for comparable qualifications, experience, and job responsibilities.

DRAFT Option to Consider

- In order to achieve a unified vision across the workforce, professionalize the field, and allow all ECE educators to see themselves as part of a broad system, Minnesota should work to implement the Unifying Framework. This will allow for:
 - Definition of professional designations with distinct roles and responsibilities.
 - Aligned professional preparation pathways and specializations.
 - Adequate compensation that is comparable across care settings and to public school salaries for comparable qualifications, experience, and job responsibilities.

“Supported” Workforce Recommendations

How our current recommendations are “supportive”



DRAFT “Supported” Workforce Recommendations

1. Strengthen and expand access to mental health and wellness resources for all ECE staff, including but not limited to:
 - a. Providing time off for staff to pursue therapeutic services
 - b. Bringing wellness services on-site
 - c. Providing subsidies for individuals to pay for needed services
 - d. Ensuring health care benefits include coverage for mental health and wellness activities
2. Ensure dedicated time for reflective supervision.
3. Regularly collect and incorporate employee feedback and input into administrative operations, curriculum design, and other programmatic improvements.

Wrap up and Next Steps

Planned Sequencing of Discussions

Meeting Date	Topic
February	What do we mean by qualified, diverse, supported and equitably compensated?
March - May	Equitable Compensation & Qualified Workforce <ul style="list-style-type: none">• Salary scale & wages• Benefits & Non-monetary compensation• Qualifications & credentialing
June - July	Qualifications and Credentialing & Attracting and Retaining a Diverse Workforce
August	Qualifications and Credentialing & Attracting and Retaining a Diverse Workforce
September	Supporting the ECE workforce and Finalizing Recommendations
October	Finalizing Wage Scale & “Support” Recommendations (based on Task Force survey feedback)

Anticipated Timeline



Monthly meetings February through October 2022

- September 14th | 6:00-8:00 PM
- October 19th | 6:00-7:00 PM

Next Steps

- Our next meeting will take place on Wednesday, October 19 from 6:00 - 7:00 pm
- Who can volunteer to present an update for our group at the next taskforce meeting on 9/27?

