



# Great Start for All Minnesota Children Task Force

Working Group Meeting #7: 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](mailto: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

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

# Welcome & Agenda

# Today's Goals



Finalize qualified workforce recommendations based on survey feedback



Revisit our wage scale to account for alternative methods of learning



Align on recommendations for increasing diversity and equity in the ECE workforce and valuing cultural competency and multilingualism

# Working Group Meeting #7 Agenda – 2 hours

- 6:00 – 6:10 p.m.** Welcome and Logistics
- 6:10 – 6:40 p.m.** Finalize qualified workforce recommendations
- 6:40 – 7:20 p.m.** Account for alternative methods of learning
- 7:20 – 7:55 p.m.** Discuss strategies for increasing diversity and equity in the ECE workforce and valuing cultural competency and multilingualism
- 7:55 – 8:00 p.m.** Next Steps

# Our Working Group Charge

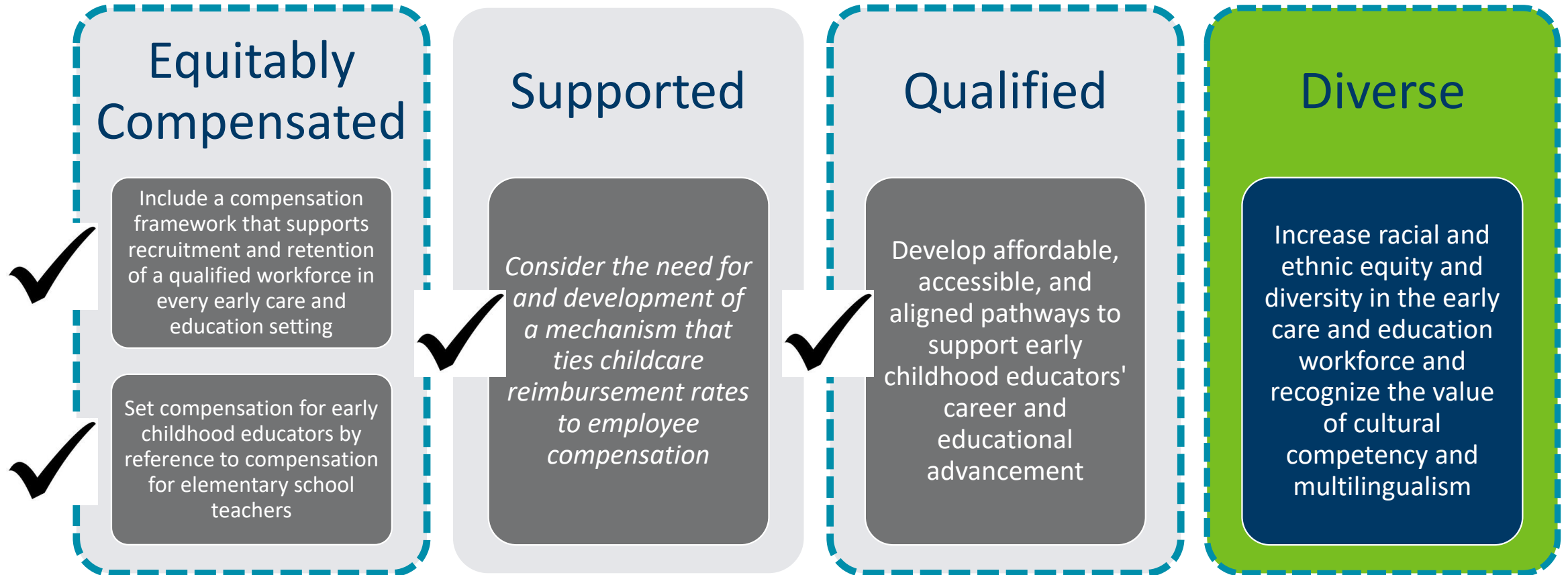
Define what a “qualified, diverse, supported, and equitably compensated” ECE workforce in Minnesota looks like and how it can be achieved.





# What We Must Consider

## Per the Legislation



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

# Finalizing Recommendations: Qualified Workforce

# Feedback: Recommendations: Qualified Workforce Individuals

## Out of 14 total survey respondents:

- "I really like it - I'm fully convinced": 6
- "I like it/good enough!": 6
- "I will support it until I learn more": 1
- "Mixed feelings": 1
- "I prefer something different": 0
- "I just don't like it": 0

## Importance of recognizing alternative ways of knowing:

- *"We are finding that mentoring is a great tool in NW MN."*
- *"CDAs, mentoring, AAs give hands on practical skill-based training and education, which is critical."*
- *"Everyone has countless stories of the experienced aide who is far more gifted with children and has an innate understanding of child development vs one with a shiny new BA. We need them both, and in a transition period to a brave new world that we're trying to imagine... we need to both offer the current workforce ways to increase formal education AND demonstrate the skills/knowledge they already have."*

## Importance of cultural competencies:

- *"We want teachers whose parents reach out directly to for help in nurturing and developing their child."*
- *"I think it is very important to acknowledge cultural differences in what knowledge is valued."*

**A career lattice already exists in Achieve. We should find ways to align that with our efforts.**



# DRAFT Recommendations: Qualified Workforce Individuals

## Support For Individuals

1. Provide financial and academic support to new and current early educators as they move up the career ladder by:
  - a. Promoting awareness and ensuring adequate funding of existing scholarship programs (i.e. the T.E.A.C.H. scholarship program)
  - b. Expanding awareness of and connecting eligible recipients to the Minnesota Future Together Grant program which provides tuition-free pathways for high need careers (early childhood named as one).
  - c. Expanding “last dollar” scholarships for students entering ECE education programs to cover the full cost of study.
  - d. Developing a Minnesota Early Childhood Educator apprenticeship model (for example, the model currently being explored through T.E.A.C.H. National Center)
2. Develop and expand opportunities to earn “credit for prior learning” to account for knowledge and competencies gained through on the job exposure and years of experience **when entering higher education**. This would include multiple ways to demonstrate one’s experience, including but not limited to: skills tests; portfolio; demonstration.
3. **Expand on the current** ECE career lattice, **including by aligning it with the wage scale framework**, to allow individuals to identify where they are on a coherent career pathway and identify next steps for increasing their education.
4. Support retention **and professional development** in the field by developing a paid mentorship/coaching model for current and new ECE staff, **including a focus on BIPOC staff**, to learn from and consult with seasoned professionals.

# Feedback: Recommendations: Qualified Workforce System

## Out of 14 total survey respondents:

- "I really like it - I'm fully convinced": 6
- "I like it/good enough!": 6
- "I will support it until I learn more": 1
- "Mixed feelings": 1
- "I prefer something different": 0
- "I just don't like it": 0

## Developing ECE programs, including graduate programs:

- *"In my experience, I have not found a graduate program that is accessible (online/evenings/etc.) and also applicable to Early Childhood Educators who already have plenty of classroom experience; they all seem to be geared toward beginning teachers. This leaves us with little options for meaningful advancement compared to our K+ colleagues."*

## Importance of hands-on training experiences:

- *"Classroom education does not always give hands-on practical experience."*
- *"Paying cooperating teachers for their time is really important."*
- *"I like that on job experience is being included."*



# DRAFT Recommendations: Qualified Workforce System

## Support For the Higher Education System and Training Infrastructure

1. Expand the Grow Your Own program to include the early childhood education field (pilot currently underway).
2. 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.
3. **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.** ~~align qualification standards across the state.~~
4. After a period of review and input from members of the workforce, update requirements to obtain teacher licensure, including to account for prior experience in the field.
5. 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.



# DRAFT Recommendations: Qualified Workforce System (cont.)

6. 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 and infrastructure for in-service training. Grant funds could be used to:
  - a. Subsidize programs with low enrollment; market ECE programming more aggressively.
  - b. Pay students for their internships and/or required student teaching; RELATED: pay “cooperating teachers” for their time supervising student teachers.
  - c. **Implement institution-led improvements for** degree programs at 2- and 4-year colleges as well as credentialing programs that are focused on preparing ECE educators for the classroom.
  - d. Support practice-based learning by developing guided pathways and capacity building, such as hiring and training well-qualified, diverse faculty.
  - e. Support flexible scheduling and the provision of courses in alternative locations to make coursework accessible to more students.
  - f. Develop cohort models that support the completion of ECE programs.
  - g. Develop graduate programs in ECE to support the development of educators and instructional leaders with expertise in ECE.

# Revisiting Our Wage Scale: Accounting for Alternative Methods of Learning



# Reminder: Financial Compensation Recommendations

- 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.

# Financial Compensation Recommendations

## Next Steps

Our establishing legislation directs us to:

- "include a compensation framework that supports recruitment and retention of a qualified workforce in every early care and education setting;" and
- "set compensation for early childhood educators by reference to compensation for elementary school teachers."

Our recommendations should be phased in throughout the implementation timeline (2025-2031), with the goal of achieving an implemented compensation framework by the end of that timeline.

- Interim steps can be determined to achieve that goal, including incremental increases in wages and benefits.

# DRAFT: Edited MN ECE Professional Wage Scale

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

ECE Level	Educational Requirements	Equivalency Requirements for Existing Workforce <i>as demonstrated through competency assessments</i>	Role <i>Employees must meet statutory requirements</i>	Hourly Wage*	Annual Wage*	Based On
Base	High School Diploma	<ul style="list-style-type: none"> <li>GED</li> </ul>	<b>Entry Level</b> <ul style="list-style-type: none"> <li>Paraprofessional, aide, assistant</li> </ul>	\$15.00	\$ 31,200	Cost of Living (DEED)
ECE I	CDA Certificate	<ul style="list-style-type: none"> <li>Qualified apprenticeship program OR</li> <li><b>X</b> hours of professional training AND <b>X</b> years of experience</li> <li>AND corresponding competencies</li> </ul>	<b>Support</b> <ul style="list-style-type: none"> <li>Support Educator in 0 – 5 settings</li> </ul>	\$18.20	\$ 37,856	One Minnesota Council on Inclusion and Equity Wage
ECE II	Early Childhood-related Associate Degree	<ul style="list-style-type: none"> <li>Qualified apprenticeship program OR</li> <li><b>X</b> hours of professional training AND <b>X</b> years of experience</li> <li>AND corresponding competencies</li> </ul>	<b>Lead</b> <ul style="list-style-type: none"> <li>Lead Educator in 0 – 5 settings</li> <li>Guide Practice of ECE I Roles</li> </ul>	\$22.75	\$ 47,320	125% of ECE I
ECE III	Early Childhood Ed BA	<ul style="list-style-type: none"> <li><b>X</b> hours of professional training AND <b>X</b> years of experience and corresponding competencies</li> </ul>	<b>Lead</b> <ul style="list-style-type: none"> <li>Lead Educator in 0 – 5 settings</li> <li>Guide Practice of ECE I and II Roles</li> </ul>	\$28.44	\$ 59,072	Parity with Public Preschool and Kindergarten Teachers (125% of ECE II)

8/24/2022 \*Per our recommendations, these wages are to be updated annually to reflect changes in cost of living, as well as updated to reflect regional variations. The wages displayed reflect 2020 levels.

# Additional DRAFT Recommendations

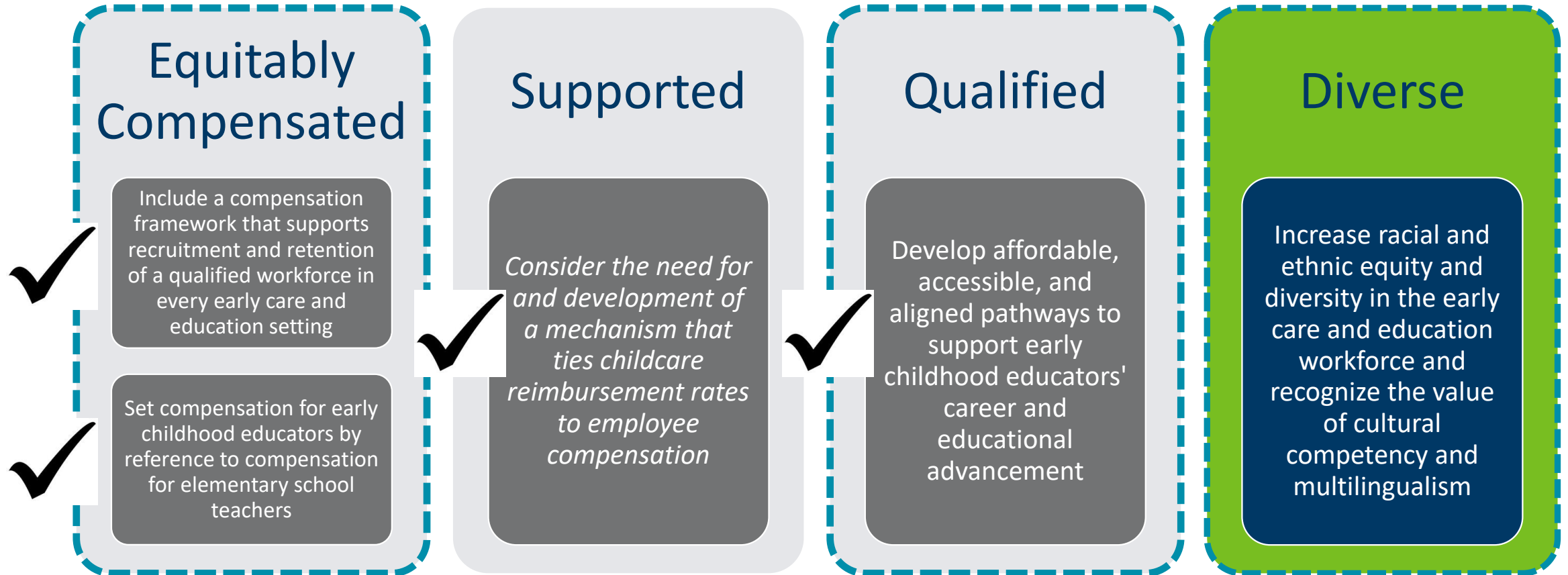
## Wage Scale & Qualifications

1. To ensure standardization of the process, require competency assessments and award “equivalency” based on and in alignment with the Minnesota Knowledge and Competency Frameworks.
  - Number of years of experience, number of hours of training, and competency assessment standards should be developed and determined by a relevant body. Statutory requirements, PELSB and DHS licensing standards, and competency frameworks should be consulted during this process.
2. With a shared understanding of how this wage may be impacted by variation in enrollment, Family Child Care providers should earn a base wage floor equivalent to the ECE II level on the wage scale.

# Diverse Workforce

# What We Must Consider

## Per the Legislation



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

# What do we currently know about diversity and racial equity within the ECE field?

## FACTS

- Nationally, early childhood educators are 97 percent women and are more racially diverse than the general population; 38 percent are women of color.<sup>1</sup>
- Nationally, approximately two-thirds of center-based administrators (64%) and lead teachers (61%) are White compared to 39% of FCC owners and 34% of FCC assistant teachers.<sup>2</sup>
- In MN, the early care and education workforce is more diverse in its racial and ethnic composition than many other Minnesota industries. Overall, Black, Indigenous and People of Color (BIPOC) workers comprise 23% of the workforce compared to only 15% across all Minnesota industries.<sup>3</sup>
- African American women educating children ages 0–5 earn an average of **\$4,395 less per year than their white counterparts**.<sup>4</sup>
- Among the center-based participants, educational attainment was linked to role, with center administrators more likely to have a bachelor's degree (62%) compared to lead (43%) and assistant teachers (17%).<sup>2</sup>

1. <https://www.americanprogress.org/article/still-underpaid-and-unequal>

2. <https://www.registryalliance.org/wp-content/uploads/2022/05/NWRA-2022-ECE-workforce-data-report-final.pdf> (data from 2021)

8/24/2023. <https://mn.gov/deed/newscenter/publications/trends/september-2020/early-care-education.jsp>

4. <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b01b4ff9-52af-3820-a6c1-b58f310ffa99>

## TAKEAWAYS

- The ECE field is more racially diverse than others within MN, but people of color are over-represented in entry-level roles.
- Due to the generally disproportionate educational attainment levels across racial lines and ECE wages that are tied to higher levels of education, workers of color bear the weight of wage disparity.
- As such, people of color, particularly Black women, continue to earn significantly less than white staff.

# Current national recommendations to strengthen the diversity and quality of the ECE workforce

- Make significant public investments in ECE that support increased compensation, benefits, and improved working conditions.
- Focus investments on professional development for early childhood educators already in the workforce.
- Support enhancements to the professional development infrastructure.
- Create focused opportunities for professional development and degree attainment to ensure members of racial/ethnic and linguistic groups that have traditionally been marginalized have access to education and advancement.



# How do our current recommendations stack up?

- ✓ Raise wages across all roles and all settings—starting at a living wage and moving toward parity with elementary school teachers.
- ✓ Provide short-term financial bonuses for staff entering the field (tied to education and training).
- ✓ Expand REETAIN bonuses to keep current staff in the field.
- ✓ Provide financial and academic supports to new and current early educators, including scholarships and apprenticeship options.
- ✓ Pay students for their internships or on-the-job experience while pursuing academic credits.
- ✓ Expand credit for prior learning opportunities and competency-based demonstration of skills.
- ✓ Expand mentoring and coaching programming, as well as cohort-based education options.
- ✓ Support flexible scheduling and the provision of courses in alternative locations to make coursework accessible to more students
- ✓ Include anti-bias and implicit-bias training in required workforce trainings.
- ✓ Promote and provide readily available access to affordable, low-barrier cultural competency training across the mixed delivery system of programs and providers, including resources for members of the ECE workforce to learn about various cultures.

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 and increased educational support and access to recruit, develop, and retain people of color and indigenous people into advanced roles within the profession.

**Draft 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 women of color and increasing representation of women 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.

## 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"><li>• Salary scale &amp; wages</li><li>• Benefits &amp; Non-monetary compensation</li><li>• Qualifications &amp; credentialing</li></ul>
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

# Anticipated Timeline



## Monthly meetings February through September 2022

- September 14th | 6:00-8:00 PM
- *October TBD*

# Next Steps

- Our next meeting will take place on Wednesday, September 14<sup>th</sup> from 6:00 - 8:00 pm
- Who can volunteer to present an update for our group at the next taskforce meeting on 8/30?

