TRANSFORMING THE WORKFORCE FOR CHILDREN BIRTH THROUGH AGE 8: AN ACTION PLAN FOR THE STATE OF MINNESOTA

Fall of 2018

Dear Friend of Early Childhood:

As Minnesota faces child care shortages, recognizes the aging and lack of diversity of the early care and education workforce and discover the numbers of early care and education staff who must rely on public supports to support their families we are pleased to release...this initial report and workplan to transform Minnesota’s Early Childhood Workforce. This report focuses on solutions and actions steps for collective impact. It is the result of much hard work and feedback from many people all over the state of Minnesota and we are grateful to each and every person who played a role in its development.

We are indebted to the McKnight Foundation for their underwriting of this work for the past few years: it would not have happened without their commitment to children and their belief in our work. Thanks also to the West Central Initiative for their role in making this happen. We were grateful to be a part of the second co-hort of states participating in the Innovation to Incubation project at the National Academy of Medicine and wish to thank Kimber Bogard for all her support and encouragement as well as the good advice and repartee from our colleagues in Colorado and Nebraska.

This work has been directed by the B8 Workforce Core Team and advised by the P3 Design Team. A full list of members is available at the end of this report and on our website at www.ecworkforcemn.org. We first rolled out our high-level ideas to over 100 early childhood stakeholders at a day-long symposium in Duluth. Over 250 people went to our website, reviewed materials and completed our online survey and shared their ideas about Minnesota’s early childhood workforce. We presented our strategies to over 700 people, many of whom responded with their feedback.

We are committed to our vision of a diverse, qualified, well-supported and fairly compensated workforce for Minnesota. We invite you to learn more about our plans through this report as well as by visiting our website where you will find more details, videos and resources. As you read, we believe you will see a role that you can play and invite you join us over the next few years as we begin implementation using a collective impact framework.

Sincerely,
Molly Harney

Molly Harney
B8 Workforce Core Team Co-Chair
Associate Professor in Early Childhood, University of Minnesota Duluth

Debbie Hewitt

Debbie Hewitt
B8 Workforce Core Team Co-Chair
Early Learning Services, Minnesota Department of Education
NOTE: Throughout this report, the terms “early childhood workforce” and “early childhood educator” will be used for those wonderful women and men who take care of young children. We are choosing the latter term to align with the language that the National Association for the Education of Young Children appears to be adapting as part of their Power to the Profession Initiative. This term is meant to encompass all who take care of children and explicitly acknowledges that the care and nurturing that they do, day in and day out, is important and that it is educational in nature. It includes but is not limited to, family day care providers, child care workers in centers, Head Start teachers, preschool teachers and elementary teachers.
Summary of Phase One Focus Areas

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.

- Activity 1.A.1 Meet with key deans of Education Departments in public, private and nonprofit Institutes of Higher Education.
- Activity 1.A.2 Partner with Minnesota Association of Early Childhood Teacher Educators (MnAECTE) and ACCESS.
- Activity 1.A.3. Create and support mechanisms for collaboration among Institutes of Higher Education, regulatory bodies, policy makers, NAEYC and other stakeholders.

**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.

- Activity 1.B.1 Create subcommittee to focus specifically on PELSB barriers and opportunities including those that have disparate racial impacts.
- Activity 1.B.2 Work directly with the PELSB Executive Director on recommendations outlining the needs of the field aligned with best practice standards.
- Activity 1.B.3 Identify the license that best meets the developmental needs and best interests of young children and the early childhood field.

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.

- Activity 2.A.1 Develop state-level instruction and guidance regarding field placement sites.
**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.

- Activity 2.B.1. Provide state-level instruction and guidance to child care centers and others working with newly hired educators about how to create and support an effective induction period for new hires to increase retention and learning.

**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.

**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.

**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.

- Activity 5.A.1 Create subcommittee with finance experts including the two experts from Minnesota who served on the national report, if possible, as well as representatives from those who served on Minnesota’s National Governor’s Association Taskforce on Early Childhood Compensation.
Activity 5.A.2 Finish work on Professional Development System Cost Analysis Tool underway with the National Center on Early Childhood Development, Teaching and Learning (NCECDTL).
INTRODUCTION TO THE REPORT & PROJECT

The Science

Children are actively learning at birth. Every year we – scientists, policymakers and educators, learn more about how much growth occurs in a child’s earliest years and how vital that growth is for subsequent learning and healthy development. There is now widespread consensus that quality early childhood experiences for children birth through age 8 promote school readiness, reduce achievement gaps and contribute to long-term academic and social success. Conversely, stress and adverse experiences undermine learning and can impair healthy development.

One essential factor in providing young children with appropriate and stimulating early learning experiences is ensuring that those who care for and educate children are well-prepared. Unfortunately, the required qualifications for those in lead teaching positions have not kept pace with the rapid changes in family life and new understandings from research on how young children learn, grow, and develop. The science of child development indicates the high level of knowledge and competence that is needed by those who educate young children in order to obtain desired outcomes.

This level of competence needed to care for young children is the same as that of instructional staff in K-12 classrooms. Currently, requirements for those responsible for the care and education of young children differ according to the setting in which they work and have not kept up with the science of brain development. We know that children are better prepared for school when they have caregivers and educators who are highly qualified. Yet with low wages there is little incentive to obtain higher levels of education.

The Crisis

Minnesota needs high-quality early childhood care and education to support children, working parents and the economic vitality of our state. But we have a crisis on our hands. We do not have enough qualified early childhood workers to take care of all of the children in Minnesota. Parents, usually women, are reluctant to enter the workforce when there isn’t affordable, quality child care and employers struggle to find employees. Because we have primarily a private pay market for early care and education, it is not feasible to ask parents to pay more.

It is a very difficult to encourage people to go into the early childhood field because the wages are abysmally low. Child care centers across the state report problems finding qualified staff with degrees and training in early childhood education. A recent report by the Minnesota Initiative Foundations includes comments from Center Directors about the challenges of finding staff that can be summed up

by one center director who said: “In the 25 years I have been in this field, I have never had such a hard
time finding staff.” The most recent survey of Minnesota teacher supply and demand found that only
8% of school districts thought it would be “easy” to hire early childhood teachers while 70% predicted it
would be “very difficult.” Simply put, the vast majority of school preschool programs are going to
struggle to find a teacher, let alone a highly qualified teacher. The wages for school preschool programs
exceed those in child care centers so if school districts are having problems finding qualified staff, that
means it will be exponentially more difficult for centers. Currently, only 25% of Minnesota’s early
childhood educators have a bachelor’s degree or higher in a child-related field. We have lost almost
30% of our licensed family care educators between 2006 and 2015. There has been an increase in the
number of child care centers but not enough to fill the gap and it is estimated that we need to increase
growth in licensed care by 37% to meet the needs of families and employers in Minnesota.

Several things are known about the current early childhood workforce in Minnesota:

- Educators and teachers are aging out and fewer individuals are entering the early childhood
  workforce.
- Currently the early childhood workforce, while more diverse than K-12 workforce, lacks diversity -
  between 88 and 95% of the workforce is white at a time when Minnesota’s student demographics
  are changing.
- People in the field need additional skills in meeting the needs of children with diverse
  backgrounds and languages.
- Attracting candidates to the field is challenging as people don’t see it as a viable career given the
  low wages and lack of opportunity for career advancement. The median hourly wage for a child
  care worker in Minnesota is only $10.81.
- Those who do enter often have to rely to public income supports due to low wages. Child care
  workers in Minnesota participate in the Earned Income Tax Credit, Medicaid/CHIP, Food Stamps
  and TANF at a cost of $43 million per year.

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2 Minnesota Initiative Foundations, Greater Minnesota’s Child Care Center Wage & Rate Survey Results, March 2017.
5 Werner, M., A Quiet Crisis: Minnesota’s Child Care Shortage, Center for Rural Policy and Development, September, 2016.
8 Ibid.
• Due to low numbers of applicants and the prospect of low wages for their graduates, Institutes of Higher Education (IHE) are closing early childhood degree programs.
• At times, students interested in the field are being counseled out of their choice by well-meaning advisors who make a case that they will not be able to pay back student loans following graduation or support their own families.

**Percent of Minnesota Children by Type of Care**

- Licensed Center-based Care: 31% (186,000 children)
- Licensed Family Care: 12% (72,000 children)
- Family, Friend and Neighbor: 13% (78,000 children)
- Licensed Exempt Supervised Activities: 43% (258,000 children)

Data provided by Minnesota Department of Human Services using the 2009 Child Care Use Study
A Snapshot of Minnesota’s Early Childhood Workforce

There are approximately 43,000 child care workers in Minnesota, including 14,000 in licensed home settings and 29,000 in center based programs.

1. The vast majority of the early childhood workforce are white women. The average age of a family child care teacher is 44.

   What this means:
   We have an aging workforce that does not match the diverse demographics of children in Minnesota.

2. The wages for early childhood are abysmally low.

   What this means:
   Childcare availability is less than the demand. We have “child care deserts.” It is hard to get people to enter the profession or go to school to earn an early childhood degree.

3. Teaching young children well is really complicated, especially children who are learning two languages.

   What this means:
   We need to ensure that workers have the right knowledge and competencies.

4. 10% of licensed family child care providers and 38% of center teachers have a BA degree.

   What this means:
   We need to make it accessible and manageable for diverse people to earn their higher education credentials.

5. Early childhood providers make so little money that many of them qualify for government assistance for the poor.

   What this means:
   Minnesota taxpayers spend $43 million per year in safety net benefits for early childhood workers.

Minnesota - we can do better!
State and National Momentum

There are a number of early childhood workforce initiatives taking place at both the national and state level to address this crisis and they are gaining momentum.

In 2015, the Institute of Medicine and the National Research Council of the National Academies released their report, *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. This report provides the latest scientific consensus around early childhood education as well as the critical relationship between the early childhood workforce and children’s health and well-being. It also starkly presents the current crisis in early childhood.

The National Governor’s Association provided grants to support states’ policy strategy to improve early care and education workforce. Minnesota received a small grant to work on issues surrounding compensation. This grant made it possible to bring together a taskforce of decision makers from a variety of state agencies such as employment and economic development, labor and industry, finance and human rights. As this group learned more about the problems facing early childhood workforce several themes emerged such as, “the care and education of young children is a public good and responsibility” and “communities needs quality care in order to allow families and businesses to thrive.” The grant resulted in recommendations being made to the Children’s Cabinet and Governor.

Research from the Center for the Study of Child Care Employment at the University of California in Berkeley, with support from the Joyce Foundation, is focused on articulating the gap between the resources in place and those that are needed in Minnesota to improve early childhood jobs and the quality of services without placing additional financial burden on young families.

The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota has a goal to double the number of teachers of color and American Indian teachers in Minnesota (currently approximately 2,200 or 4% of all teachers) and ensure that at least 20% of candidates preparing to teach are persons of color and American Indian.

Minnesota needs to keep the momentum going that has been created by this groundswell of activities.

Project History

The national report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, was released in 2015. It provides the latest scientific consensus around early childhood education and the critical nexus between the early childhood workforce and children’s health and well-being. It contains 13 recommendations that are grounded in child development - the hard science about how children’s brains grow. The report acknowledges that changes will need to happen at local, state
and national levels, will need to be carried out within and across different systems, and will require coordinated, strategic systems change in which stakeholders work collectively over the course of at least a decade of sustained work.

Following the release of the national report, Minnesota was asked to participate in the National Academies “Innovation to Incubation” initiative. The National Academies, with support from Minnesota’s McKnight Foundation, has provided technical assistance and brought states working on this together to learn from one another. Minnesota’s team was charged with creating a ten-year plan to implement the recommendations chosen from the *Transforming the Workforce* report.

While all 13 of the recommendations included in the report are important and interrelated, Minnesota targeted five recommendations as a starting place.

**June 2016 -May of 2017 - National Academy of Medicine Technical Assistance**

Minnesota began working with the National Academy of Medicine, Innovation to Incubation (i2i) team along with the states of Colorado and Nebraska. The National Academy provided technical assistance and support to the state teams. Minnesota created a 10-member B8 Workforce Core Team and used the existing P3 Design Team as their Advisory Council.

**June 2017 – August 2017 – Plan Development**

B8 Workforce Core Team worked to create a draft plan and identified priority areas, strategies and activities to correspond to the national recommendations.

**September 2017 – May of 2018 – General Outreach**

During this time period, the B8 Workforce Core Team engaged in an extensive period of outreach and engagement. This work kicked off in September of 2017 with an all-day invitation only symposium in Duluth. Over 100 people were in attendance and considerable feedback was received.

A website, [www.ecworkforcemn.org](http://www.ecworkforcemn.org), was launched in the fall of 2017. The National Academies of Medicine provided webinars with background material and the Center for the Study of Child Care Employment at the University of California, Berkeley provided videos specifically for Minnesota’s use. B8 Team members also recorded their own presentation. People were invited to watch the videos and then complete an online survey with their feedback about the various activities that Minnesota should stop, start or keep doing. There were almost 2,000 unique visitors to the webpage in 2017 and over 4,000 in the first five months of 2018. Over 250 responded to the survey representing the vast array of early childhood stakeholders: teachers, directors, state and local government, higher education faculty and administrators, philanthropy, community partners, advocates and professional development.
An Any-Time Learning Module was developed by Child Care Aware of Minnesota. This on-line course allowed existing child care educators to review materials about Minnesota’s efforts to transform the early childhood workforce at a time convenient for them and also earn credit hours. At the conclusion of the module, they were invited to provide their thoughts and ideas via the electronic survey.

B8 members also did presentations to numerous stakeholder groups and reached an additional 600 people. People were encouraged to provide feedback via the electronic survey or by contacting a member of the B8 Workforce Core Team. Presentations were made to Minnesota’s parent educators, the MnAEYC conference, the Prenatal to Three Policy Forum and more.

Subcommittees were formed for each of the five priority areas and subject matters experts for the respective topics were invited to participate in a series of three meetings held in April and May of 2018. Over 55 people were part of this process. These subcommittee members took all of the survey data and incorporated it into the draft plan as relevant and deemed appropriate by the committee members.

**June 2018 – ongoing – Targeted Outreach**

During this time, the B8 Workforce Core Team will work to gather feedback from specific groups including first generation college students, communities of color, bilingual teachers and others who may not have provided feedback during the general outreach phase. The Sheltering Arms Foundation graciously awarded the group funds to do outreach to Somali educators. This work will commence later in the summer of 2018 and go into the fall of 2018.

**Creating Pathways**

Minnesota’s early childhood care and education system is a mixed-delivery approach made up of school-based programs (including Voluntary PreKindergarten, School Readiness, School Readiness Plus; Early Childhood Family Education and Early Childhood Special Education); for-profit and non-profit child care centers; family child care and Head Start. All program types are struggling to find qualified employees.

Teachers need to understand brain development, social and emotional growth, language development, cultural relevance and understanding and so much more. For children who are learning two languages, the skills of the teachers are even more important. The best way for teachers to gain this knowledge and competency is through higher education and student teaching, under the supervision of master teachers and practitioners.

Minnesota needs to ensure that all teachers have access to higher education and are supported as they earn higher credentials. We must have solid supports in place for the many people who could be great teachers for our children such as older students who are currently working in early childhood, bilingual students, people of color and first-generation students.
The higher education system for educating early childhood teachers needs to accessible, coordinated, efficient and effective. Coursework needs to prepare all teachers to work with an increasingly racially and linguistically diverse Minnesota. Several steps are being taken to begin to better coordinate the higher education system. Minnesota’s 2014 Legislature required Minnesota State Colleges and Universities to develop transfer pathways that prepares graduates from a two-year program to be a teacher in a child care program or go on to a four-year institute of higher education to deepen their education and obtain a Bachelor’s degree. Transfer pathways (TPT) will allow a student to transfer an Associate of Arts or Associate of Science degree in early childhood education to a parallel early childhood education bachelor’s degree program offered at a Minnesota State university. The TPT will simplify the transfer process for students and will increase retention and completion for both the associate degree level and the baccalaureate degree level.

Relationships are also being developed with secondary teachers of Family and Consumer Science classes. Many are interested in developing a “teacher cadet” program that would encourage high school students to pursue a career in education.

Minnesota’s Institutes of Higher Education and the Department of Human Services (DHS) are working to align coursework, training and supports for the early childhood community with the Knowledge and Competency Framework (KCF). The KCF outlines a set of expectations for early childhood staff working in all program types and can be used as a basis for learning objectives for credit bearing courses in teacher preparation programs and in-service training.

These efforts are a great start, but more work needs to be done. The work outlined in this report provides a plan for implementing national recommendations to transform the early childhood workforce in Minnesota.

MINNESOTA’S GOALS, VISION AND GUIDING PRINCIPLES

GOAL: To create a process for developing a pathway to a BA that is inclusive and culturally informed by all the diverse groups providing care and education to young children B-8.

VISION: A diverse, qualified, well-supported and fairly compensated workforce, inclusive of existing care and education professionals across settings, that respects and understands the background, cultures, and languages of the children in the system and that is engaged in continuous learning and professional growth.

GUIDING PRINCIPLES

Public Good. The care and education of young children birth to age 8 is a public good and responsibility as well as a critical component of economic health for all communities. Employers and communities need to come together to support a highly qualified and diverse workforce.
Teaching is a Worthy Profession. Teaching across the birth to 8 continuum is a worthy profession and science indicates that a teacher’s impact is lifelong. Early childhood teachers deserve respect and compensation.

Focus on Children. The best interest of the children should be paramount. Children’s early learning trajectories depend on the quality of their early learning experiences. Teachers need knowledge of child growth and development as well as the requisite skills and competencies.

Disparities Must be Addressed. The racial, ethnic, and income disparities in care, education and outcomes are urgent. Given the growing racial and ethnic diversity of the US population, underserving children in immigrant families will create growing economic disparities. It is critical to maintain and increase linguistic and cultural diversity in the workforce. It is important to engage and empower diverse stakeholders in the plan development and bring all voices to the table.

Higher Education System is a Key Player. The higher education system in Minnesota is key to preparing early childhood educators. The higher education system has the ability to change and has a track record of embracing innovation regarding delivery models.

Progress Will Take Time. It will take many years to achieve the vision and therefore it is important to set incremental measures that can inform changes and course correction along the way.

Phase One Work Plan

“Comprehensive implementation of [the recommendations from the National Academy] will not happen quickly and will not come cheaply. It will require a strategic, progressive trajectory of change over time to transform the professional landscape, accompanied by significant commitment and investment of financial and other resources.”

“The [National Academy] committee recognizes that challenges of the complex, long-term systems change that will be required to implement its recommendations. Full implementation of some of these recommendations could take years or even decades: at the same time, the need to improve the quality, continuity and consistency of professional practice for children from birth through age 8 is urgent.”

Indeed, this work is urgent. Children need and deserve our immediate attention to improving the early childhood workforce so that they can have a solid foundation for lifelong learning and success. The Minnesota Legislative Auditor’s recent report found that Minnesota’s early childhood

programs are complex and fragmented. The systems undergirding Minnesota’s early childhood workforce are equally complex and fragmented. This work will be not be easy, fast or inexpensive. We are proposing to do this work in phases over the next decade. Ultimately, the work to transform Minnesota’s early childhood workforce will take a considerable investment of time and resources from the legislature, state agencies, institutes of higher education, and more. We are working with partner organizations to develop a legislative strategy for 2019 which will likely include a request for funds to support this work once the initial philanthropic investment has been expended. This work will ultimately need a “home” or place where the efforts are organized and coordinated. The work is too vast for one organization alone to achieve and we are intentionally adopting a collective impact model for implementation.

This home, a backbone organization, needs to be able to:

1. Guide vision and strategy,
2. Support aligned activities,
3. Establish shared measurement practices,
4. Build public will,
5. Advance policy, and
6. Mobilize funding.

Backbone organizations “seek to improve social outcomes by organizing cross-sector groups of partners to transform an often inefficient, fragmented system.” The most effective backbone organizations have partners representing a broad cross-section of the area/issue in order to effectively tackle the scope of the initiative. We are working to identify a comprehensive list of implementation partners and an initial list appears in the Phase Two Workplan in the appendix to the report. Identifying a backbone organization and securing staff and resources is a key priority of the Phase One Workplan.

At the same time as we are working to identify and support the backbone organization, we will be working on a variety of other Phase One Work items. These items correspond directly to one or more of the 13 recommendations from the National Academy of Medicine’s report.

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14 Ibid.
CURRENT STATUS IN MINNESOTA:

- Fewer students are going into the early childhood field creating a shortage of teacher candidates especially in rural Minnesota.
- Employers note that graduates with 4-year degrees are sometimes missing the practical skills needed and 2 year graduates are missing the theory of child development.
- Sometimes these missing curriculum pieces are a result of different educational requirements of institutions.
- Early childhood faculty are concerned about the high number of Professional Educator Licensing and Standards Board requirements that focus on K-3 without allowing enough time and attention to birth to K programming in the B-3rd licensure.
- There is an increased need for cultural competency and Dual Language Learner curriculum content to better prepare teachers for working with the children in their classrooms.
- Differences in regulations for various Institutes of Higher Education create barriers to articulation agreements among programs.
- Many Institutes of Higher Education are facing budget cuts resulting in fewer resources directed to early childhood programs and pressure for programs to be full or risk being shut down.
- When articulation pathways are unclear and agreements do not exist, students may lose time and money if they chose to transfer.
- Licensure options are complicated; there is no B-K option.
- Principals sometimes prefer job seeking candidates with a K-6 licensure so they can move the employee between grades which limits the number of candidates pursuing birth to K licensure.
- Early Childhood program requirements often do not support the need for well trained, highly skilled educators; there are multiple ways to be qualified as a lead teacher in a child care center and some do not require formal education.

Progress is being made toward a coherent pathway:
• Minnesota’s Knowledge and Competency Framework includes the Professional Educator Licensing and Standards Board standards, focuses on theory and clearly describes many of the skills needed in effective practice.
• Transfer Pathway legislation has clarified courses taken at a Minnesota State College and University 2 year that will be accepted at the Minnesota State College and University 4-year Institutes of Higher Education. Those institutions outside of the Minnesota State system do not have this same type of acceptance.
• Non-credit courses offered through Child Care Aware use the Knowledge and Competency Framework as a foundation.
• Faculty at 2- and 4-year Institutes of Higher Education are working together in new ways and are interested in finding ways to continue to improve their early childhood courses and programs.
• Family and Consumer Science teachers at high schools throughout the state are teaching child development. Many have indicated interest in offering Postsecondary Enrollment Options (PSEO) so that students can earn college credit through enrollment in and successful completion of college-level courses.

This groundswell of activities positions Minnesota well and we need to keep this momentum going.

**Minnesota Priority Area One:** Develop and Enhance programs in higher education for care and education professionals.

**Vision:** Minnesota has a unified, statewide early childhood higher 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.

**Outcome:** So that all of the Institutes of Higher Education in Minnesota offering degrees in early childhood are committed to the goal and vision of this work, are willing to participate, understand their role and responsibilities and collaborate rather than compete to produce early childhood educators.
Unfortunately, the importance of early childhood education is not understood by many who make decisions that impact early childhood programs for children as well as teacher preparation programs. Some Institutions of Higher Education have viewed early childhood as non-essential since they do not always generate large numbers of students that bring in revenue for the institution and people entering the field are not considered to be gainfully employed. There is also concern about graduates being paid so poorly that they face challenges paying off their student loans.

To counter these arguments and consequent decisions it will be important to engage these leaders in conversations regarding the importance of early childhood; its potential to increase the number of high school graduates going on to college; and the critical role of early childhood programs in supporting communities and their labor and industry.

**ACTIVITIES**

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<th>Activity 1.A.1</th>
<th>Meet with key deans of Education Departments in public, private and nonprofit Institutes of Higher Education.</th>
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<td>Activity 1.A.3</td>
<td>Create and support mechanisms for collaboration among Institutes of Higher Education, regulatory bodies, policy makers, NAEYC and other stakeholders.</td>
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**IMPLEMENTATION PARTNERS**

- Minnesota Department of Higher Education
- Office of Higher Education
- MnAECTE (Minnesota Association of Early Childhood Teacher Educators)
- ACCESS
- University of Minnesota
- Minnesota Association of Private Colleges
- National Association for the Education of Young Children (NAEYC) and the Minnesota Association for the Education of Young Children (MnAEYC)
- Minnesota Department of Human Services
- For-profit colleges
- P-20 Council
- Minnesota Education Equity Partnership
- Funders
## Strategy B: Partner with the Professional Educator and Licensing Standards Board (PELSB).

**Outcome:** So that the licensing standards are aligned with the developmental needs of young children and they are not an obstacle to those who have the knowledge and competencies necessary.

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| **Activity 1.B.1**  
Create subcommittee to focus specifically on PELSB barriers and opportunities including those that have disparate racial impacts. | • Minnesota State Colleges and Universities  
• Minnesota Professional Educator Licensing and Standards Board (PELSB)  
• U of M  
• 4-year Institutes of Higher Education  
• 2-year Institutes of Higher Education  
• Private colleges  
• Minnesota Association for Early Childhood Teacher Educators  
• Access  
• Students  
• Diverse community stakeholders  
• P-20 Council  
• Minnesota Education Equity Partnership  
• Funders |
| **Activity 1.B.2**  
Work directly with the PELSB Executive Director on recommendations outlining the needs of the field aligned with best practice standards. | |
| **Activity 1.B.3**  
Identify the license that best meets the developmental needs and best interests of young children and the early childhood field. | |

## IMPLICATIONS & CONSIDERATIONS FOR IMPLEMENTATION

- Will require funding for Institutes of Higher Education to work toward alignment of requirements of various regulatory bodies.
- Will require funding for development of online consortium.
- Should fund faculty time to embed KCF competencies in coursework, create interdisciplinary courses, and engage more deeply in the early childhood community.
- Additional need for funds to support faculty professional learning and conferences.
• Changes in Child Care Aware contracts to co-locate in Institutes of Higher Education.
• Institutes of Higher Education changes in program delivery and enrollment policy based on need for early childhood teachers rather than compensation once employed.
• Statute change regarding age groups of licensure.

IF WE DO NOTHING...

• If nothing is done, the staffing crisis in early childhood programs will be exacerbated. Staffing with will continue to be a challenge at every level ranging from child care to Institute of Higher Education faculty in all regions of the state.
• Without staff to fill critical positions in early learning programs, programs will be challenged to meet the needs of parents seeking care for their children as they work.
• Economic growth and stability of communities depends on care and education programs; without sufficient early learning care and education employers will have difficulty drawing young people with families to fill vacancies leading to the economic decline in communities.
• Early childhood programs at Institutes of Higher Education could continue to close making it harder and harder to access programs.
• Minnesota will continue to have a fragmented higher education system.
• Institutes of Higher Education will continue to operate in isolation without the benefit of shared resources that could enhance programming and enrich experiences for students and faculty.
• Educators working with children of all backgrounds, languages and abilities will not have the cultural competence and skills to reduce the persistent achievement gap seen in Minnesota.
• We will lose the opportunity to leverage the National Academy of Sciences initiative, the National Governor’s Association initiative on compensation and the momentum created by National Association Education of Young Children’s Power to the Profession.
CURRENT STATUS IN MINNESOTA:

- Four-year degree programs in Minnesota require a field-based experience yet programs differ in the timing of the first experience, hours required, supervision and the experiences required.
- Two-year degree programs require a practicum and some kind of a capstone project.
- Research highlights the importance of quality care and yet the early childhood workforce varies considerably in the field experiences they receive.
- Faculty working with community programs of all sorts describe the challenges in finding high quality field placements.
- When students are placed in mediocre or low-quality programs, they learn practices that are ineffective or negatively impact outcomes for children, find it difficult to try the skills they are learning in classes and do not have the opportunity to observe rich early childhood classrooms.
- There is no system in place to teach cooperating/supervising teachers how to work with students and help them grow their skills. Most teachers are not trained and do not have support or networks in place. Cooperating teachers receive no compensation for the additional work they perform.
- Educators in their first years of employment are often left on their own to put into place effective teaching practices. Many flounder and without support may leave the field within the first several years.
- Minnesota’s Quality Rating and Improvement System, Parent Aware, has done much to identify and improve the quality of early childhood programs throughout the state. \(^{15}\)

\(^{15}\) The number of Parent Aware Rated Programs is updated quarterly and can be found at: [http://www.developtoolmn.org/fast-facts](http://www.developtoolmn.org/fast-facts).
• Early childhood programs identified as high quality, Three- and Four-Star Rated, through the Parent Aware system could serve as field placement sites. Beyond Parent Aware Ratings, Minnesota lacks a method for identifying which programs would be appropriate field placement sites.

• Professional Learning Communities that could provide support and education during the transition to teaching are in place in a few communities and programs.

• Reflective Supervision is growing in its importance and availability.

• Institutes of Higher Education choose different credentialing standards, so programs vary. Two-year programs often align with the standards from the National Association for the Education of Young Children (NAEYC). Four-year programs generally seek accreditation from the Council for the Accreditation of Educator Professionals (CAEP) and the Professional Educator Licensing Standards Board (PELSB).

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### Parent Aware Rated Programs

Child care and early education programs with Parent Aware Ratings become resources for children and families within their communities. As more programs are rated, more children are given the opportunity to jumpstart their learning. Since the statewide roll-out in 2012, the number of programs holding a Parent Aware Rating has steadily increased:

- As of 3/31/2018, there are 2,610 child care and early education programs holding a Parent Aware Rating.

### Parent Aware Ratings by Program Type Over Time

<table>
<thead>
<tr>
<th>Program Type</th>
<th>n value</th>
<th>12/31/2012</th>
<th>12/31/2013</th>
<th>12/31/2014</th>
<th>12/31/2015</th>
<th>12/31/2016</th>
<th>12/31/2017</th>
<th>3/31/2018</th>
<th>Percent Rated by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Pre-Kindergarten</td>
<td>754</td>
<td>126</td>
<td>496</td>
<td>603</td>
<td>680</td>
<td>725</td>
<td>728</td>
<td>730</td>
<td>97%</td>
</tr>
<tr>
<td>Head Start &amp; Early Head Start</td>
<td>286</td>
<td>225</td>
<td>258</td>
<td>257</td>
<td>257</td>
<td>264</td>
<td>284</td>
<td>286</td>
<td>100%</td>
</tr>
<tr>
<td>Accredited Child Care Centers</td>
<td>507</td>
<td>91</td>
<td>240</td>
<td>278</td>
<td>330</td>
<td>337</td>
<td>341</td>
<td>344</td>
<td>88%</td>
</tr>
<tr>
<td>Accredited Family Child Care</td>
<td>38</td>
<td>15</td>
<td>18</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>22</td>
<td>24</td>
<td>83%</td>
</tr>
<tr>
<td>Non-Accredited Child Care Centers</td>
<td>1,177</td>
<td>16</td>
<td>66</td>
<td>128</td>
<td>197</td>
<td>238</td>
<td>271</td>
<td>257</td>
<td>22%</td>
</tr>
<tr>
<td>Non-Accredited Family Child Care</td>
<td>8,953</td>
<td>56</td>
<td>233</td>
<td>574</td>
<td>907</td>
<td>1,040</td>
<td>1,038</td>
<td>969</td>
<td>11%</td>
</tr>
<tr>
<td>Totals</td>
<td>11,715</td>
<td>529</td>
<td>1,320</td>
<td>1,855</td>
<td>2,396</td>
<td>2,634</td>
<td>2,684</td>
<td>2,610</td>
<td>22%</td>
</tr>
</tbody>
</table>
Minnesota Priority Area Two: Strengthen practice-based requirements, including a supervised induction period, for all lead educators working with children from birth through age 8.

Vision: Early childhood students have access to high quality field placements and field placement staff have access to resources and professional learning in every region of the state.
Field Based Experiences

Field Work or Field Placements/Pre-Service

**Field Placement:** Field placements, also referred to as practice-based settings, prepare students to support children by providing opportunities to integrate knowledge, skills and dispositions learned through coursework at their respective institute of higher education with supervised practice in an early childhood classroom setting. Field placements need to be well-planned and sequenced. Field placements, done well, can expose students to a variety of cultural, linguistic and ethnic settings.

**Lab or Lab School:** A licensed child care center located on the campus of an institute of higher education. The purpose of a lab school is to serve as a model for high-quality early care and education while also providing opportunities for college students to observe and learn to be teachers of young children. Lab schools are often sites for research involving young children. There are lab schools at the University of Minnesota, Bethel University, Detroit Lakes Community and Technical College, Winona State University, Concordia and the University of Northwestern in Saint Paul.

**Observation:** Involves being in a classroom and watching the interactions between children and teachers.

**Practicum:** A practicum is a course of study that involves the supervised practical application of previously studied knowledge and skills. It can combine college-level coursework instruction with time in an early childhood classroom. Practicum students observe the class activities as well as actively help the cooperating teacher. The students get on-going feedback from their cooperating teachers. Practicums are usually part-time.

**Student Teaching:** Student teaching is more involved and hands on than a practicum. Student teachers take on the responsibilities of the classroom teacher and lead the class, prepare lessons and communicate with families. Student teaching is generally full-time. It may also be referred to as an internship.

Induction

**Induction:** The procedure or ceremony for introducing someone to a new job or organization. It is helpful to think of induction as an extended period of job orientation with ongoing support. Successful induction periods can increase employee retention, save time and ensure that the new employee learns about employer practice as well as expands their early childhood knowledge. Induction can set the stage for continuous improvement and ongoing learning.

As an example, the Robbinsdale Teacher's Contract say that "probationary teachers may be expected to participate in a New Teacher Induction Program. Up to twenty (20) hours per year outside the normal school day may be required. No more than four (4) of those hours shall be in any month."
Strategy A—Increase access to high quality field placements

Outcome: So that field placement sites are easily identifiable, interconnected and serve as a model and students have opportunities to observe, practice and receive feedback from a qualified early childhood educator in a high-quality environment.

Supporting the professional growth of early childhood staff takes time and resources. Early childhood students need high quality field placements in which to observe and practice the skills they are learning. There is a need for additional high-quality field placements and the creation of exemplar programs. These exemplar programs will exceed expectations and serve as models of high quality. Those programs recognized at this level of quality, should be connected in ways that allow them to learn from one another and encourage continuous improvement.

Cooperating teachers need guidance in how to best work with students and to learn effective ways to provide feedback. Providing incentives to cooperating teachers will encourage more to be involved in the important activity of developing future educators. One of the respondents in our survey said: “stop building a system on the ‘goodness of people’ and compensate” cooperating teachers.”

Strategy B—Increase tools, guidance and access to supervised induction period for new educators.

Outcome: So that new employees have intentionally structured, job-embedded learning opportunities as they work toward autonomous practice.

The first experiences that a new early childhood educator has on the job are critical to forming their impression of the profession and directly influence their decision to stay or to leave. Those first years of teaching have the potential to be years of great growth and learning or ones of great frustration. More and more of our children are showing up in early childhood settings having experienced trauma and/or having special needs. These children need sophisticated teachers with broad skills and internal reserves. Having an intentional, job-related, hands-on and supportive induction period can be vitally important. Induction can include mentoring, peer support, professional learning communities, observations, feedback, professional development and more.

Students learn a myriad of skills during field placements and/ or student teaching. However, this does not mean that every teacher is well prepared for every possible teaching situation. Many of Minnesota’s early childhood staff without coursework or formal higher education begin work in early childhood programs having had no field placements or student teaching experiences. Supervised induction is one method to help ease the transition to work for emerging educators. Induction programs that support an individual during the first few years of teaching can increase their effectiveness, retain them in the field and help support them as they move toward autonomous teaching.
### ACTIVITIES

<table>
<thead>
<tr>
<th>Activity 2.A.1</th>
<th>IMPLEMENTATION PARTNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop state-level instruction and guidance regarding field placement sites.</td>
<td>MnAECTE</td>
</tr>
<tr>
<td></td>
<td>Institutes of Higher Education</td>
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<tr>
<td></td>
<td>Minnesota Department of Human Services</td>
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<tr>
<td></td>
<td>Minnesota Department of Education</td>
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<td></td>
<td>Child Care Aware of Minnesota</td>
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<tr>
<td></td>
<td>ACCESS</td>
</tr>
<tr>
<td></td>
<td>Governor’s Children’s Cabinet</td>
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<tr>
<td></td>
<td>Child Care Centers</td>
</tr>
<tr>
<td></td>
<td>Family Child Care Providers</td>
</tr>
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<td></td>
<td>Perkins Funding</td>
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</tbody>
</table>

### Activity 2.B.1

Provide state-level instruction and guidance to child care centers and others working with newly hired educators about how to create and support an effective induction period for new hires to increase retention and learning.

### IMPLICATIONS & CONSIDERATIONS FOR IMPLEMENTATION

- A requirement for a site-based staff induction may require changes in rule or statute.
- Two- and four-year institutes of higher education need to commit to dedicating faculty and time to this work.

### IF WE DO NOTHING...

- Students in our early childhood teacher preparation programs will continue to observe and practice in programs of varying quality.
• Students will receive feedback that may or may not be helpful in developing their skills.
• Educators will continue to be on their own as they struggle to survive their first few years of teaching.
• By not taking these actions, the quality of preparation those working with young children have will vary. Early childhood educators may not have the skills they need to work effectively with young children. Children will not have the high-quality early learning experiences offered by highly skilled teachers, that have been shown to make a positive difference.
• We will not have teachers – those with negative experiences in field placement or induction will leave.
• The compensation increases necessary will not happen without well prepared quality teachers. We will continue to see the exodus of early childhood educators; child care deserts will increase and employers will not be able to find employees.

National Transforming the Workforce Report Recommendation:

**Develop and enhance programs in higher education for care and education professionals**

- Institutions of higher education, including leadership, administrators, and faculty, should review and revise the requirements and content of programs for students pursuing qualification to practice as care and education professionals working with children from birth through age 8.
- Institutions of higher education should work with local practice communities to contribute to a practice-based perspective to the design of higher education programs: to facilitate cross institutional relationships that bolster the quality, availability, and accessibility of programs; and to facilitate the identification of appropriate and diverse field placements capable of contributing to the training of students.

Recommendations 5, 5a and 5b.

**CURRENT STATUS IN MINNESOTA:**

• Many children are cared for by family, friends and neighbors which is unregulated and does not require significant training.
• Many do not see the need for continued formal education as entry requirements and requirements have not kept up with the science.
• Child care educators tend to reflect the diversity of communities they serve.
• People enter the field a number of different ways. For example, they are hired and remain in the field; take classes before being employed; or they attend a teacher preparation program.
• Licensing rules for child care centers include multiple methods of being teacher qualified.
• There are varied pathways for continued education and career advancement that can be difficult to navigate.
• There are mixed reactions to the National Academy of Sciences recommendation to require a content-specific Bachelor degree.
• Students moving from one Institute of Higher Education to another often lose time, money and obtain more credits than needed to graduate.
• Many Institutes of Higher Education do not have the faculty, admissions practices and support policies and programs in place to serve people from diverse backgrounds and non-traditional learners.
• People taking non-credit courses required for licensure or Parent Aware cannot apply the training toward credentials or credits.

Efforts Currently Underway:

• Credit courses as well as non-credit courses are being aligned to the Knowledge and Competency framework. This creates an opportunity for credit courses to build on the basic foundation laid in non-credit courses.
• Recently legislated and implemented Transfer Pathway work identifies a clear route to move from associates to Bachelor’s degree within Minnesota State Colleges and University system.
• Some Institutes of Higher Education have heard and are working to address concerns that they are not ready for and do not serve culturally and linguistically diverse students well.
• Minnesota offers scholarships to support educators who are furthering their education through the TEACH scholarship program and REETAIN.
• Head Start programs have worked to meet requirements to increase the number of lead teachers with bachelor’s degrees. The supports they put in place may offer a model of what needs to be done.

Research and stakeholder feedback point to the need for Institutes of Higher Education to prepare educators to work with culturally and linguistically diverse children and families.
Priority Area Three: Develop and implement comprehensive pathways and multiyear timeframes at the individual, institutional and policy levels for transitioning to a minimum bachelor’s degree qualification requirement requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age eight.

Vision: Minnesota has clear 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.*

Outcome: So that the child care deserts in Minnesota are diminished and more early childhood educators are working along a pathway of higher education.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>IMPLEMENTATION PARTNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 3.A.1</td>
<td>MnAECTE</td>
</tr>
<tr>
<td>Expand offerings for the national Child Development Associate (CDA) credential, increase the number of CDA courses eligible for</td>
<td>Institutes of Higher Education</td>
</tr>
</tbody>
</table>
IMPLICATIONS & CONSIDERATIONS FOR IMPLEMENTATION

- The diversity of the current workforce is an asset to the early childhood field. Strategies must be in place that protects this asset yet moves the profession forward.
- Enticing and financing new people to enter the field will have associated costs.
- New financial resources must be identified and dedicated as well as existing resources must be repurposed to reach these goals.

IF WE DO NOTHING...

- The economic vitality of our state is at risk as employers are unable to find employees due to the shortage of child care.
- We risk losing the rich and diverse educators currently caring for and educating young children.
- The achievement gaps Minnesota experiences continue.
- A fragmented, disjointed and confusing higher education system remains in place.
- Access to higher education remains difficult for diverse and non-traditional students.
• We are unable to provide a well-educated, highly skilled workforce to work with young children during a time of rapid growth and development that is essential to future educational attainment
• We miss out on educators who are intuitively well-disposed and competent to care for and educate young children

CURRENT STATUS IN MINNESOTA:

Challenges
• We simply do not know our denominator; we do not know who comprises our workforce (where they work, how many, level of qualification, compensation, etc.). If someone gave us a trillion dollars and said “use this to increase the compensation of your workforce”, we wouldn’t know who to give it to, how much to give, who to include, who not to include, or where to mail the checks.
• Fragmented data system infrastructure; Huge amounts of data are collected and stored in data system silos (E-12 teacher licensing, ECLDS, Develop, DHS licensing, Head Start, ELDS, etc.) results in frequent duplication of effort.
• High cost of data system design, production, marketing, training and maintenance are effective deterrents.
• Infrequent, incomplete public reporting of Early Childhood Workforce data (both published reports and real-time online data dashboards) makes it difficult for advocates to present informed legislative requests.

The Center for the Study of Child Care Employment (CSCCE) has identified workforce data as one of five essential elements of Early Childhood Workforce Policy. The Early Childhood Workforce Index
provides national data and state profiles on a number of indicators noting a status of *Making Headway*, *Edging Forward* or *Stalled*.

**Red represents stalled:** the state has made limited or no progress;
**Yellow represents edging forward:** the state has made partial progress;
**Green represents making headway:** the state is taking action and advancing promising policies.

Next steps are clearly laid out. Resources and supports are available.

**Recommendations**

For each of the five essential categories of early childhood policy included within the *Index*, we offer specific recommendations to inform state strategies, in line with the following **core principles**:

- Amplifying educator **VOICE**, informing decision making
- Increasing **CONSISTENCY**, reducing fragmentation
- Providing **OPPORTUNITY**, ensuring access
- Maintaining **DIVERSITY**, disrupting stratification
- Assuring **SUSTAINABILITY**, dedicating sufficient funding

**Workforce Data**

- Develop a comprehensive, up-to-date workforce data system of sufficient quality to gain a meaningful assessment of the reach of education and training opportunities and whether they are meeting the professional development needs for all early educators, across settings, whether they work with infants, toddlers, or preschoolers.

We have a great start and can build on existing good work. Minnesota is frequently called out an innovative leader in the realm of workforce registries. Minnesota is part of the Insight Consortium, a collective of workforce registries who pool their talent and resources to continuously enhance the functionality and quality of these critical data systems. Develop, Minnesota’s quality improvement and registry tool, is in place and can be expanded upon.
The Early Childhood Workforce Index takes the next necessary step to provide not only a call to action, but tools and resources for state leaders to leverage the index to inform state advocacy, policy and action.

How can I use the Index to make headway in my state?

Raising Awareness—what it is and why it is important

Taking Action—how policymakers can support improvements for the workforce

Increasing Salience—why it should become a higher policy priority

Indicators Specific to Data

Workforce Data
Designing and implementing professional development and strengthening the workforce requires up-to-date and comprehensive information about the workforce.

Indicators
- Formal data collection mechanism?
- Includes compensation?
- Reports data publicly?
- Comprehensive?

Framing the Issue in your State

Improving the status of our early educator workforce rests on our ability to describe basic demographic, education, and employment characteristics. Currently, we collect only limited data on the workforce, and only for those in certain settings or funded programs. This makes it challenging to answer questions like “how prepared is the current workforce to provide effective care and education to all our state’s children” or to understand the reach and effectiveness of current policies.

The Early Childhood Data Collaborative published the 2013 State of States’ Early Childhood Data Systems.

Priority Area Four: Build a better knowledge base to inform workforce development and professional learning services and systems.

Vision: Minnesota collects and uses early childhood workforce data to inform stakeholders and policy decisions.
Strategy A: Support current early childhood educators as they move along the child care education pathway.

Outcome: So that educators can use the existing data tools to understand the education pathways, avoid duplication of effort and utilize technology to support their careers.

Activity 4.A.1
Augment communication and supports to the early childhood workforce about DEVELOP 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.

Implementation Partners
- Minnesota Department of Human Services
- ECLDS
- Parent Aware
- Child Care Aware of Minnesota

Implications & Considerations for Implementation
- Provides ability to identify individuals to strategically target for loan forgiveness programs, CDA scholarships, REETAIN bonuses, T.E.A.C.H. scholarships and other financial supports
- Gathering key stakeholders in order to determine what metrics are needed and achievable is crucial. These stakeholders should include not only those from the field, educators and government, but also people who understand the data possibilities.
- It may be that the metrics that are agreed upon don’t yet exist. That shouldn’t mean that they aren’t advocated for.
- Part of the development in knowledge base is investigating funding for data collection, analysis and management.
- It is vital that hidden aspects of the workforce are considered and taken into account.
- It is also vital that these metrics be regularly reported, both to government and the public.
- Anecdotes are not Data. This is a critical point that must be regularly made to legislators.
- Part of our process should be understanding the basic questions we don’t have answers for.
IF WE DO NOTHING...

- Minnesota will never have an accurate picture of who comprises the early childhood workforce:
  - Demographics
  - Wages
  - Qualifications
  - Links to child outcomes
  - Highest level of education
  - Race
  - Languages spoken
  - Tracking careers longitudinally
  - Connect relationships between teachers/educators and student outcomes over time
  - Job role
  - Accurate setting data
  - Access to professional development
- It will be impossible to move the needle on compensation
- People who are working in the field unlicensed will remain so.
- Higher education faculty need data to support their efforts to retain and enhance their teacher preparation and child development programs.
- Advocates, legislators and government agencies will not be able to substantiate recommendations and data-driven decisions.
- Anecdotes and emotional content, as opposed to data, will have a disproportionate effect on recommendations.
Priority Area Five: Support workforce development with coherent funding, oversight and policies. Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8.

Vision: Minnesota has an identified organization that is responsible for and has the ability to coordinate Minnesota’s early childhood workforce related efforts and oversee the recommendations from this report as well as recommendations from other statewide early childhood workforce efforts.

Current Status in Minnesota:

- Minnesota has three state agencies that oversee early childhood issues including the Departments of Human Services, Education, Health. The Minnesota Office of the Legislative Auditor recently evaluated the level of collaboration and coordination and found the array of early childhood programs to be complex and fragmented.

- The Department of Employment and Economic Development (DEED) oversees workforce development as part of its work to enhance the economic success of individuals, businesses and communities. DEED is responsible for administering U.S. Department of Labor programming covered under Workforce Investment and Opportunity Act (WIOA). The WIOA State Plan for Minnesota covers core programs from DEED, Minnesota Department of Education, the Department of Human Services and Minnesota State Colleges and Universities.

- There are also several nonprofit organizations that provide workforce training and professional development including Child Care Aware of Minnesota, First Children’s Finance and the Minnesota Association for the Education of Young Children

- A multitude of public and private higher education systems provide credentialing and licensing for early childhood teachers and aides (According to the Integrated Postsecondary Education Data Systems there are 56 Institutes of Higher Education in Minnesota that provide early
childhood education and a degree.) The Minnesota Office of Higher Education provides information and support to increase access to higher education.

- The Governor’s Early Learning Council was created by Governor Mark Dayton in 2011. The goal of the Council is to ensure that all children are school-ready by 2020. Council members make recommendations to the Governor and the Legislature. The Council is staffed part-time with support from the Governor’s Children’s Cabinet and there is no budget associated with the Council. All council members, including the chair, are volunteer positions.

- The Governor also has a Workforce Development Board which is responsible for advising the Governor on Minnesota’s workforce system. The Governor’s Workforce Development Board is mandated and funded by the federal Workforce Innovation and Opportunity Act and further defined by state statute. The Workforce Development Board has three paid staff: an Executive Director, a Senior Policy Analyst, a Project Manager and an Administrative specialist. The Board issues an annual report to the Legislature in collaboration with the Minnesota Department of Employment and Economic Development.

- Members of both the Governor’s Early Learning Council and the Governor’s Workforce Development Board serve at the pleasure of the Governor. When a new administration is elected to office, the members turn over.

- There are several other statewide early childhood workforce efforts underway in Minnesota, including work with the Pritzker Foundation and the National Association for the Education of Young Children’s “Power to the Profession” initiative. The final recommendations from these efforts will need to be coordinated and implemented in a coherent fashion.

So, while there are a variety of state cabinet level agencies, work groups as well as private and nonprofit organizations who touch some aspect of the early childhood workforce, there is not one clear agency or organization to take on the critical role of overseeing implementation of the recommendations from this report and other related efforts.

The other states who have been working with the National Academies of Medicine Innovation to Incubation project have adopted a variety of approaches. California has a team jointly led by the California Department of Early Education and Support Division and First 5 California (a statewide nonprofit that invests tobacco tax revenues to improve the lives of children in California). Illinois has merged their workforce plans with the Governor’s Children’s Cabinet. Washington has created an Early Childhood Educator Workforce Council.

There are a variety of structures that could serve Minnesota. One option includes creating a new organization to facilitate the collective efforts of the involved entities and stakeholders. A second option is for an existing organization to assume the leadership role in this work, while maintaining an inclusive and neutral approach. In either case, it is critical that there are adequate resources, including funding and staffing, for effective oversight and implementation. Additional consideration should be given to the creating a backbone organization that survives changes in political administration.
**Strategy 5.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.

Outcome: So that Minnesota’s workplan reflects the consensus statements and recommendations regarding financing from state and national experts.

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<thead>
<tr>
<th>ACTIVITIES</th>
<th>IMPLEMENTATION PARTNERS</th>
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</thead>
<tbody>
<tr>
<td><strong>Activity 5.A.1</strong>&lt;br&gt;Create subcommittee with finance experts including the two experts from Minnesota who served on the national report, if possible, as well as representatives from those who served on Minnesota’s National Governor’s Association Taskforce on Early Childhood Compensation.</td>
<td>Minnesota Department of Human Services&lt;br&gt;Minnesota Department of Education&lt;br&gt;First Children’s Finance</td>
</tr>
<tr>
<td><strong>Activity 5.A.2</strong>&lt;br&gt;Finish work on Professional Development System Cost Analysis Tool underway with the National Center on Early Childhood Development, Teaching and Learning (NCECDTL)</td>
<td>University of Minnesota&lt;br&gt;Federal Reserve&lt;br&gt;National Center on Early Childhood Development, Teaching and Learning (NCECDTL)&lt;br&gt;Center for the Study of Child Care Employment, University of California Berkeley&lt;br&gt;Philanthropy&lt;br&gt;The Children’s Cabinet&lt;br&gt;National Children’s Cabinet Association&lt;br&gt;Minnesota Initiative Foundations</td>
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</tbody>
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