



Winter 2018

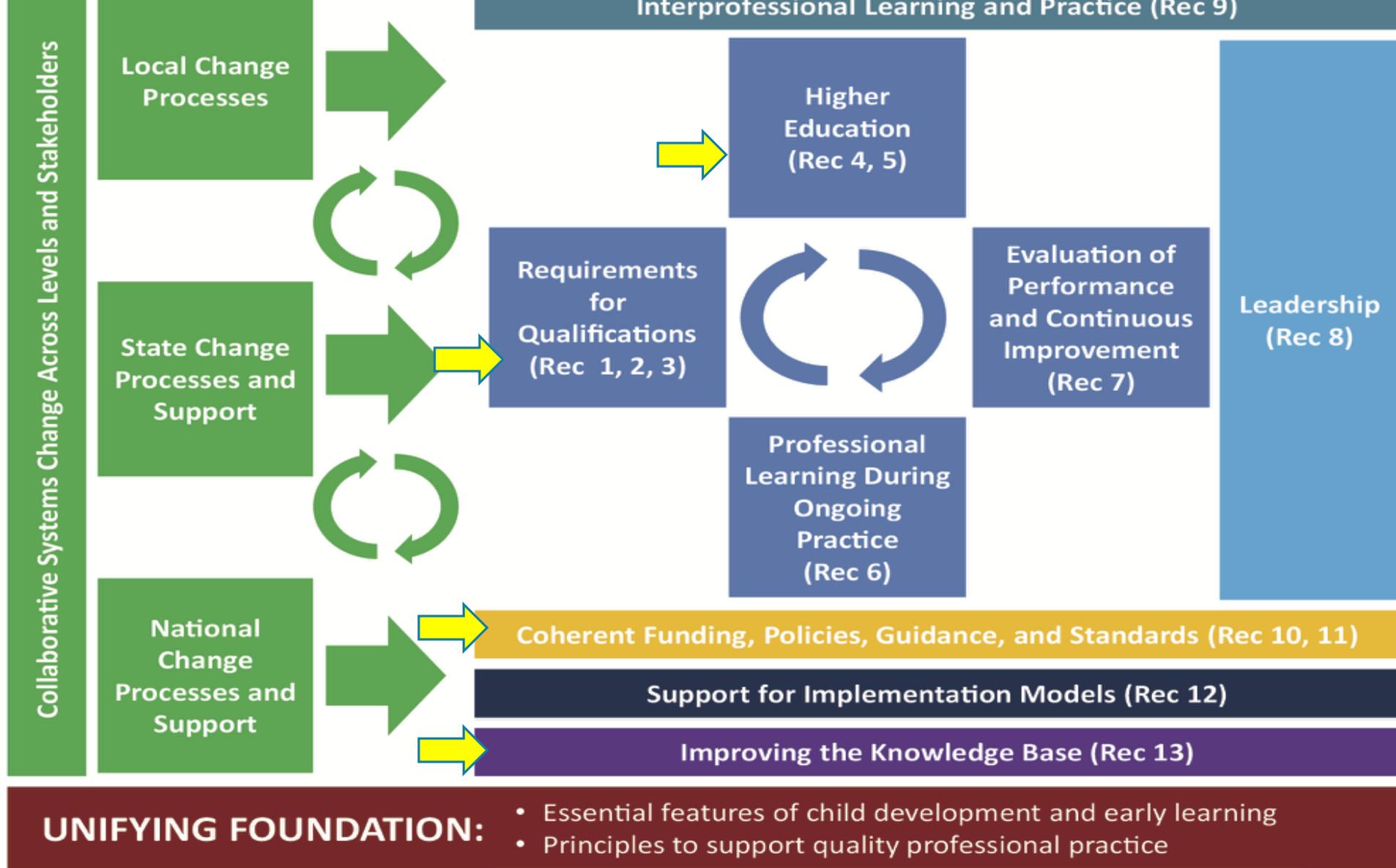
A UNIFYING FOUNDATION

“The foundation for a workforce that can truly meet the needs of children from birth through age 8 is based on essential features of child development and early learning and on principles that guide support for high-quality professional practice with respect to individual practitioners, leadership, systems, policies, and resource allocation.”

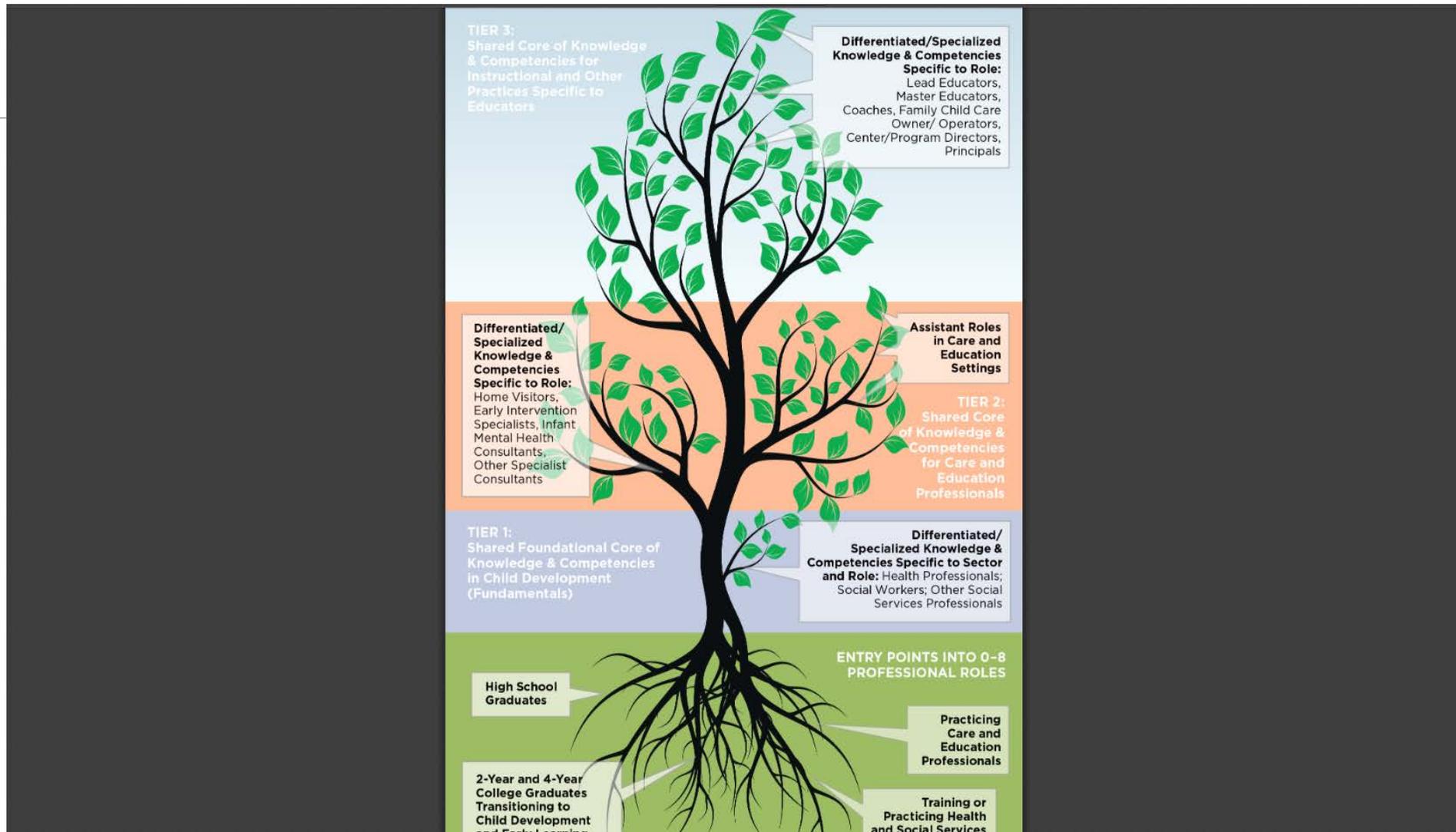


**Transforming the Workforce
for Children Birth Through Age 8:
A Unifying Foundation**





Shared and Specialized Knowledge



Minnesota's B8 Project Charge:

Create a ten year plan to begin implementing some of the 13 recommendations from the Transforming the Workforce report in Minnesota.

B8 Members

Christa Anders – Advance Consulting,
McKnight and West Central Initiative

Prof. Sharon Bergen – Dakota Community
and Technical College

Kelly Monson – Governor’s Children’s Cabinet

Prof. Layna Cole – Minnesota State
University- Moorhead

RaeJean Hansen – Southern Minnesota
Initiative Foundation

Prof. Molly Harney – University of Minnesota
Duluth

Cisa Keller – Think Small

Debbie Hewitt- Minnesota Department of
Education

Nancy Jost – West Central Initiative

Ann McCully – Child Care Aware MN

VISION

Minnesota has 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 our state and that is engaged in continuous learning and professional growth.

Guiding Principles

The best interest of the children must be paramount.

Engage and empower diverse stakeholders in the development of the plan.

Early childhood educators deserve professional level compensation.

It is critical to increase the linguistic, racial and cultural diversity of the early childhood workforce in Minnesota.

Employers must support a highly qualified, diverse workforce for the economic health of their communities.

The care and education of young children birth to age 8 is a public good and responsibility.

Higher education must be accessible and agile to embrace innovation regarding delivery models.

Pathways toward a bachelor degree must include meaningful content about child growth and development.

It will take many years to achieve the vision; set incremental goals with measures that can inform decisions about course correction along the way.

What We Know About the Early Childhood Workforce in Minnesota

- Aging out and fewer individuals are entering the early childhood workforce
- Lacks diversity
- It is ill prepared for changing demographics (DLL/EL)
- Poorly compensated
- Turnover rates are high, retention is suffering
- Higher ed closing programs
- Hard to justify graduates are “gainfully employed” with low wages

National Initiatives

Institute of Medicine and the National Research Council of the National Academies

National Governor's Association

The Center for the Study of Child Care Employment at the University of California in Berkeley

Promoting the Educational Success of Children and Youth Learning English: Promising Futures

Power to the Profession

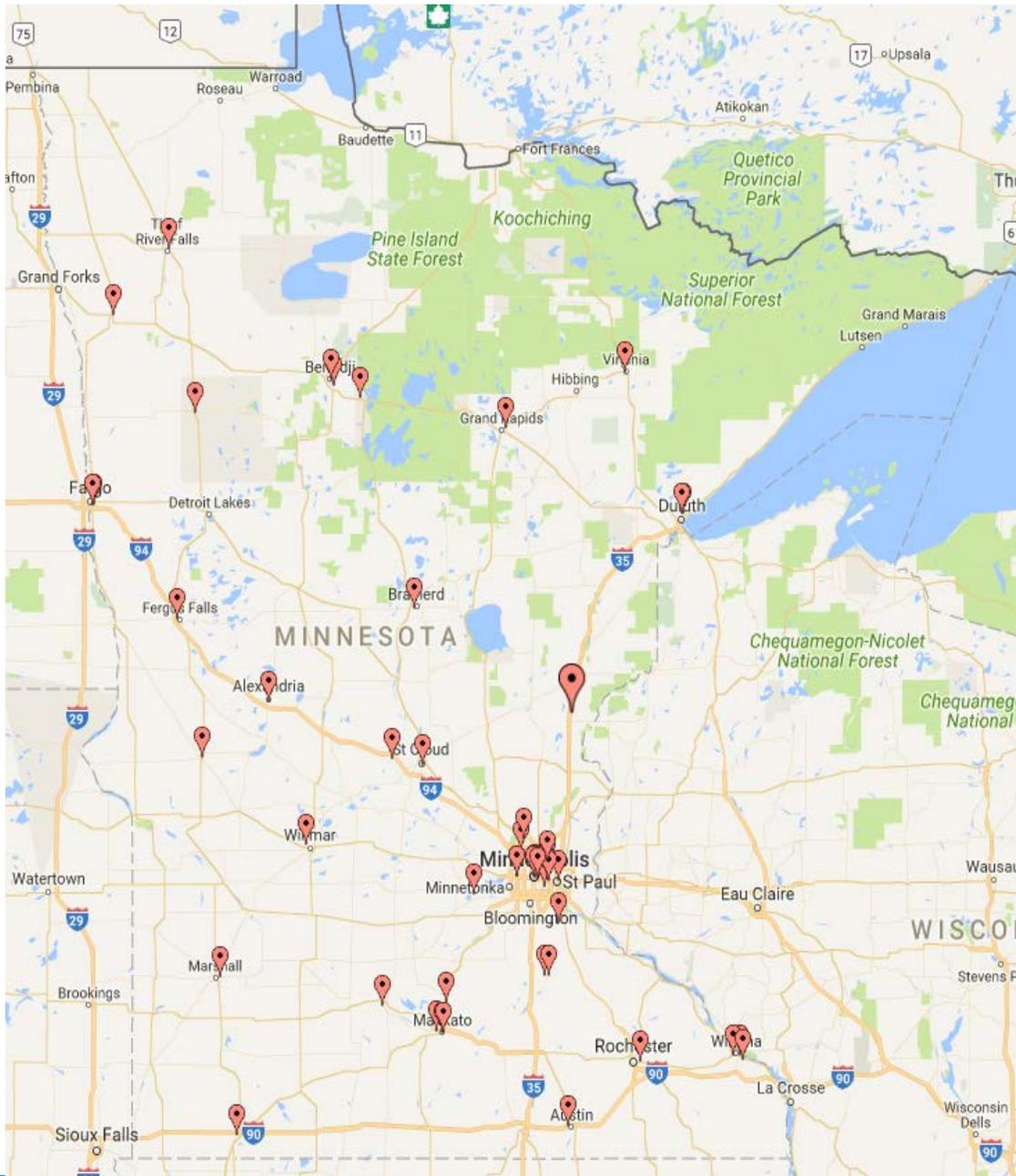
Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota

Minnesota Children's Cabinet to Expand Focus to Include Early Childhood Workforce Development and Housing for Children and Families

Following its success expanding access to early learning opportunities, home visiting, and the Help Me Grow system, Governor Mark Dayton's Minnesota Children's Cabinet today announced two additional focuses:

- early childhood workforce development
- access to housing for children and their families

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: Enhance and create early childhood courses and programs that equip graduates to provide high quality early learning experiences.

Strategy B: Recruit, retain and support more and diverse faculty.

Strategy C: Educate policy-makers, regulatory bodies and administrators of institutes of higher education about the importance of early childhood.

Strategy D: Provide supports for faculty to be deeply engaged in the early childhood community.

Strategy E: Ensure cross institutional work that supports faculty professional learning and creates cohesive learning opportunities for students.

Strategy F: Collaborate to maximize opportunities and efficiencies within the higher education system



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

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

Strategy A: Increase access to high quality field placements.

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

Strategy C: Establish Early Childhood Resource Hubs.



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, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.



Vision: Minnesota has clear pathways with multiple entry points that allow individuals to join the workforce and move along an established educational continuum.

Strategy A: Develop a professional learning system for people in the early childhood field.

Strategy B: Create alternative methods of demonstrating knowledge and competence that allows for both flexibility and accountability.

Strategy C: Identify costs to the system and put funding mechanisms in place.

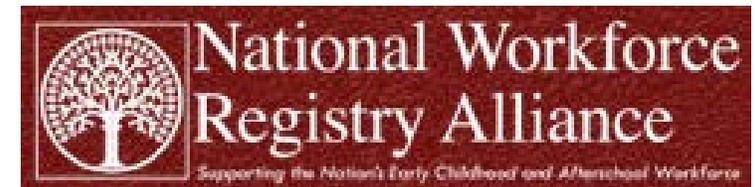
Strategy D: Ensure programs included in the career pathway framework are accessible for all.

Strategy E: Offer financial supports to individuals seeking to obtain further credentials and degrees.

Strategy F: Intentionally diversify the workforce.



MINNESOTA OFFICE
OF HIGHER EDUCATION



Priority Area Four: State and municipal governments, in collaboration with nongovernmental resource organizations and with the financial and technical support of federal agencies, should establish data systems for systematically gathering information on the workforce across professional roles and settings that serve children from birth through age 8.

Vision: Minnesota collects and uses early childhood workforce data to inform stakeholders and policy decisions.

Strategy A: Require adults working or volunteering in DHS licensed early childhood programs to have individual memberships in DEVELOP and require DHS licensed programs to have registered organization accounts.

Strategy B: Ensure state data systems, including but not limited to, DEVELOP, ECLDS, SLDS and K12 teacher systems, are compatible and communicating with each other.

Strategy C: Connect workforce data to child outcomes to better understand the link between teacher qualifications and child success

Strategy D: Disseminate data, reports and finding related to Minnesota's early childhood workforce broadly with the public.

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



Vision: Minnesota has a recognized backbone 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.

Strategy A: Determine the best backbone organizational structure to oversee implementation of the recommendations and activities in Minnesota's implementation plan.

Strategy B: Secure legislation that assigns authority and resources to backbone organization.

For More Information

www.ecworkforcemn.org

What's next?

Let us know what your ideas and advice!

<https://www.surveymonkey.com/r/ecworkforce>



Transforming Minnesota's Early Childhood Workforce for
Family Professionals

What forms the foundation for what family professionals need to know/do?

How do we increase access to parenting education?

How do organizations and leaders best support family professionals?

What needs to be included in the workforce plan to support family professionals?

What are we doing in Minnesota that we should KEEP doing?

What are we doing in Minnesota that we should STOP doing?

What are we doing in Minnesota that we should START doing?

THANK YOU!
