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Minnesota Early Childhood Care  
and Education Council



# Report to the Legislature and the Governor

January 1, 1995

Minn. Stat. 256H/195



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# PREFACE

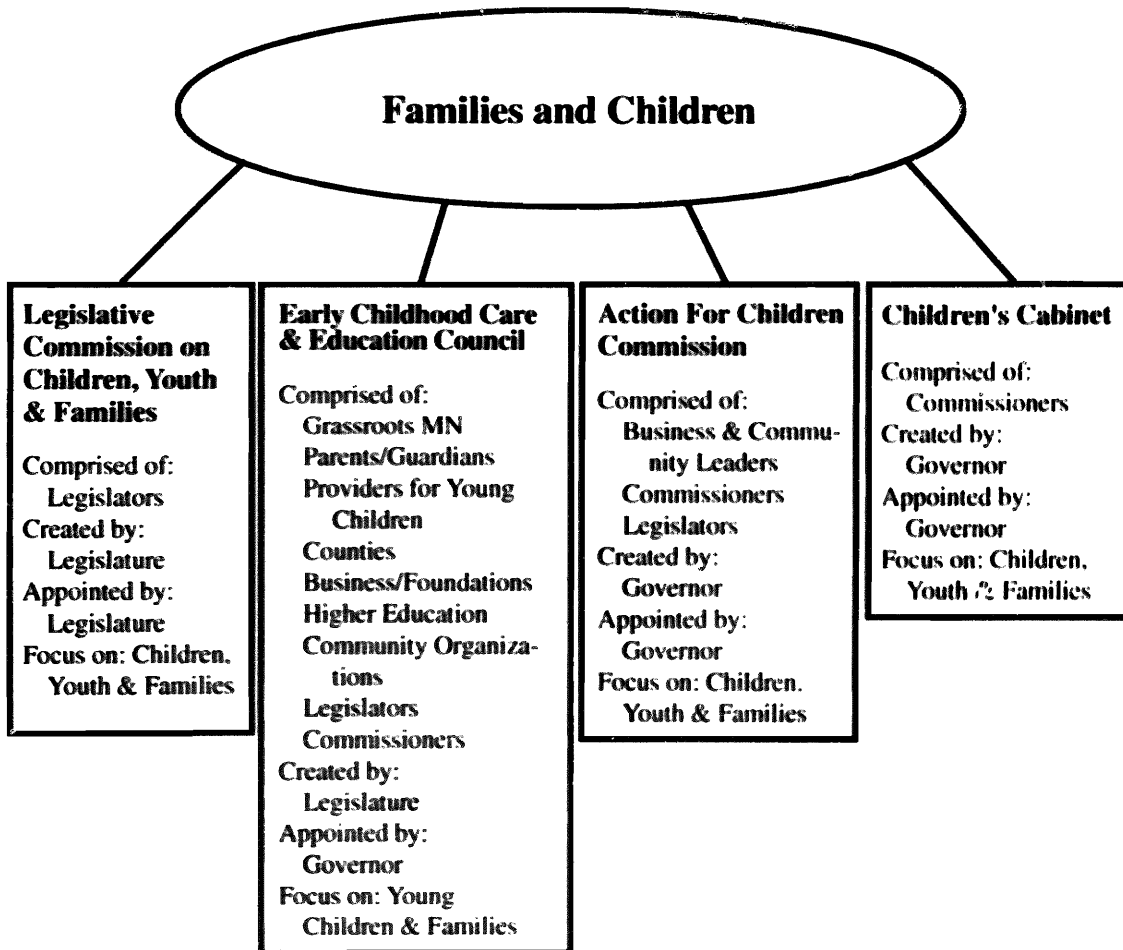
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## Who is the Council?

The Minnesota Early Childhood Care and Education Council was created to advocate for an effective and coordinated early childhood care and education system. It is an independent State Council representing grassroots Minnesota. The members represent the early childhood field, as well as, community and parents from around the state. Council membership includes the commissioners of human services, economic security, education and health; two members from the senate and two members from the house of representatives.

The Minnesota Early Childhood Care and Education Council focuses exclusively on the needs of young children and their families, particularly with child care and education issues.

## Councils and Commissions focusing on Children & Families:



***Minnesota Statute 256H/195 directs the Minnesota Early Childhood Care and Education Council to "Provide a report to the Legislature on January 1, of every odd-numbered year, containing a description of the activities and work plan of the Council and any legislative recommendation developed by the Council"***

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# **SUMMARY OF COUNCIL RECOMMENDATIONS**

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The following is a brief overview of key positions developed by the council, focusing on MINNESOTA MILESTONES' GOAL: All Children will start school ready to learn.

## **EARLY CHILDHOOD PROGRAMS**

Support all efforts for coordination and collaboration of programs, working to reduce barriers and provide incentives.

### **Head Start**

Increase funding for Head Start to provide access for all eligible children.

### **Learning Readiness**

Increase formula funding for Learning Readiness Programs.

### **Child Care**

#### **Affordability**

Fully fund the Child Care Basic Sliding Fee Program.

#### **Quality**

**Wages:** Explore ways to increase pay of child care workers to assure a more stable work force with the goal of quality improvement of child care programs.

**Regulation:** Require all child care programs, including programs exclusively for school age child care, to be monitored using one set of standards.

Fund staff positions in the Department of Human Services to provide technical assistance for Rule 2&3 child care providers.

Provide permanent authority to the Department of Human Services for use of Interpretive Guidelines for Rule 3 and to write and implement Interpretive Guidelines for Rule 2.

**Training:** Increase the initial and ongoing education requirements for licensing of family child care providers under Rule 2.

Implement a coordinated professional development program with a state-wide approved curriculum and articulation of credits among post secondary institutions.

Establish coordinated training for all early childhood professionals.

Require a licensing fee of Rule 2 providers and a portion of Rule 3 licensing fees to go to a fund to be used exclusively for education of child care providers.

Fund the Cultural Diversity training project.

Increase the basic formula for Early Childhood Family Education for home visiting for licensed family child care providers.

**Accessibility**

Expand access to School Age Child Care Programs.

**Coordination**

Fund the Minnesota Early Childhood Care and Education Council.

Increase funding for the Child Care Resource and Referral programs to enable them to carry out their mandates.

**STRENGTHENING AND SUPPORTING FAMILIES**

Increase the basic formula for Early Childhood Family Education for program growth, outreach and home visiting for families with young children.

Support a teaching requirement of family life and parenting skills by trained staff throughout the K-12 curriculum.

Increase funding for Head Start to provide access for all eligible families.

Increase funding for Minnesota Department of Health home visiting program for families of newborns who may be at risk.

**HEALTH AND NUTRITION**

Increase state supplement of WIC Program to insure that all eligible women and children may be served.

# **COUNCIL REPORT**

## **COUNCIL ACTIVITIES**

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**The council spent its first year familiarizing members with the existing early childhood programs and issues, through the use of speakers and study of research and reports.**

### **Regional meetings**

The major activity for the 93-94 year was hosting regional meeting throughout the state. The council in cooperation with local Child Care Resource and Referral programs scheduled six regional meetings around the state and solicited input from those unable to attend. These included: Metro-Roseville, West Central-Fergus Falls, Southeast-Owatonna, Southwest-Marshall, Northwest-Crookston, Northeast-Eveleth. The meetings focused on successes and barriers to collaboration among early childhood and family programs and featured presentations on model programs. Participants were able to discuss concerns and make recommendations for improvement in the delivery of early childhood care and education programs and services. Input received from participants was used by the council to set legislative recommendations and council priorities and activities.

### **Council meetings**

The full council met bi-monthly with the executive committee meeting during the intervening months. Meetings included reports from DHS on the Department of Human Services Report to the Legislature; Minneapolis League of Women Voters-"Valuing Children: The First Step"; Reports on Special Needs Children, Year 5 of Part H IDEA and Special Needs Child Care; Child Care Resource and Referral Network; Child Care Works; Apprenticeship program of GMCDA; DHS Interpretive Guidelines; Infant Toddler Training Project; School Age Child Care Alliance; Department of Education; Department of Economic Security; the Minnesota Report on Race/Ethnicity in Child Care; National Parenting Association; The Economic Summit Sponsored by The Alliance of Early Childhood Professionals on child care financing; Report on Home Visiting programs for families with newborns or young children from the departments of Health, Education and Human Services.

### **Site visits**

The Executive Director visited the Arrowhead Head Start program and Chicagami Children's Center in Eveleth; the Y Wee Care Child Care Center at the Range Technical College in Virginia; School Age Child Care program and Mother Lee Care, a family child care home in Fergus Falls; ECFE and Minnesota Extension in Elbow Lake; La Creche Child Care Center in North Minneapolis; the Rush City Family Center in Rush City; Early Childhood Special Education, Tiny Tots preschool program, Eagan; St. James Child Care Center, Early Childhood Family Education and Project Kids, Burnsville.

### **Executive Director Activities**

The executive director participated in the following activities:

- Minnesota Nurses Child Care Health Consultants' regional meeting
- Saint Paul Ecumenical Alliance of Congregations' forum on child care issues
- DHS Child Care Task Force
- Child Care Works
- The Children's Coalition
- For Kid's Sake: Stop the Violence conference

- The Governors' Conference on Excellence in Education
- Minnesota Early Childhood Professional Development Strategic Planning Advisory Consortium
- Inter-agency Early Intervention Committee
- Balancing Work and Family: Challenges and Solutions national teleconference
- Planning Committee for Child Care Economic Summit
- Advisory Committee to Department of Education on school meals programs
- State Cornerstone Committee
- City Parents United: Parents' Congress
- Planning Committee for 1995 conference on children Birth-Kindergarten
- The Early Childhood Directors' Association Resource Fair
- Minnesota Association for the Education of Young Children State Conference
- DHS Children's Symposium
- Minnesota School Boards Association Delegate Assembly
- State Cornerstone Retreat on Collaboratives
- Child Care Resource and Referral Day at the Capitol
- Coming Together for Children, Youth, and Families Statewide Collaboration Conference
- Attended meetings of and/or testified before:
  - The Legislative Commission on Children, Youth and Families
  - Legislative hearings
  - CHITA-Children's Initiative Technical Assistance Committee
  - CERA-Coalition for Education Reform and Accountability
- Contacted state and federal Legislators, the Governor, his staff and commissioners.
- Children's Cabinet

**Activities of Council members (*most* not at council expense)**

- Head Start, state and national conventions
- Minnesota and National Association for the Education of Young Children
- Minnesota and National Family Licensed Child Care Associations.
- Child Care Resource and Referral, Minnesota Extension Services and Women's Days at the Capitol.
- DHS Interpretive Guidelines Task Force
- DHS Child Care Task Force
- The National Governors' Conference on Excellence in Education
- For Kid's Sake: Stop the Violence conference
- Minnesota Early Childhood Professional Development Strategic Planning Advisory Committee
- Cultural Diversity Training Steering Committee
- Work/Family Professionals Network
- Met with local Child Care Resource and Referral staff to plan regional meetings
- DHS Children's Symposium

**Other Work of Council**

The council's licensing task force, with expanded membership from outside the council, continued to look at licensing issues as identified in the regional meetings. The council's priorities for 1994 included seeking full funding for the Child Care Basic Sliding Fee, examining licensing issues, and strengthening the relationship between the council and the Child Care Resource and Referral Network.

## **COUNCIL RECOMMENDATIONS**

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**T**he status of our nation's children is one of crisis. Too many children live in poverty. Too many children have not been immunized. Too many children are subjected to abuse and neglect. Too many children are hungry. The council believes that young children must be the state's highest budget priority. The early years provide the foundation for future success in life. Human potential is our most important natural resource. We cannot squander it by failing to provide the nurturing required to allow young children to thrive. By spending money now to give children a good start in life, we save money in the future costs due to society's neglect of young children.

More and more society is recognizing the importance of the early years of childhood for a child's social and cognitive development. Experts consistently point out that we must focus on prevention programs for young children and families if we expect to have an impact on society. Prevention programs are less costly and more effective than intervention programs. There are already many programs in place that have been proven to be successful in helping young children and their families. The problem is the funding is not in place to meet the need or serve all the eligible families.

Ernest Boyer in his book, Ready to Learn, A Mandate for the Nation, states, "The quality of education and our society will be measured by our capacity to care for our children and to make sacrifices for their future". The National Education Goals and Minnesota Milestones have as a goal that "all children will start school ready to learn". What is needed to accomplish this goal?

We see here three major areas that must be addressed by the Legislature and the Governor if children are to be prepared to be successful in school.

1. Early childhood programs
2. Strengthening and supporting families
3. Health and nutrition

The major source for this Legislative Report and recommendations is the input received from the six regional meetings held by the council. Input was received from individuals from 48 counties around the state. The council also incorporated its study of national and state research and reports on early childhood issues as well as information received through attendance at meetings and conferences. An important reference is Starting Points, Meeting the Needs of our Youngest Children, the Carnegie Corporation of New York, 1994. Additional references are cited in the Bibliography.

### **EARLY CHILDHOOD PROGRAMS**

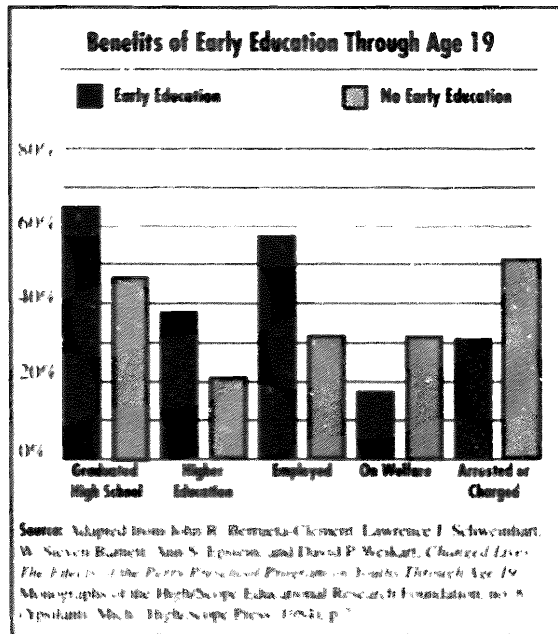
The council supports all efforts for coordination and collaboration of early childhood programs. The council believes the family service model, used under Part H of the Individuals with Disabilities Act is an appropriate model for all delivery of services to families. Under this model services for infants and toddlers with disabilities and their families are provided according to an Individual Family Service Plan. The plan is developed with an interagency team. The use of



Percentage of Teachers Citing Serious Problems in Kindergartners' School Readiness						
	Language Richness	Emotional Maturity	General Knowledge	Social Confidence	Moral Awareness	Physical Well-Being
All Teachers	51%	43%	38%	31%	21%	6%

Source: *Education Daily*, December 19, 1991

Reproduced with permission by American Association of School Administrators, 1801 North Moore St., Arlington, Virginia 22209, (703) 875-0761 from Getting Your Child Ready For School, 1992.



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a case manager provides the family a single person to work with to access all appropriate and available services allowing them to tell their story once.

The council supports the availability of Family Centers in Communities to provide access to a myriad of services and programs in one location.

The council stresses that all early childhood programs should be available at one site including Head Start, Early Child Family Education, Early Childhood Special Education, Pre-School programs and Child Care.

Quality early childhood programs must be available to all children. \$1 invested in quality preschool education returns \$3 because of lower costs of special education, public assistance and crime. \*

### **Head Start**

Increase funding for Head Start to provide access for all eligible children. Head Start has a proven record of helping prepare disadvantaged children to succeed in school and thus in life. The Minnesota Head Start Report to the Legislature, January 1992, stated that "statistics have shown that children who attend Head Start are 65 percent more likely to graduate from high school" and "every \$1 invested in Head Start returns \$7 to society because of the decrease in long term costs of health care, special education, public assistance and criminal justice involvement."

### **Learning Readiness**

Increase formula funding for Learning Readiness Programs. There are many young children in need of preschool programs who do not qualify for Head Start or early childhood special education.

### **Child Care**

A caring, nurturing, and stimulating environment is essential for the healthy development of children. When child care is chosen for children it must be of high quality.

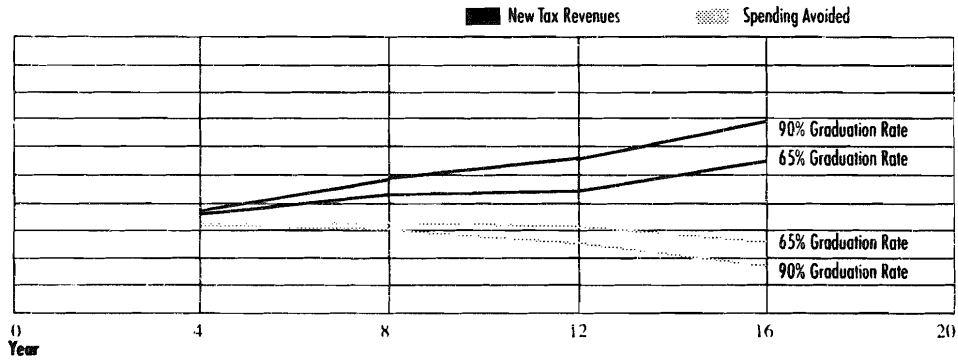
#### **Affordability**

Fully fund the Child Care Basic Sliding Fee Program. The council recommends that the legislature support child care by fully funding the Child Care Basic Sliding Fee program to allow access to quality child care for all eligible low income families. Assistance with the cost of child care is essential to the self sufficiency of low income families and necessary to help assure that children are not left home alone or in inadequate care. Subsidized child care must be the cornerstone of welfare reform.

\*Source: U.S. Congress House of Representatives, Select Committee on Children, Youth and Families, "Opportunities for Success: Cost Effective Programs for Children" - Update 1990, 101st Congress, 2nd session, October 1990, pp. 9-10.

### Projected Economic Impact of Improved Graduation Rate

Head Start 4 - Year - Olds (Annual Dollars in Billions)



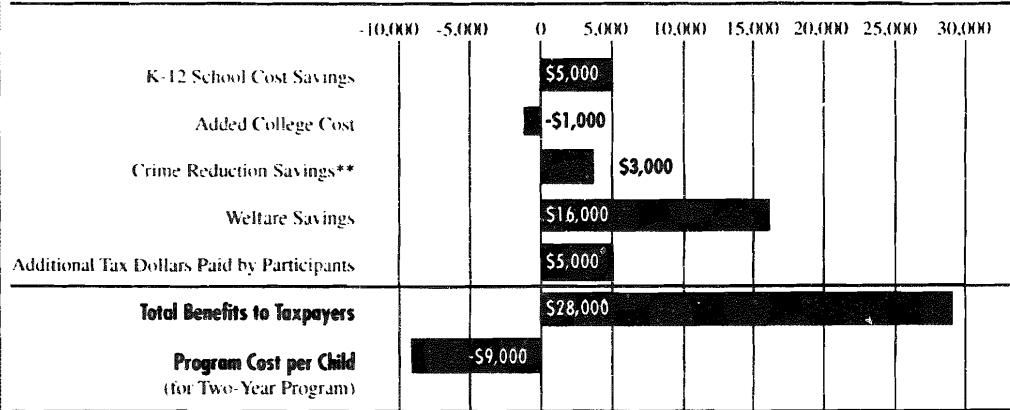
**Notes:** All of the dollars are expressed with an annual inflation rate of 4.8%. The two upper curves estimate the potential additional tax revenues resulting from the increased graduation rate to 65 percent and to 90 percent when the population remains stable. The two lower companion curves estimate the new spending that could be avoided because these new high school graduates would be less likely to commit crimes or require long-term public assistance.

**Source:** IBM Customer Business Development, Boulder, Colorado, 1992.

### Cost Benefit Analysis of the Perry Preschool Program

Benefits of Two-Year Program to Taxpayers (Per Participant)

Approximate Dollar Value\*



**Benefit-Cost Ratio: 3 to 1**

**Notes:** \*Dollar values are in constant 1981 dollars, discounted at 3 percent annually.

\*\*Crime reduction savings are savings to citizens as taxpayers and as potential crime victims.

**Source:** Adapted from John R. Berrueta-Clement, Lawrence J. Schweinhart, W. Steven Barnett, Ann S. Epstein, and David P. Weikart, *Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19*, Monographs of the High/Scope Educational Research Foundation, no. 8 (Ypsilanti, Mich.: High/Scope Press, 1984), p. 91.

## **Quality**

We need to address three areas to improve quality: wages, training and regulation.

With the increased number of parents working outside the home, it is essential that child care programs be of high quality. Children need to have consistent care from a loving, nurturing adult. Studies show that the most important indicators of quality in programs is the training and wages of the care giver.

**Regulation:** To improve quality, the council recommends the licensing of all child care programs. All early childhood programs should be monitored using one set of standards. Currently many programs that care for children are not licensed. This means that there are no training requirements for staff, they are not required to follow any minimum health and safety standards, there are no child-staff ratios requirements and no required background checks on employees who will be working with children. A minimal, nononerous, set of standards that would assure the safety of children should be adopted. Examples of some of the programs that are not licensed are: programs that serve exclusively school age children, Park and Recreation programs, Health Clubs, and Indoor Play Centers.

The council recommends the funding of staff positions at the Department of Human Services to provide technical assistance on licensing issues for both Rule 2 & 3 providers. This would help to improve quality as well as help with the lack of consistency among the counties' interpretation of licensing rules. Cost: \$150,000

Interpretive Guidelines for Rule 3 were approved on a pilot basis. These guidelines have been extremely helpful to providers. The council recommends permanent authority be granted to use Interpretive Guidelines for Rule 3 and be written and implemented for Rule 2. This also will help alleviate the problems of inconsistency among counties in licensing.

**Wages:** The council believes that ways to increase the pay of child care workers must be explored if quality is to be improved. High turnover among child care workers is a problem due to low wages. Often no benefits are available. Young children need the stability of a consistent, concerned care giver. Loss of a caregiver with whom a child has formed an attachment is detrimental to a child's development and ability to trust adults.

**Training:** Training is an important element of quality. The council recommends increasing the initial and ongoing training requirement for family child care providers. Currently there is no training required prior to licensing and thereafter, only six hours per year are required. Fulfillment of this training requirement is not consistent from county to county as to what training is accepted.

The council supports a coordinated professional development system with articulation of credits among institutions of higher learning and a statewide approved curriculum.

The council recommends the establishment of a licensing fee paid by family child care providers and a portion of the fee paid by centers to be set aside for free or reduced-cost training for providers.

The council recommends that training be coordinated and funding pooled for all early childhood care and education providers.

The Cultural Diversity training project should be funded. Cost: \$600,000

The Early Childhood Family Education funding should be increased for home visiting to family child care providers. This would help to alleviate the problem of isolation expressed by many providers and help to improve their skills and expand their resources.

### **Coordination**

The Minnesota Early Childhood Care and Education Council should be funded in order to fulfil their legislative mandates. The council is charged with coordinating early childhood programs at the state level, working with state agencies, facilitating the development of inter-agency agreements and reviewing agency policies to see that they do not conflict. The council is to advocate for an effective and coordinated early childhood care and education system with state agencies and programs. Cost: \$200,000 for biennium.

Full funding for Child Care Resource and Referral (CCR&R) is essential to support families who use child care. CCR&R programs connect families to child care which helps parents maintain employment or to enter training programs leading to employment. CCR&R also links families to other programs such as Head Start, Early Childhood Family Education, Crisis Nursery, WIC, and other programs and services.

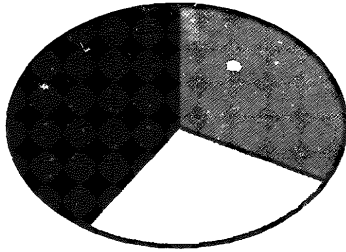
CCR&R supports and coordinates services for the professionals who provide direct child care. CCR&R is the infrastructure for the child care industry which consists of over 15,000 licensed family child care homes and centers statewide.

### **Accessibility**

School age child care must be expanded in order to prevent children from being home alone, unsupervised, which can lead to problems such as dropping out of school, drug experimentation, early sexual activity, gang participation, crime and violence. It is critical that older children have an opportunity to establish relationships with caring, supportive adults who can be available on a consistent basis in a very critical time in a young person's life when many challenges and temptations must be faced. The council supports collaboration among agencies serving youth in order to provide increased access to programs for older elementary and middle school or junior high children. All schools should have available before and after school care.

### Estimated Savings from Providing Prenatal WIC Services to Infants Born in 1990

- \$337 million  
Federal monies in reduced payments for Medicaid, Supplemental Security Income, and special education
- \$277 million  
State monies in reduced payments for Medicaid and special education
- \$423 million  
Reduced health care costs by private payers, hospitals, and localities



**Note:** Figures are estimates of savings accrued over eighteen years.

**Source:** U.S. General Accounting Office, *Early Intervention: Federal Investments Like WIC Can Produce Savings*, April 1992 (Washington, D.C.: U.S. Government Printing Office, 1992).

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### Estimated Cost Savings Attributable to WIC Prenatal Benefits\*

#### First-Year Savings

Initial hospitalization	\$632 million
Outpatient	\$100 million
Rehospitalization	\$121 million

#### Savings Over Eighteen Years

Excess medical care for disabled children	\$39 million
SSI for disabled children	\$53 million
Special education	\$91 million

<b>Total Averted Expenditures</b>
\$1.036 billion

<b>WIC Costs**</b>
\$296 million

<b>Net savings***</b>
\$740 million (\$3.50 saved for each dollar spent on WIC)

**Notes:** \*Estimates are based on 36,517 averted low-birthweight births in one year.

\*\* WIC costs are based on federal WIC program costs related to serving pregnant women in 1989-90.

\*\*\* Net savings equal the total averted expenditures less WIC program costs.

**Source:** U.S. General Accounting Office, *Early Intervention: Federal Investments Like WIC Can Produce Savings*, April 1992 (Washington, D.C.: U.S. Government Printing Office, 1992).

## **STRENGTHENING AND SUPPORTING FAMILIES**

In order to strengthen and support families, we need to focus on parent education. The parent is the child's first teacher. Being a good parent is not an inherent skill. We must provide future as well as current parents the necessary skills to see that their children get a good start in life.

The council recommends increased basic formula funding for Early Childhood Family Education for program growth, outreach and home visiting for families of young children.

The council supports the teaching of family life and parenting skills by trained staff throughout the K-12 curriculum.

Head Start is an antipoverty program. A key component is parental involvement. The program works with parenting skills and help toward self sufficiency of families. The council recommends full funding of Head Start to allow access to the program for all eligible families. The council recommends increased funding at the federal and state level.

Home visits by nurses during pregnancy and the first two years of life have been shown to reduce many health problems associated with adolescent, unmarried and low-income mothers, according to the Carnegie Report, Starting Points, Meeting the Needs of Our Youngest Children. Universal contact with new parents is a key component of the Minnesota Children's Initiatives in Becker and Cass Counties and St. Paul.

The council recommends increasing funding for nurse home visiting for pregnant women and families of newborns, who may be at risk. The state should support a universal home visiting program for all families with newborns. Families at risk could be identified through this program with appropriate follow-up and referral.

## **HEALTH AND NUTRITION**

In order to succeed in school a child must have a healthy start. Good nutrition is essential to physical and intellectual development. The council asks that the state supplement to WIC be increased to allow all eligible women and children to be served. A \$1 investment in prenatal component of WIC has saved \$3 in short term hospital costs, as much as \$3.13 in Medicaid costs for newborns and mothers and as much as \$3.90 for newborns only. \*

\*Source: U.S. Congress House of Representatives, Select Committee on Children Youth and Families, "Opportunities for Success: Cost Effective Programs for Children" - Update 1990, 101st Congress, 2nd session, October 1990, pp. 9-10.

# **COUNCIL WORK PLAN**

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## **The council will:**

- ◆ Advocate for public/private programs and funding for early childhood care and education at the local, state and national levels.
- ◆ Work with the departments of Health, Education, Economic Security, and Human Services to coordinate and increase collaboration in the delivery of services to young children and their families.
- ◆ Study methods for improving stability in the child care workforce, including increasing wages of early childhood professionals with the goal of quality improvement of child care programs.
- ◆ Study current research, models used in other countries, and presentations at council meetings.
- ◆ Work with small and large business representatives around the state to increase awareness of the child care dilemma of costs and wages of providers, explore tax policy and examples of methods of employer assistance and seek solutions to the problem.
- ◆ Develop a recommendation for improving wages of child care workers in cooperation with other child care advocates.
- ◆ Work with the Child Care Resource and Referral network to improve the accessibility, affordability, and quality of child care throughout the state of Minnesota.
- ◆ Continue to explore licensing issues through its licensing task force and follow through with recommendations where appropriate.
- ◆ Continue to dialogue and seek solutions with other agencies, advocates, parents, legislators, task forces, associations, educational, business and community leaders on early childhood issues and barriers to collaboration.
- ◆ Work to assure a culturally appropriate system for diverse populations, a coordinated system of training and licensing for early childhood professionals and the availability of care for special needs children.
- ◆ Continue to serve as a resource to consumers for information and resolution of issues.



- ◆ Work with other agencies and advocates to increase public awareness of the importance of the early years in a child's development and looking at ways the state should respond.
- ◆ Monitor the effect of welfare reform on the child care system, including availability and quality of services.
- ◆ Work with others to see that the quality of child care is improved through increased, appropriate training requirements and that the training is affordable and accessible.

## **SUMMARY**

As a society we must invest in our future. We must strengthen and support families. We must see to it that children have a healthy start. We must provide access to quality early childhood programs for all young children.

The Carnegie Report: Starting Points, Meeting the Needs of our Youngest Children, states "Preserving the fabric of any society requires continuous replacement of older generations by adequately prepared younger ones. The society as a whole, and individual families within it, must provide the conditions that allow children to progress toward competent adulthood. The earliest years of life thus, lay the foundation for all that follows".

An investment in early childhood programs and services is cost effective, producing cost savings in later years from lower costs of remedial education, welfare dependency, and prisons and producing increased revenues from productive, contributing members in our society.

We must act now to create our future.



# **COUNCIL BACKGROUND**

**Council Membership  
History and Mission  
Duties and Responsibilities**

# Minnesota Early Childhood Care And Education Council

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## Council Members

**Linda Miller**  
Owatonna  
**Deloris Friske**  
Prior Lake  
**Creighton Koski**  
Virginia  
**Carole Johnson**  
St. Paul  
**Peg Knudson, Chair**  
Ashby  
**Danielle Perrier**  
St. Paul  
**Dee Nelson**  
Minneapolis  
**Mayer Berg**  
Edina  
**Gladys Savage**  
Red Wing  
**Ruby Hughes**  
Minneapolis

**Mary Jo de Bealka**  
Stillwater  
**Bennett Montzka**  
Wyoming  
**Diana Osterfeld**  
Perham  
**Sharon Klun**  
Eden Prairie  
**Donna Strahl-Bolstorff**  
Austin  
**Christine Bremer**  
Edina  
**Roejean Goodwin**  
Lino Lakes  
**Kevin Trainor**  
Minneapolis  
**Julene Swenson**  
Stillwater

## Legislators:

**Representative Kay Brown**  
Northfield  
**Senator Pat Piper**  
Austin  
**Senator Martha Robertson**  
Minnetonka

## Commissioner

## Designees:

**Barbara O'Sullivan**  
Human Services  
**Lois Engstrom**  
Education  
**Cheryl Smoot**  
Health  
**Sharon Sharpiro**  
Economic Security

## Council Membership

The council consists of 19 members appointed by the Governor, the Commissioners of the Departments of Education, Health, Human Services, and Economic Security, and as ex-officio members, two state senators and two representatives. The appointed members represent the following groups and organizations: parents, family child care providers, child care center providers, private foundations, corporate executives, small business owners, public school districts, higher education, Head Start, two county representatives, a community group, communities of color, and three members of Child Care Resource and Referral programs, including one from a county-operated program, one from a rural location and one from the metro area.

# **Minnesota Early Childhood Care and Education Council**

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## **HISTORY**

The Minnesota Early Childhood Care and Education Council is an independent state council created by the 1991 legislature. Governor Arne Carlson appointed members to the Council in March of 1992.

## **MISSION**

The mission of the Minnesota Early Childhood Care and Education Council is to lead Minnesota in developing and advocating a coordinated public/private system to meet the early childhood care and education needs of families. The paramount population served by the Council is young children and their families.

## **VISION**

- ◆ Minnesota will rank first in delivering quality services for young children and their families.
- ◆ Early childhood care and education is accessible, affordable and collaborative.
- ◆ The system is sensitive to cultural diversity.
- ◆ A continuum of service choices is in place.
- ◆ Families need only tell their stories once.
- ◆ Services are appropriate to needs.
- ◆ Providers are respected and valued for their critical role in the lives of young children.
- ◆ Each child is viewed as a whole person with individual needs.
- ◆ Every child has the opportunity to develop his/her full potential.

# **Duties and Responsibilities**

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## **Minn. Stat. 256B.195:**

- \* Develop a biennial plan for early childhood care and education in the state.
- \* Take a leadership role in developing recommendations in conjunction with the recommendations of other state agencies on the state budget for early childhood care and education.
- \* Apply for and receive state money and public and private grant money.
- \* Participate in and facilitate the development of inter-agency agreements on early childhood care and education issues.
- \* Review state agency policies on early childhood care and education issues so that they do not conflict.
- \* Advocate for an effective and coordinated early childhood care and education system with state agencies and programs.
- \* Study the need for child care funding for special populations whose needs are not being met by current programs.
- \* Ensure that the early childhood care and education system reflects community diversity.
- \* Be responsible for advocating policies and funding for early childhood care and education.
- \* Provide a report to the Legislature on January 1 of every odd-numbered year, containing a description of the activities and the work plan of the Council and any legislative recommendation developed by the Council.

## **Minn. Stat. 256B.225:**

The commissioner (Department of Human Services) shall work with the early childhood care and education council and with resource and referral programs to develop tools to assist child care centers and family child care providers to obtain accreditation and certification and to achieve improved pay for child care workers.

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# SUMMARY OF COUNCIL RECOMMENDATIONS

The following is a brief overview of key positions developed by the council, focusing on MINNESOTA MILESTONES' GOAL: All Children will start school ready to learn



## EARLY CHILDHOOD PROGRAMS

Support all efforts for coordination and collaboration of programs, working to reduce barriers and provide incentives

### Head Start

Increase funding for Head Start to provide access for all eligible children

### Learning Readiness

Increase formula funding for Learning Readiness Programs

### Child Care

#### Affordability

Fully fund the Child Care Basic Sliding Fee Program

#### Quality

**Wages:** Explore ways to increase pay of child care workers to assure a more stable work force with the goal of quality improvement of child care programs

**Regulation:** Require all child care programs, including programs exclusively for school age child care, to be monitored using one set of standards

Fund staff positions in the Department of Human Services to provide technical assistance for Rule 2&3 child care providers

Provide permanent authority to the Department of Human Services for use of Interpretive Guidelines for Rule 3 and to write and implement Interpretive Guidelines for Rule 2



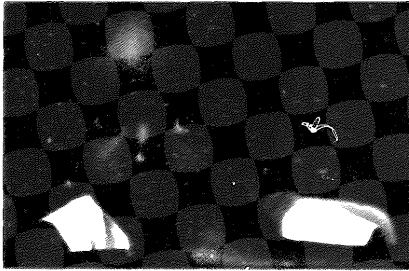
**Training:** Increase the initial and ongoing education requirements for licensing of family child care providers under Rule 2

Implement a coordinated professional development program with a state-wide approved curriculum and articulation of credits among post-secondary institutions.

Establish coordinated training for all early childhood professionals.

Require a licensing fee of Rule 2 providers and a portion of Rule 3 licensing fees to go to a fund to be used exclusively for education of child care providers.

Fund the Cultural Diversity training project.



Increase the basic formula for Early Childhood Family Education for home visiting for licensed family child care providers.

**Accessibility**

Expand access to School Age Child Care Programs.

**Coordination:**

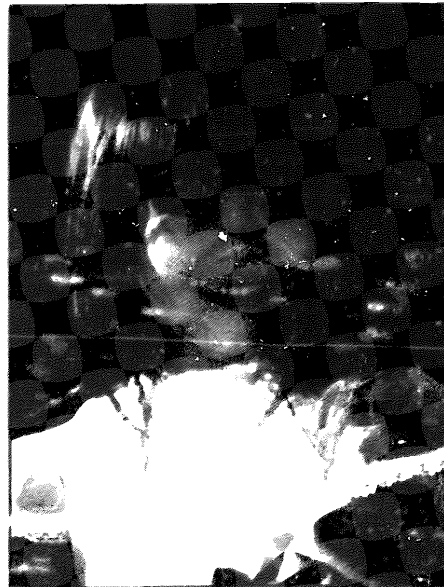
Fund the Minnesota Early Childhood Care and Education Council

Increase funding for the Child Care Resource and Referral programs to enable them to carry out their mandates.

**STRENGTHENING AND SUPPORTING FAMILIES**

Increase the basic formula for Early Childhood Family Education for program growth, outreach and home visiting for families with young children.

Support teaching requirement of family life and parenting skills by trained staff throughout the K-12 curriculum.



Increase funding for Head Start to provide access for all eligible families.

Increase funding for Minnesota Department of Health home visiting program for families of newborns who may be at risk.

## **HEALTH AND NUTRITION**

Increase state supplement of WIC Program to insure that all eligible women and children may be served.



### **MISSION**

*The mission of the Minnesota Early Childhood Care and Education Council is to lead Minnesota in developing and advocating a coordinated public/private system to meet the early childhood care and education needs of families. The paramount population served by the Council is young children and their families.*

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