

**National Governors Association Center for Best Practices:
Supporting States' Policy Strategy to Improve
Early Care and Education Workforce**



Minnesota's Workforce Compensation Advisory Group Summary Report and Recommendations

January 20, 2018

Introduction

The State of Minnesota received a grant from the National Governors Association to examine compensation issues related to early childhood care and education. As a part of that grant, an advisory group of child care provider organizations, public policy organizations, higher education institutions, philanthropic organizations and state agencies was convened in November 2016. The advisory group met monthly, discussing related issues, implications and possible recommendations. This report summarizes those discussions and presents recommendations to the State of Minnesota Children's Cabinet.

Background and Context

The creation of this workgroup is built upon the premise that high quality early childhood care and education are valued and important to Minnesotans for reasons including:

- Effective, high quality early care and education have a demonstrated positive impact on the physical, emotional, intellectual and social development of young children, and the resulting lifelong impact on their success in school, work and life.
- Minnesotan's benefit from reduced remedial education costs and avoidance of criminal justice involvement and resulting costs.
- Available, affordable quality child care enables parents to fully engage in the workforce. In Minnesota, there are 419,084 children age birth through five years; 74 percent of these
- Children live in households where all available parents are currently working, and 22 percent of all Minnesota children are part of low-income families, (Whitebook, McLean, & Austin, 2016).
- Employers benefit from the ability to attract and retain workers, and to experience reduced absenteeism.
- Communities benefit from the healthy growth and development of their children and the stability of working families.
- The child care industry enables businesses to recruit employees, decrease absenteeism and turnover, increase productivity; ensures a strong economy in the future by preparing children for academic success; and is a significant industry in its own right.
- According to the report "The Economic Impact of the Child Care Industry in Minnesota", published by the National Economic Development and Law Center, "the substantial size of the child care industry means that it not only supports the economy by allowing parents to work, but also contributes to its vitality by employing significant numbers of workers, providing tax revenue, and purchasing goods and services from many other industry sectors. The child care field also boosts the economy by drawing down significant levels of federal funds available to support quality improvement and to provide child care services to poor families. These families represent a substantial portion of the existing and potential workforce and are vital to the continued growth of the economy." (Traill, Saskia ; Wohl, Jen ;, 2003)



If high quality early care and education is valued and important – essential to the overall community – then it is sensible to invest in it beyond the current market-based financing. All communities need quality care in order to allow families and businesses to thrive. Just as our state and nation invest in other essentials – agriculture, defense, and K -12 education for example – to assure the health and well-being of our communities overall, early care and education should be seen as essential to Minnesota’s overall health and vibrancy.

While communities need high quality early care and education, it cannot exist in any stable way by relying as it does now on market-based financing. Relying primarily on market-based financing creates instability in the early care and education industry, causing tremendous stress for families (financial and otherwise), negative outcomes for children and business to struggle (because employees are impacted by lack of stability in early care and education). If families, children and business are to be better off, early care and education must be viewed as essential and worth the collective investment required in order to stabilize the field and keep well trained people working in it.

Minnesota’s early childhood care and education sector has experienced changes and pressures in the past several decades. The sector is a mix of school based programs such as Early Childhood Family Education, Head Start and School Readiness programs, early childhood special education, and child care through for-profit and non-profit centers and schools, as well as home child care. Advances in child development research have increased attention on the birth – kindergarten years as critical to brain and social development. Since 2012, the State has been providing incentives for adoption of best practices and increased quality in this sector through Parent Aware, Minnesota’s Quality Rating and Improvement System for early childhood programs. Through 2016, 2,635 early education programs have been rated by Parent Aware, constituting 22% of eligible programs. Through Parent Aware and other programs, progress has been made toward improved quality through professional development initiatives including: onsite mentoring, coaching and consultation; increased free or low-cost training; and increased licensing requirements as well as new federal requirements for training, Voluntary Pre-K requirements for well prepared and highly skilled teachers, and federal regulations increasing the number of Head Start teachers required to have Bachelors’ degrees.

If high quality early care and education is valued and important – essential to the overall community – then it is sensible to invest in it beyond the current market-based financing.

For at least the past 25 years, this sector has experienced chronic staffing turnover and shortages. One critical reason is the pay/wages paid to early childhood professionals. Caught between parental ability to pay and the reasonable income expectations of certificate and college prepared caregivers and educators, employers find themselves challenged to pay enough to attract and retain workers. Home based child care providers, similarly, can only charge what their market – the parents – can afford. Both center-based and home-based providers feel the “crunch” between the increased need to professionalize their work (through advanced training, certificates and degrees), and the ability to compensate them at a level commensurate with the education and responsibilities of the job.

This sector has a history of predominately female workforce, with a corresponding historically undervalued rate of pay. As of 2016, the median compensation for early childhood staff was

\$10.80/hour, somewhat less than can be earned at a fast food restaurant, (Whitebook, McLean, & Austin, 2016). Not surprisingly, the sector has a hard time attracting and retaining staff who have the necessary training and education. Turnover rates among child care staff is 11% for licensed family child care; 18 – 22 % for aides (18% preschools; 21% school age; 22% centers), and 8 – 17% for teachers (8 % preschools, 11% school age, and 17% child care centers), (Whitebook, McLean, & Austin, 2016). Child care assistance programs do not cover the total cost of care. The amount that many states, including Minnesota, have paid has not kept pace with the actual cost of providing care.

In a recent report called “Worthy Work, Still Unlivable Wages,” Marcy Whitebook points out early childhood workforce issues that need new approaches. She highlights: low wages, pervasive economic insecurity and extensive reliance on public income support resulting from unlivable wages.

Purpose of This Effort

There are many concurrent discussions focusing on the overall topic of early care and education, including the National Academy of Sciences plan to implement recommendations from the report [“Transforming the Workforce for Children Birth through Age Eight,”](#) [the Minnesota House of Representatives Subcommittee on Childcare Access and Affordability](#), and the National Association for the Education of Young Children (NAEYC) effort to professionalize the field, known as [Power to the Profession](#). Among the themes of the broader discussion is the need to:

- Change the narrative about early care and education, challenging the image that the care is mere “babysitting”
- Professionalize the field by establishing minimum qualification requirements and standards
- Address diversity among providers
- Address disparities in the quality of care and education available
- Attract and retain qualified individuals
- Address issues related to access to quality care and education across geographic areas and within communities of high need
- Support compensation that makes early care and education a viable, sustainable career choice

This last theme is the focus for this workgroup’s discussion. The work group examined five strategic goals for increasing compensation:

- **Raise base pay**
- **Reward for quality (program level)**
- **Reward for education (individual level)**
- **Bring more resources into programs so they can pay better**
- **Provide other resources to individuals (not base pay) to increase financial well-being**

Specific approaches were gleaned from existing state programs, programs being implemented by other states, and consideration of possible new efforts. This report will summarize the discussion of each approach, and the resulting recommendation of the workgroup.

Approach Area One: Tax Credits

There are two types of credits that might apply to early childhood professionals and educators and to provider organizations: refundable tax credits, which are given to individuals, allow a person of low income to receive the tax credit even if their amount of tax owed is lower than the tax credit; and non-refundable tax credits, typically given to higher income individuals or organizations. A nonrefundable credit essentially means that the credit can't be used to increase an individual's tax refund or to create a tax refund if the individual did not already have one. In addition to reviewing tax credit conversations in Minnesota, the work group reviewed current tax credit efforts in two other states.

First reviewed was the **Louisiana model**, [Louisiana Believes](#). Louisiana has unified all publicly funded early childhood education programs in the Louisiana Department of Education, forming the Louisiana Early Childhood Care and Education Network. In 2008, Louisiana passed a suite of refundable child care tax credits that included the following incentives:

- for families for choosing child care,
- for directors/teacher to increase education, utilizing four levels: Certificate level 1, Associates degree level 2, Bachelors' degree level 3 (mostly Head Start teachers), and Masters' degree level 4. The state is considering raising the levels. For example, a CDA could achieve level 2 with additional training and experience, or an Associate degree plus additional training and experience could result in rating as a level 3,
- for providers to participate in Quality Rating and Improvement System (QRIS) and serve Child Care Assistance Program (CCAP) recipients,
- for business to support early childhood, and
- for child care resource and referral agencies to match donations.



In Louisiana, the tax credit is tied to a Quality Rating and Improvement System (QRIS) where ratings are based solely on Classroom Assessment Scoring System (CLASS) observation scores, created through a third party observation. There are an average of three observations to determine a rating. The expectation is for providers to be proficient and above in all areas of the rating scale. CLASS observation scores are most closely tied to improved child outcome. Employees must work in a QRIS rated center for 6 months or more.

Louisiana reports more families are using rated programs and there has been an Increase in providers taking CCAP children. More teachers are getting a Child Development Associate (CDA) or above (a five-fold increase) – CDA teachers get \$1600 per year in refundable tax credit. Beginning in 2019, a CDA or above will be required for all lead teachers. There is a 75% participation rate in QRIS for centers.

Next reviewed was the **Nebraska model**. In 2016, Nebraska passed a law providing tax credits that went into effect in 2017 along with the QRIS. This model includes a program/provider credit as well as a staff credit.

The program/provider credit includes licensed family child care providers. This is a non-refundable tax credit that is related to QRIS level and tied to CCAP. It provides for three levels of credit. The staff credit is refundable. It requires a minimum of a CDA or one-year Early Childhood Education certificate. The staff credit is at 4 levels based on education – CDA, AA, BA, and Masters. Credit amounts are lower than Louisiana's. Credits will sunset in 5 years and a report on effectiveness will be required. The credits have an overall cap of \$5 million per year.

In considering alternatives for Minnesota, the workgroup determined that any tax credit proposal should:

- Tie compensation to quality program measures
- Tie the tax credit to compensation for staff
- Measure impact
- Recognize and address issues of equity
- Use refundable tax credits for individual care giver/educators

Obviously, these tax incentives would support increased quality in early care and education, by rewarding quality, increasing compensation (and therefore recruitment and retention of well trained staff), and addressing equity.

Beyond this, these tax credits are a strong economic development strategy. For the community as a whole, the investment in early care and education provides a significant economic benefit to the community by supporting businesses ability to hire and retain workers and by providing additional employment to the early childhood professionals. This return on investment should be made explicit as a basis for pursuing the tax incentives.



Approach Area Two: Investing in Training and Education

This area focuses on existing programs that invest in training and education for early childhood professionals and educators.

Teacher Education and Compensation Helps (T.E.A.C.H) scholarship program for early childhood professionals. T.E.A.C.H. grants are available through Child Care Aware of Minnesota. This scholarship program provides funding for tuition and books and other expenses related to pursuing higher education (90% of book costs, costs for a substitute to cover time off, and student stipend). There is also a forgivable loan for high school students. Recipients of T.E.A.C.H. have only a 4% turnover rate, well below the average in this field. Grants are distributed statewide; geographic areas are split between rural and urban. T.E.A.C.H. data on retention shows decreasing turnover and increasing wages for center teachers. In addition to scholarships for professionals directly working with children T.E.A.C.H. gives opportunities for early childhood staff to be trainers, coaches or consultants; and offers another scholarship for directors and administrators. Employers invest 5%, and the employee invests 5%. This program requires that the employee must work for 6 months to be eligible for T.E.A.C.H, and stay on the job for a year after they complete their scholarships. While T.E.A.C.H. can be an effective strategy, it doesn't help assure a livable wage. Also, notable is the requirement for the combined 10% contribution may be too much for rural centers.

Retaining Early Educators Through Attaining Incentives Now (R.E.E.T.A.I.N.) - is a bonus program to augment base salary available to all sectors of early childhood as long as the individual meets eligibility requirements. This program is coordinated through Child Care Aware of Minnesota. This is a competitive bonus system, with less than 50% of applicants selected. The awards are based upon levels of the career lattice:

- \$500 for up to 120 hours non-credit or community based training
- \$1,000 for some college credit up to an Associates' degree with a small amount of early childhood credits
- \$2,000 for an Associates' degree with high percentage of early childhood credits through a BA with a minimum amount of early childhood credits
- \$3,000 for a BA with higher percentage of early childhood credits, and
- \$3,500 for Masters' and PhD degrees

This program has been funded consistently for 15 years. There are no strings attached, and it is seen as recognizing the value of the employee. Through its design, this program provides an opportunity for people at all levels of the system to participate. It is not only people who have higher degrees who receive all of the awards; rather, they are distributed across the spectrum.



WAGE\$

The WAGE\$ program from Iowa was also examined. Child Care WAGES IOWA (WAGE\$) is a salary supplement program offered by Iowa AEYC. WAGE\$ offers salary supplements (also called stipends) to the early care and education workforce, based on the individual's level of formal education and commitment to their program. To be eligible, participants must:

- Work in an eligible early care and education program in a funded county,
- Earn below the income cap (varies by county, standard cap is \$15/hour),
- Have one of the education levels listed in the supplement scale (see below) from regionally accredited schools,
- Work at least six months in the same child care program, and
- Be employed at this same child care program when a final confirmation has been completed

The WAGE\$ supplement scale is:

Level	Education Requirement	Supplement
10	Master's or Doctorate Degree plus or including 24 EC credits	\$3,500
10	Bachelor's Degree with an Active Teaching License with an EC Endorsement	
9	Master's or Doctorate Degree plus or including 18 EC credits	\$2,900
9	Bachelor's Degree plus or including 24 EC credits	
8	Master's or Doctorate Degree plus or including 9 EC credits	\$2,300
8	Bachelor's Degree plus or including 15 EC credits	
7	Associate Degree plus or including 24 EC credits	\$1,800
7*	Master's or Doctorate Degree (less than 9 EC credits)	
7*	Bachelor's Degree (less than 15 EC credits)	
7*	90 credits toward a Bachelor's Degree plus or including 24 EC credits	
6*	Associate Degree plus or including 12 EC credits	\$1,400
6*	60 credits general education plus or including 18 EC credits	
5*	Early Childhood Community College Diploma	\$1,100
5*	36 credits general education plus or including 12 EC credits	
5*	Associate Degree (less than 12 EC credits)	
4*	24 credits general education plus or including at least 6 EC credits	\$800
3*	12 EC college credits (could be part of a CDA Credential™, Paraeducator, Apprenticeship, Community College EC Certificate, etc.)	\$500
2	Active Child Development Associate (CDA) Credential™ (earned with less than 12 college credits)	N/A
1	High School Diploma and training not for college credit	N/A

The key difference between R.E.E.T.A.I.N. and WAGE\$ is that REETAIN is a one-time bonus while WAGE\$ provides on-going annual bonuses as long as the employee meets eligibility requirements. There would be fiscal implications if Minnesota was to move to a WAGE\$ model.

Approach Area Three: Loan Forgiveness

According to the federal website, <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>, loan forgiveness is available for Direct Subsidized and Unsubsidized Loans, Federal Stafford Subsidized and Unsubsidized Loans. Students who have loans through the Federal Perkins Loan Program may be eligible for loan cancellation for full time teaching for five consecutive academic years

at a low-income school, or for teaching certain subjects in teacher shortage areas. Additional federal programs provide funding for people employed by government or not-for profit organizations under the Public Service Loan Forgiveness Program. Finally, the Minnesota Office of Higher Education offers SELF Refi, a program which could reduce the amount of interest paid on loans where the student is a borrower.

While programs exist at both the Federal and State levels, there is a need for better marketing of the existing programs. There are limitations to the loan programs including:

- Programs are limited to those on a licensing path
- Some Federal loans require repayment for 10 years before being eligible for the programs
- Not all loans qualify

Loan forgiveness serves those people who could get to college and get loans in the first place. Minnesota needs to attract and retain people from diverse backgrounds to better reflect the communities they serve. Another Minnesota initiative on the workforce is collaborating with the National Academy of Sciences in creating an implementation plan for recommendations made in the report called, *Transforming the Workforce Birth through Age Eight*. One area of focus in Minnesota's plan is creating a diverse workforce.

Strategies that support an individual's pursuit of education are an important part of a suite of strategies to improve providers' and educators' financial well-being. However, they do not raise the base pay.

Approach Area Four: Business Education and Shared Services

Business consultation, coaching, and technical assistance to improve the sustainability of a child care business is provided with the assumption that if a business can more efficiently manage its finances, then they have more financial resources to compensate their staff. Fiscally strong child care businesses are able to invest in program quality, a well-compensated workforce, and facilities that promote premiere early learning environments. A strong child care business is the foundation for all program quality, and enables the business model to allow for adequate compensation levels to child care personnel.

First Children's Finance's is an example of an organization that provides this type of consultation to early care and education programs. Business training and consultation builds the capacity of providers to effectively manage finances, and increase their ability to leverage public and private funding sources to adequately finance well-compensated staff. Services available through First Children's Finance are available to child care centers, family child care providers, Head Start programs, and any Parent Aware-rated early learning programs. First Children's Finance services include business consultation, coaching, training and technical assistance. In particular, Business Leadership Cohorts provide opportunities for child care business to complete an enrollment analysis, thorough financial analysis, to develop effective child care business policies and practices, and to create a business improvement plan.

Opportunities for these services are limited. Some services are provided through state grant funding, however for many programs this would be a fee based service. Because early childhood programs have limited resources they are often unable to take advantage of this type of service.



Shared Services

Under Shared Services, like organizations come together to conduct activities, such as backroom services, purchasing, CCAP payment processing, accounting, professional development, or facility management. Current shared services examples include macroeconomic modeling and Family Child Care Hubs.

Approach Area Five: Tying Compensation to State Funding and Quality Initiatives

There are a number of early care and education programs that receive state funding. Many of these programs are tied to quality initiatives. These existing state revenue sources could be required to use a percentage of the funds for compensation. For instance, programs such as:

- Child Care Assistance - pays a higher rate for programs that are rated 3 and 4 stars in Parent Aware.
- Programs receiving Early Learning Scholarships must be rated at a 3 or 4 star level in Parent Aware.
- State grants for college students to pay their child care expenses as part of their financial aid package (HESO)
- State funded Head Start slots. (Head Start has increased qualification requirements for Bachelors' degree; but without also requiring compensation increase)

Minnesota's Voluntary Pre-Kindergarten program requires teachers to be compensated at a rate comparable to K-12. Other state funding that supports early childhood programs could also be tied to a percentage increase in compensation for their staff.

The main drawback to this approach are that early education programs need sustainable funding (rather than scholarship funding that may fluctuate with the number of scholarships) and there is not enough money from existing funding sources to support this. There may also be unintended consequences for some programs. For example, some early learning programs might choose not to accept state money if there was a wage requirement and thereby reducing the number of available slots to serve children.

Approach Area Six: Wage Ladder

Washington State provided a wage ladder. It was in effect for 9 years (2000-2009) until funding was no longer available. Washington implemented a lottery system for a small incentive (\$.10 an hour) which rewarded individuals as they moved along in their education. The program was targeted to child care centers, so family child care providers and school programs were not eligible to apply for this. Washington state staff indicated that if they were able to restart the program, the state would want to include family child care in the future.

Money flowed directly from the agency to the centers' payroll entity instead of sending small checks to individuals (this was one of the reasons family child care wasn't included). Washington State University did an evaluation that showed improvement in retention rates of staff through this program. The state viewed the program as a success at the time. Washington is now focusing their early childhood efforts around their QRIS and there is interest in connecting higher education and compensation through that system.

Approach Area Seven: Private Sector Support

The workgroup discussed examples of private sector activity in providing or funding child care in full or in part for their employees. Employer supported child care results in parents who are more likely to return to work and be retained as employees. A construction company built a child care as an employee benefit to accommodate its seasonal workforce. A nursing home in northwest Minnesota created a partnership with a child care facility to provide child care for staff which was unavailable otherwise. In return, the child care facility provided intergenerational programming.

The opportunity is to raise awareness about the possibilities, align interested businesses whose employees need child care with a range of supports, and to provide a pathway for making these kinds of innovative approaches work.

Approach Area Eight: Career Pathways

There is a need to identify possible career pathways and facilitate options for early childhood professionals to grow within the profession and increase their income while remaining in the field. One strategy for this is to identify pathways for people to increase their education from non-credit training to credit based in higher education institutions. Toward this end, work is being done to allow high school students to take classes in high school, receive a CDA upon graduation, and obtain credits at a 2 or 4-year school. The initiative mentioned earlier creating an implementation plan for *Transforming the Workforce Birth through Age Eight* is recommending the creation and adoption of a career pathway framework that clearly shows entry points, ways to continue education and ways to move from non-credit to credit and from two to four-year programs. High school programming will be incorporated as a part of the framework.



Lack of knowledge about the pathways into this field and opportunities for advancement leads guidance counselors to ignore or even counsel people away from entering the field. In addition to encouraging people to enter the field, there is a need for succession planning to replace those retiring, including early childhood professionals and educators at all levels, center directors, and faculty at higher education institutions. More information is needed about how long people are in the field, and what attracts and retains them.

The Minnesota Center for Professional Development has produced the Minnesota Childhood Care and Education Workforce Virtual Career Guide, which is available to people entering or in the field and provides an opportunity for self-assessment and charting possible career approaches. Greater marketing of the guide and development and distribution of other materials is needed.

Approach Area Nine: Increase Overall Funding Early Childhood Care and Education

The workgroup had conversation around a general increase in funding for pre-K that would provide additional resources to compensate staff, perhaps using an approach similar to the way K-12 is funded. This could be an increase in funding for current strategies or funding for new initiatives. Some options to consider would include: possible financial incentives for being able to target children in poverty; linking to a quality measure in the QRIS on workplace environment and compensation, or a pay for success model as described below.

Other Approaches Considered: Pay for Success and Philanthropy

Pay for Success (PFS) is an alternative approach to investing in early childhood education (ECE). This innovative mechanism for public-private partnership, scales an evidence-based social program through up-front capital provided by a private or philanthropic funder. If a rigorous evaluation shows that the program achieved agreed-upon outcomes, the government repays the funder. If not, the funder takes the loss.

Minnesota recently applied for and received a federally funded grant to study the feasibility of this type of investment. Minnesota's grant focuses on the special education initiative known as the Pyramid Model which is a multi-tiered system of supports for children with and without disabilities.

This study will be done in the coming months. It will look at and document potential benefits and savings of the investment strategy.

The findings from this study will allow us to understand whether an investment approach, such as Pay for Success, could be utilized to compensate highly qualified individuals who are able to demonstrate better outcomes for children. This strategy would depend on finding outside investors willing to take the risk.

The workgroup also discussed the possible role of philanthropy in providing much needed start up support, funding for pilot projects, or selected funding. Examples of possible areas for philanthropic support might include:

- Paying for training
- Paying for Parent Aware incentives
- Paying for Parent Aware coaching

However, relying on philanthropy is not a reasonable option to rectify the structural compensation issues.

Review of Options for Desirability and Feasibility

Each of the approaches discussed was reviewed for the following:

- To assess which strategic goals are addressed by the approach
- To ask if this might be an ideal way to address the issue, and
- To ask if this might be a feasible or pragmatic approach at this time.

The chart reflecting the discussion is found at the end of the report. Based on this review of the options, the workgroup makes the following recommendations.



Recommendations:

1. Consider and support both refundable and non-refundable tax credits for individuals (as supplement to pay, and/or as reward for educational attainment) and non-refundable tax credits for providers (for meeting quality standards, or for increasing staff compensation).
2. Continue and increase funding for T.E.A.C.H. and R.E.E.T.A.I.N.
3. Invest in business education by providing increased funding for coaching and training. Encourage higher education institutions to include business education in the curriculum for early childhood degree programs and certifications.
4. Leverage all applicable existing programs and tie compensation and quality.
5. Conduct further research on the Wage Ladder concept to determine if such an approach would be beneficial in Minnesota.
6. Raise private sector awareness of the advantages of and opportunities for supporting or providing child care for their employees. Possibly link to tax credit options.
7. Participate in implementing the plan created by the initiative on Transforming the Workforce made in collaboration with the National Academy of Sciences.
8. Raise awareness about the need for a well-trained, well compensated EC workforce as a critical component to providing early childhood care and education that supports Minnesota's communities and industry

List of Committee Members

Bobbie Burnham, Minnesota Department of Education

Cindi Yang, Department of Human Services

Connie Ireland, Department of Employment and Economic Development

Daniel Yang, Children's Defense Fund

Debbie Hewitt, Minnesota Department of Education

Diane O'Conner, Office of Higher Education

Heidi Hagel-Braid, First Children's Finance

Jessica Looman, Minnesota Department of Labor and Industry

Kelly Monson, Children's Cabinet

Kevin Lindsey, Department of Human Rights

Lynda Milne, Minnesota State Colleges and University

Melvin Carter, Children's Cabinet

Nancy Jost, West Central Initiative

Scott Parker, Department of Human Services

Todd Otis, Think Small

Strategic Goal ----- Approaches	Ideal	Feasible	Raises Base Pay	Rewards Quality	Rewards Education	Brings more resources into the program	Resources to the individual (not base pay)
1. Tax Credits	X	X (leg. Action)	X	X	X		X
2. Investing in Training and Education	X	X	X TEACH	X Wage\$	X		X
3. Loan Forgiveness	X				X		X
4. Business Education/Shared Services	X	X With more funds	X		X		
5. Tying compensation to increased public funding	X		X	X		X	
6. Tying Compensation to State Funding and Quality Initiatives	X	X	X	X			X Fully funding cost of quality
7. Wage Ladder	X	X Needs further research & design	X		X		
8. Private Sector Support		X If linked to awareness; if linked to tax credits	X			X	
9. Career Pathways Increase Overall Funding Early Childhood Care and Education	X	X	X	perhaps	X		
10. Pay for Success feasibility study				X			
11. Philanthropy				X		X	

Bibliography

Institute of Medicine (IOM) and National Research Council (NRC). 2015. Transforming the workforce for children birth through age 8: A unifying foundation. Washington, DC: The National Academies Press.

Legislative Task Force on Access to Affordable Child Care. (2017). Report and Recommendations to the Minnesota Legislature. St. Paul, MN: Minnesota Legislature.

Traill, Saskia, Wohl, Jen. (2003). *THE ECONOMIC IMPACT OF THE CHILD CARE INDUSTRY IN MINNESOTA*. Oakland: National Economic Development and Law Center.

Whitebook, M., McLean, C., & Austin, L. J., (2016). *Early Childhood Workforce Index- 2016*. Berkeley: Center for the Study of Child Care Employment, University of California, Berkeley.

Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study, Executive Summary*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.