

**Problem:** The current system for overseeing Minnesota’s early care and education (ECE) system is burdensome, confusing, and ineffective. Parents are frustrated they’re not getting reliably high-quality child care.

**Solution:** Create a new oversight system that is more user-friendly, clear, and effective.

**Reform Recommendations Created By:**

A non-partisan group of early educators, ECE program leaders, and ECE field experts from all parts of Minnesota came together to make the following reform recommendations, which were also shaped by broad community engagement including parents and many others.



### Health and Safety Assured by a New Streamlined Licensing Process

- State licensing would set the floor for health and safety.
- The new system would be simpler and more user-friendly than the current system.
- The state would stop including early learning quality practices as part of licensing, those would be assured through a separate process (see below).

### Early Education Quality Recognized Through Industry-Led Pathways

- The quality recognition system would be industry-led, using rigorous pathways such as national accreditations and community-designed routes, with independent third-party validation.
- Participation in quality recognition pathways would be optional, but programs that meet these standards would qualify for funding at levels needed to offer and sustain quality.
- State government, as it does now, will help fund the cost of quality improvement, such as coaching, mentoring, and professional development.

### Create New Industry-Led Minnesota Board of Early Care and Education

- This new board will be modeled after existing state boards of that monitor professional standards for nurses, lawyers, doctors, social workers, accountants, educators, etc.
- It will be a multi-disciplinary public body of educators, program leaders, families, and field experts.
- The new board’s core responsibilities include:
  - » Identify and approve professional qualifications and quality recognition pathways, such as accreditations and rigorous community-designed routes.
  - » Guide the overall framework for program supports.
  - » Review and recommend needed statutory and system changes.
  - » Monitor equity, child outcomes, ECE program supply, and report those findings to the public and policymakers.