

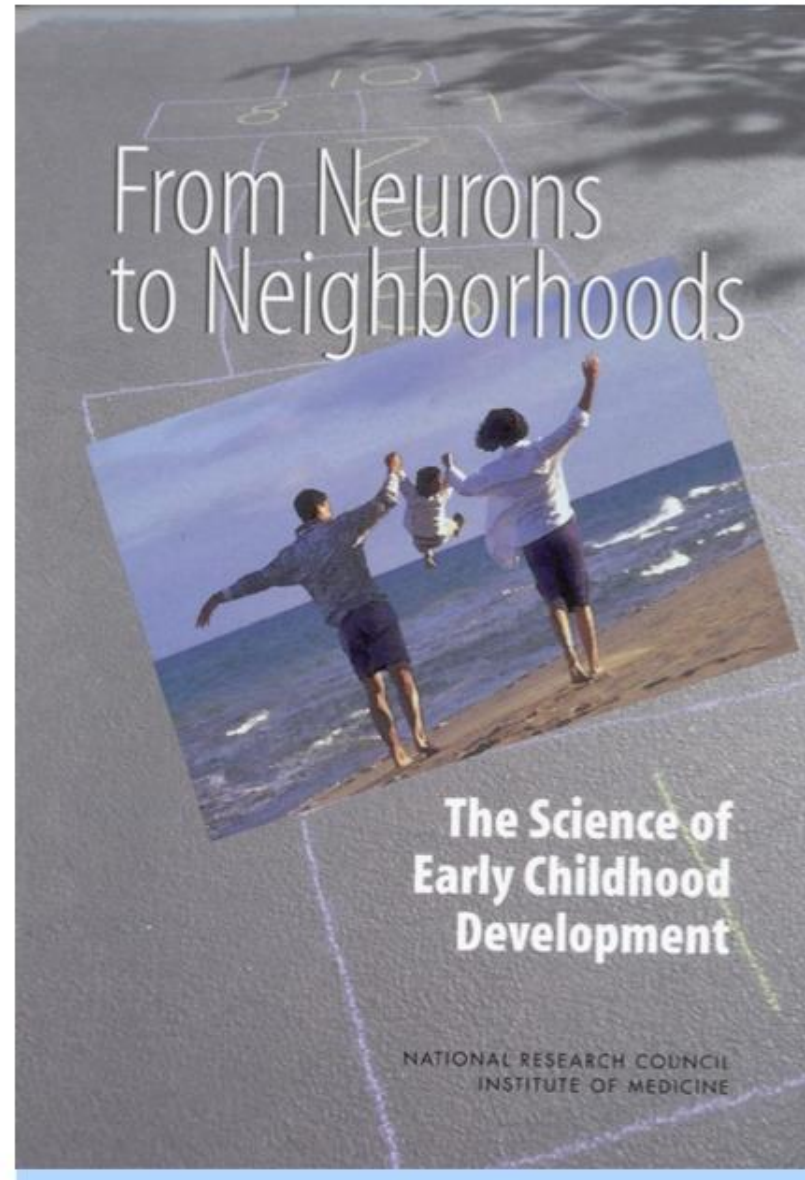
# HF 1024: Department of Early Childhood

*House Education Finance Committee*  
*February 23, 2021*

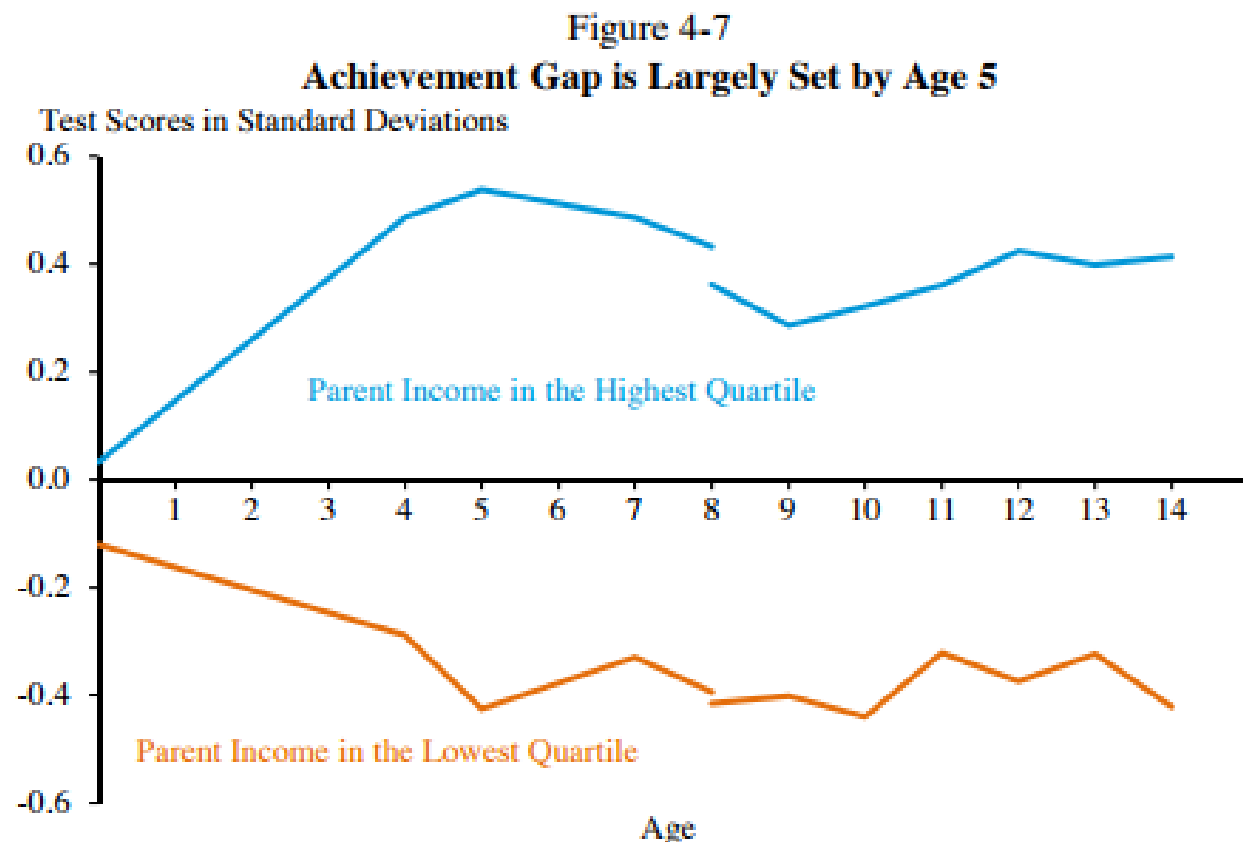
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State Representative Dave Pinto  
Chair, House Early Childhood Finance & Policy Committee

Our understanding of the foundational importance of early childhood development has advanced greatly in the last 20 years



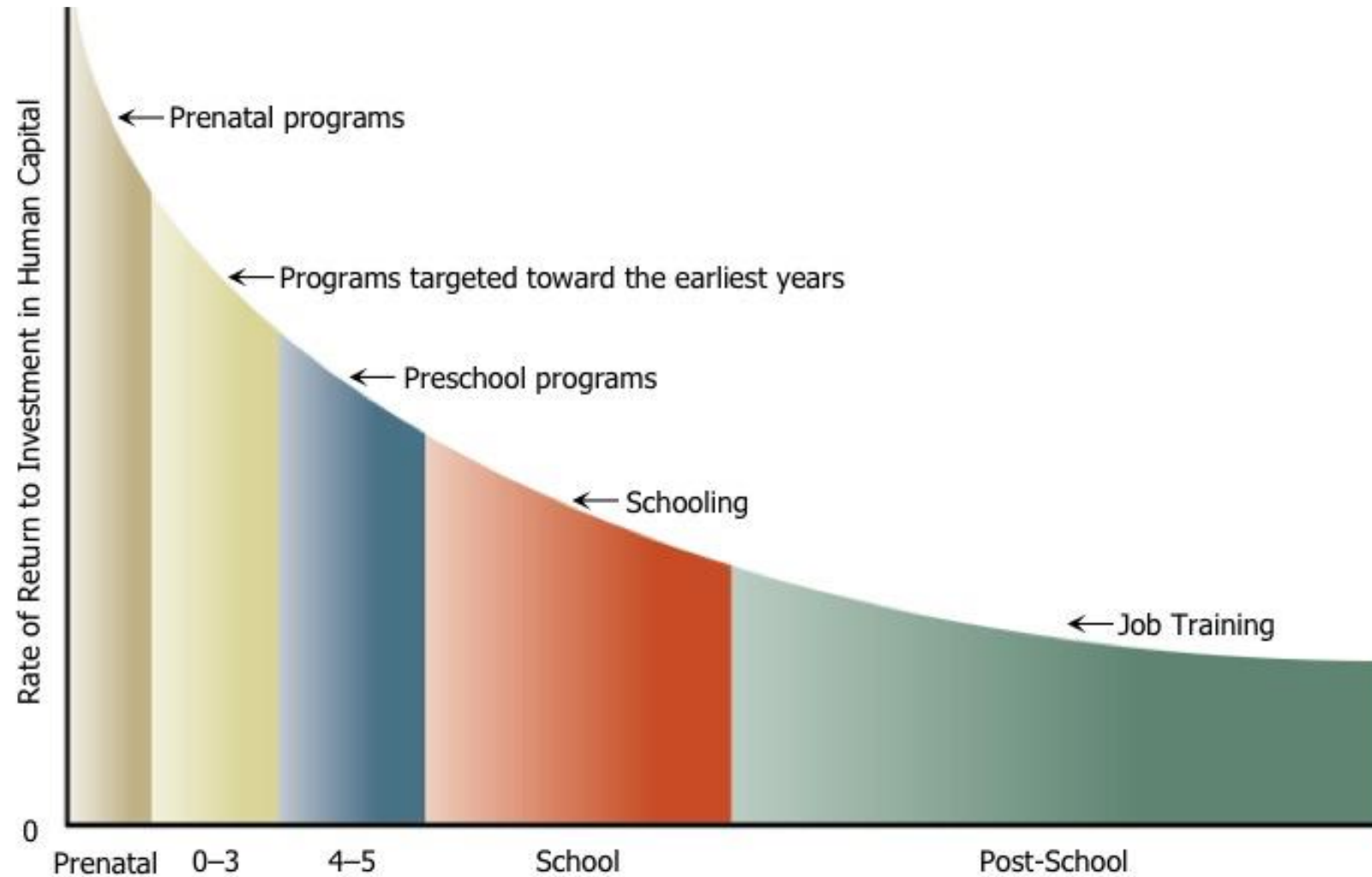
# Opportunity gaps are set very early in life



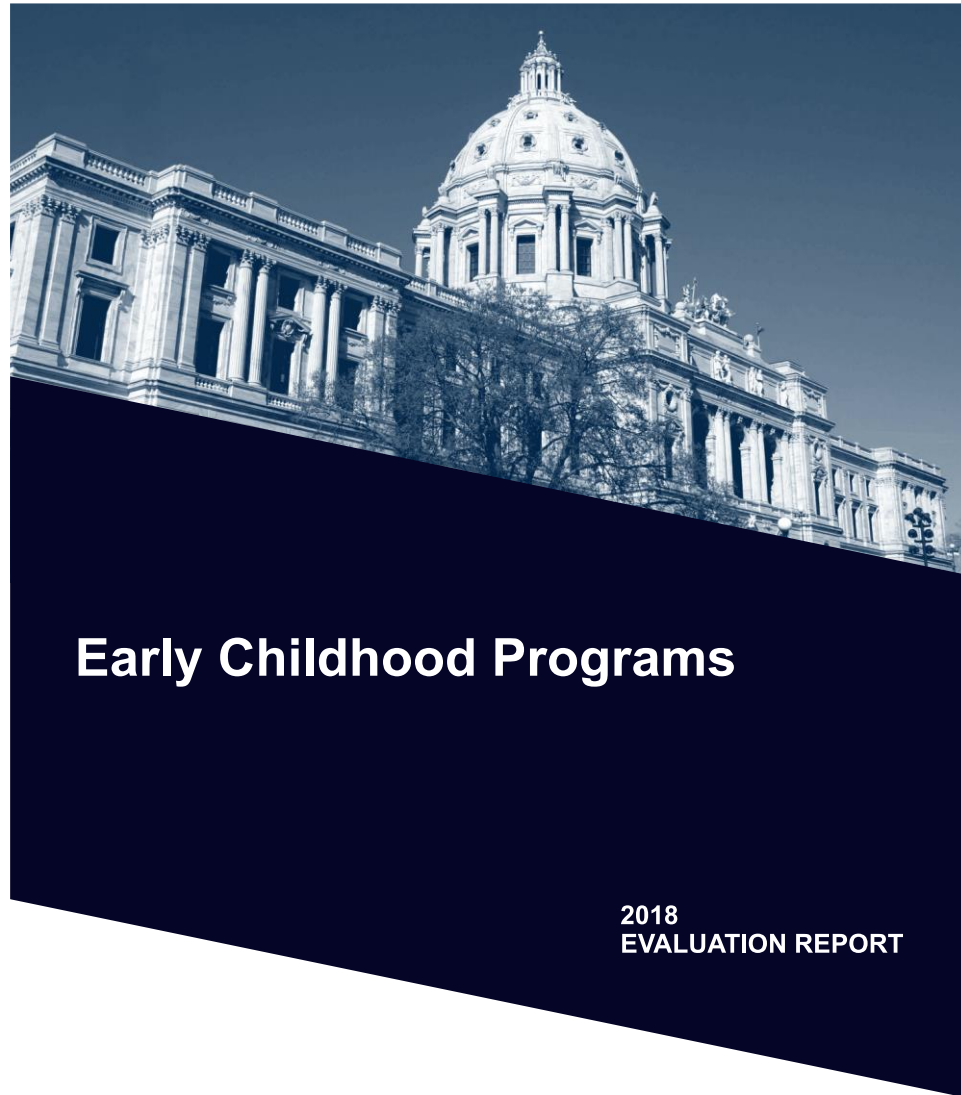
Note: IQ scores are available through age 8. After age 8, math test scores are shown. A three-year moving average is used for math scores.

Source: U.S. Collaborative Perinatal Project from Fryer and Levitt (2013) (through age 8); NLSY79 Child and Young Adult Supplement from Cunha et al. (2006) (after age 8); CEA calculations.

# Biggest payoff



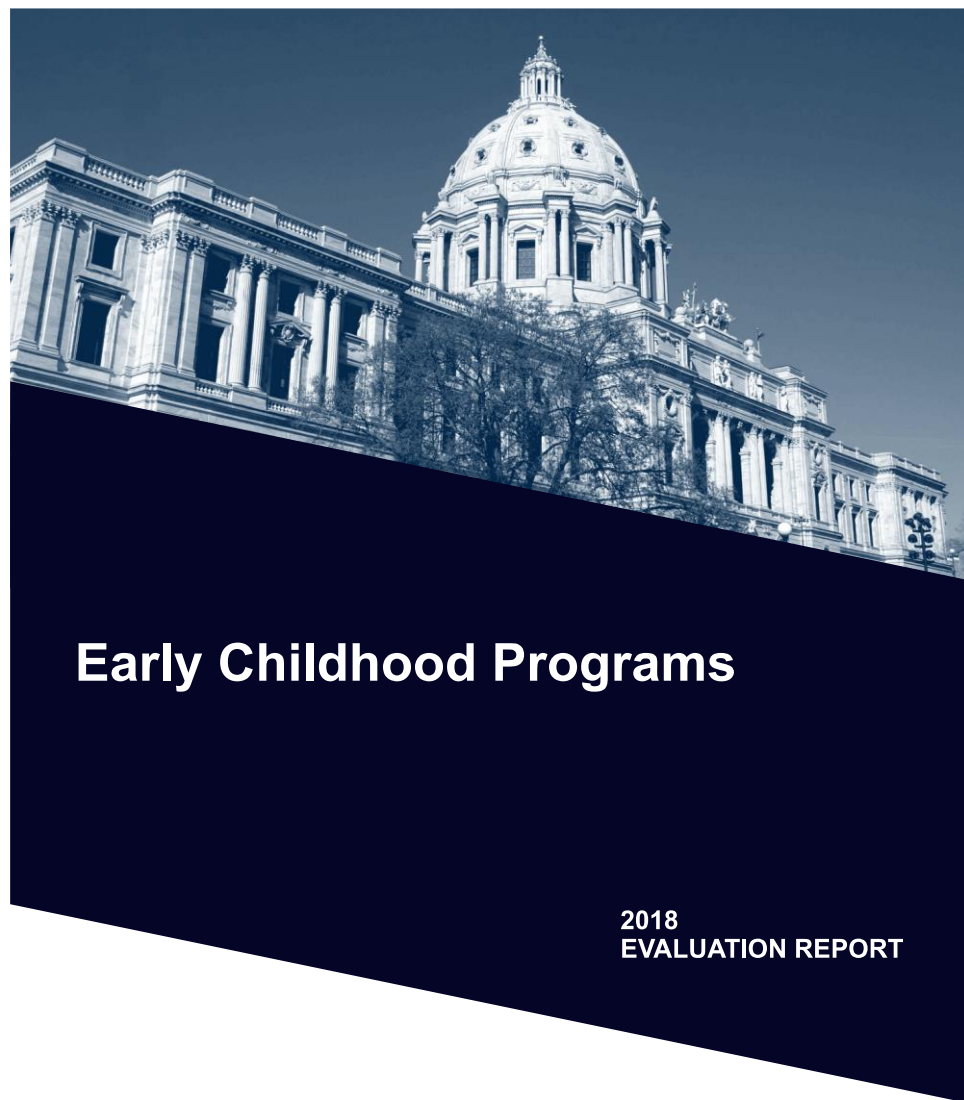
Source: James Heckman, Nobel Laureate in Economics



**Differences in funding and program requirements have created a complex, fragmented set of early childhood programs.**

## Selected early care & learning programs

	<b>CCAP</b>	<b>ELS</b>	<b>Head Start</b>	<b>VPK/SR+</b>
<b>Ages</b>	0-4	3-4	0-4	3-4
<b>Incomes</b>	Low	Low	Low	Any
<b>Prices to family</b>	Co-pay	Co-pay	Free	Free
<b>Delivery</b>	Mixed	Mixed	Contractor	Schools
<b>Quality assurance</b>	Regs, Parent Aware*	Regs, Parent Aware	Performance standards	School districts

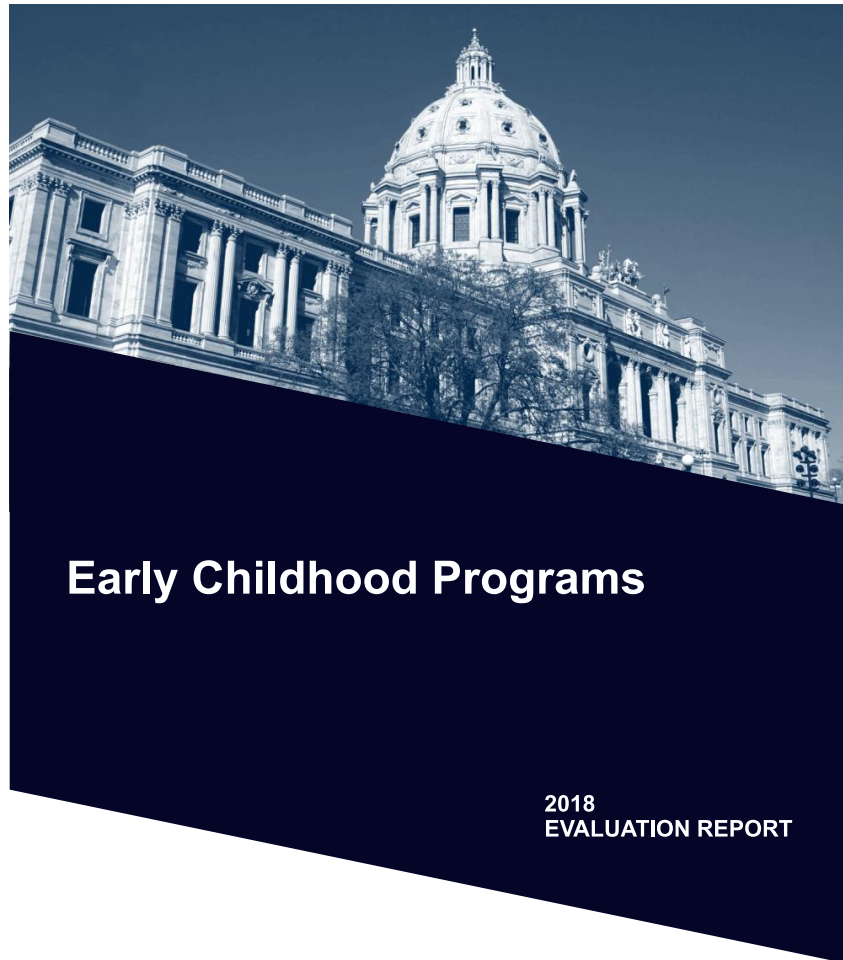


## Early Childhood Programs

2018  
EVALUATION REPORT

**Differences in funding and program requirements have created a complex, fragmented set of early childhood programs.**

Complexities in certain programs create burdens for families, which may result in lower access to needed services. They also create difficulties for program providers. (p. 30)



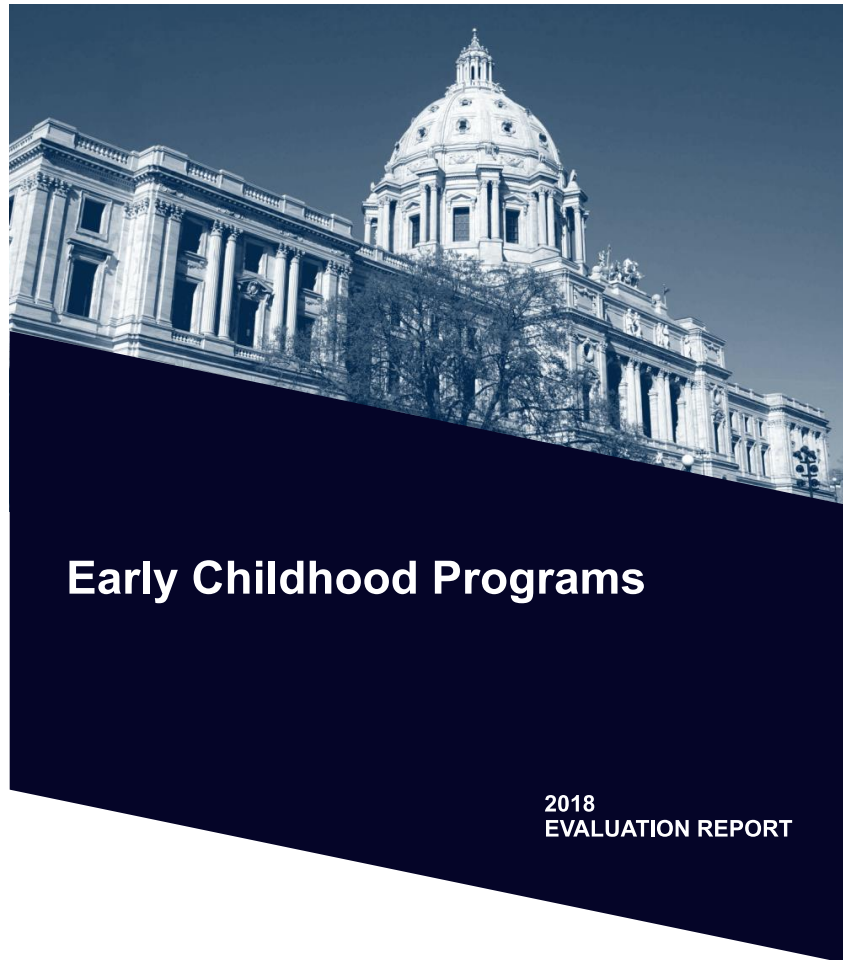
## Early Childhood Programs

2018  
EVALUATION REPORT

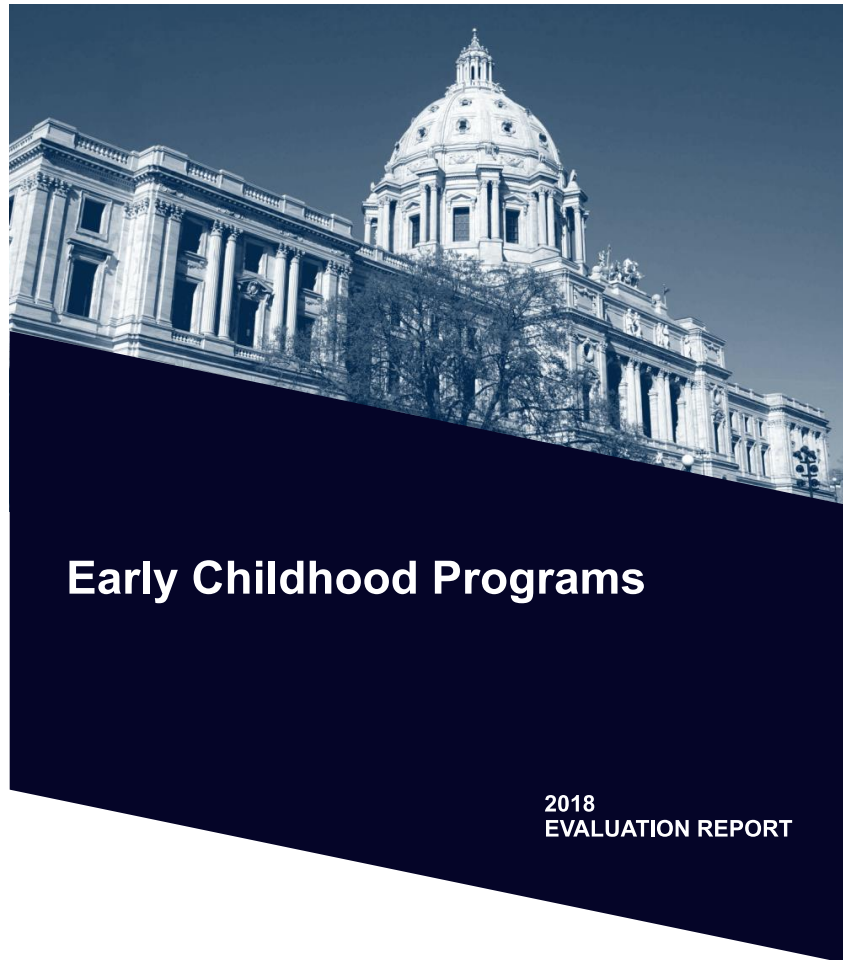
Program Evaluation Division  
OFFICE OF THE LEGISLATIVE AUDITOR  
STATE OF MINNESOTA

“Representatives of childcare providers said families that receive financial subsidies from both the Child Care Assistance Program and Early Learning Scholarships do not necessarily understand how the programs differ or operate... **One provider described how some families were caught unaware that their temporary loss of eligibility for the Child Care Assistance Program resulted in the depletion of their scholarship award, which had been used to cover costs previously paid by Child Care Assistance.** She also talked about families losing their childcare altogether when their scholarship was used up and the Child Care Assistance was insufficient by itself to cover program costs.”





“Local school officials we spoke with said the lack of consistency among programs’ funding streams adds complexity. ... They said it can be **difficult to keep straight how one child can be funded via one of the funding streams** but another child cannot, even though both children are from low-income families.”



## Early Childhood Programs

2018  
EVALUATION REPORT

Program Evaluation Division  
OFFICE OF THE LEGISLATIVE AUDITOR  
STATE OF MINNESOTA

“Some child care providers we interviewed described challenges of working with multiple early childhood programs. For example, one provider said that the administrative difficulties of the Child Care Assistance Program and Early Learning Scholarships **force providers into a case management** role for low-income families—something that the providers might not be prepared to do.”

## Department of Early Childhood

Strategic focus on child development, care, and learning at the most important time of life

# Not a new idea

- 2011 Legislative Task Force recommendation:
  - Transfer programs from MDE, DHS, MDH to a free-standing agency
  - Cabinet-level position with authority and responsibility for policy, fiscal, and rule making
  - Goal: “all children ready for school by 2020”
- Strong movement toward consolidation in other states. Just a few examples...
  - Alabama Department of Early Childhood Education (2015)
  - Connecticut Office of Early Childhood (2014)
  - New Mexico Early Childhood Education and Care Department (2020)

# Accountability

- Must develop and report on program objectives and performance measures (page 5 of the bill)
  - Addressing racial inequities
  - Ensuring kindergarten-readiness
  - Increasing coordination and reducing inefficiencies
  - Improving articulation with the K-12 system
  - Minimizing the burden on families
- Regular legislative reports
  - Analysis of effectiveness, with reference to the program objectives and performance measures
  - Particular focus on coordination and efficiency among programs and funding streams