

# Transcript: June 23, 2020 - Family Child Care Task Force recorded meeting

- And you'll notice there's a tentative date if necessary, a second one in October. Now, I appreciate having that. Doing that, if you notice, it goes all the way through to Thursday, January 28th. In future communication with you, we'll also do more information in regards to the agenda. And so when we took a look at our future, and I wanna make sure, okay, I think we're gonna get to, yeah, we'll plan and they're scheduled for topics later on, Judy. So I'll leave that for now. So the next one is, I think we are now back on schedule again. The task force business announcement and preparation for group presentations. And Judy, I think one of those things for you is the interim report recap.

- Correct.

- And the task force duties status. And my understanding is that came as an attachment.

- It did. And the question will be which meeting, but we do also have the status update, is something that Jess will post now and I am looking on my computer for.

- Can you see the task force duties documents?

- Yeah, I don't recall. I printed everything off I thought but I will check again. Let's be sure everybody has it. You can go ahead.

- Sure. So this was sent in one of the emails, I was just trying to pull it up to see which which day and time. So you should have it, if not, we can certainly resend it. And you also had a link to the interim report as well, and that is also on the website. So before I jump into this, I just wanted to talk a little bit about the nature of our meetings here. And it's always interesting doing a meeting by computer or phone in some cases. When I was once upon a time studying at the university, a long, long time ago, one of the things that struck me about communication studies was that somewhere around 90 to 93% of it is nonverbal. And 7% is what we actually say. So this is a medium that allows us to have only a portion of the communications we typically have in a meeting. So I just want you to know that as your facilitator, as we get into discussion and asking questions and covering ground that we need to, I'm hoping to hear from everyone, I will do my best to make sure I'm calling on you, if I'm not hearing you. We really want everybody to be heard, want everyone to seek understanding. And again, just because of the nature of this medium, it might be a little more structure than the comfortable give and take that we have in a in-person meeting. If you could, when you begin speaking, if you could identify yourself if you happen to unmute yourself and chime in and could identify who you are. All right, so the list that you have before you are the task force duties and the languages right out of the legislation. The first one was identifying the difficulties that providers face with all of that. And that was the survey that you requested and that indeed is the topic for discussion tonight. We'll have a presentation on the survey results and a brief amount of time for Q&A with the provider of the survey, and then we'll have some small group discussion time, assuming that the technology works to reflect on that and back to your thoughts and some proper discussion. Items two and three, the tasks on posing regulatory reform and reviewing the existing variance authority, both addressed in the report on pages eight through 10. Just to recap, due to the recommendation was for a legislative funding for a consultant to work with the task force to develop a model for risk-based violation licensing system described by Dr. Fyne, after new licensing standards for family childcare providers had been developed and a brief hidden inspections to the family childcare licensing model as described by Dr. Fyne. That was the recommendation on Tuesday.

- [Ami] Judy, if I can just jump in here.

- Sure, absolutely.

- There's a lot of background noise. I don't know if anyone else is having trouble hearing you, but I'm hearing a lot of, I don't know if it's coming from you or someone else, but you're kinda going in and out with some sort of background noise, it's happening.

- This is Jessica, I'm unable to mute all of the panelists. So if you are identified as a panelist, you'll have to mute yourself. Or I can just mute every, that'll still not cover the papers.

- Okay, is that better?

- It was better for a second and then it came back. So I'm not sure.

- All right, Jess, we popped through technical difficulties. Jess, who is identified as panelists?

- The panelists are you, me, Ellen, hang on, sorry, I gotta find my right, oh, Senator Kiffmeyer.

- Judy, Laura and Kyle.

- Yes, thank you.

- Hollee, sorry.

- I can see by the little computer screen, I can see a little volume things by Senator Kiffmeyer. So I'm wondering if it's her. She's wondering if-

- I can't mute myself because that's the share screen is up.

- If you go up to the top, actually, okay, I'll stop sharing for a second. Are you able to do it now?

- Interesting, I'm not doing anything. I'm sitting here quietly but that's fine.

- Hollee here, I'm just curious. It's not just the panelists who don't show as muted, there's several other participants who don't show as muted and I'm just curious if it's possible that some of us are possibly have background noise that may not be registering, but you can still hear it.

- Okay, so just go scrolling through the list.

- [Mary] Man, I wanna call people out but-

- Well, yeah, but it's fine.

- I'm going ahead and muting people who don't show that they're muted. I can do that to the participants, just not the panelists.

- [Hollee] Such power. (laughs)

- I'll try to use it for good.

- Thank you, Jessica.

- You're welcome.

- All right, is that better? And for wherever that noise is coming from, again, the wonders of technology, this can be air movement, this can be interference. There's all sorts of lovely things that can throw a wrench in this cell. All right, so we were looking at the recommendations that are in the interim report, and went through item two for duty three, the recommendations were the adoption of legislation to change the liability that hinders granting variances requiring counties to post on their websites information about the process for applying and circumstances that would be considered requiring counties to distribute to license holders the information about the process for applying for variance and circumstances under which it would be considered. And then DHS had a laundry list of things that were recommended for them as well. Collaborating with counties to develop best practices for counties and licensors, communicating to county attorneys and county boards, collaborating with counties to develop guidance and training for licenses and creating a uniform variance form. Now that's the (indistinct) So those were the recommendations that were in the interim report. I don't know if there's any updates from anyone in terms of legislative action or what might be expected? If there's a few words we could say about that and then we'll move on. And if you have been muted and would like to chime in on that, you have to unmute yourself.

- I can jump in real quick. This is Representative Wazlawik. I know that the language around variances that we had discussed as a task force and kind of put it in our interim report as a recommendation that language was passed in the House and in the Senate. So that should be the requirements that counties that there's a uniform variance form and then that counties distribute and post the information on variances, will become law if it hasn't already been signed into law.

- Excellent. Great, any other updates?

- This is Reggie Wagner, DHS Licensing. Just following up on that, DHS is planning to be consulting with stakeholders, which would be some providers and licensors and a task force and moving that form issue on the variances forward beginning in July.

- In July, all right. Great, and so this is the format, this sheet that is up on the screen at the moment. Basically, I'm gonna keep track of where we are at on each of these topics as we roll through the coming months. So we can see what the status is, if we have more work to do, if we are done with something, if we have not yet tackled it, it should hopefully be up here as we check in on this every meeting.

- I'm sorry, this is Hollee here.

- Hi, Hollee.

- Hi, I wanted to speak about the duty number two in the interim report. I'm sorry to do this again, but we spent a long time in the last meeting, talking about the wording that would be included in the interim report. And I'm very sorry to say that that is not the wording. We talked a lot about, it was the plus, unfortunately, the recording, and the minutes and the transcript from the last meeting are not available, but we talked a lot about it being that the whole point of our discussion was that it was not a recommendation that we adopt a tiered licensing system that we wanted this consultant to work with the task force to look at the possibility of doing this. We wanted to see if it was even, that it if it was, I can't think of a better word but possible. I can't remember the exact terms we had, but the language that it was in the final interim report doesn't reflect those changes that we made at that meeting to make it clear that that's what was discussed in the first meeting. And so I'm just curious about that, because it doesn't look like it was changed from the draft report. I'm sorry, I know it. I don't think anyone's excited to bring the talk about this again, but we spent a lot of time on that. For this reason, the task force never said we wanted to go forward with the tiered licensing system. We said that we are having a consultant help us consider the possibility and see if it was even feasible.

- All right, well as one of the people who wasn't here and doesn't know, it's quite possible we might need to spend some time on that again. Probably not tonight. We'll bring that back to the leadership group for a future agenda discussion.

- And if I can just chime in to reply to Hollee's concern, we saw the, we have the power to also, tweak things a little bit in legislative language. So knowing that that concern is out there that any sort of legislation we move forward with, since this will likely the legislation that we were going to pursue before the pandemic hit, had an appropriation attached to it, some money to work with a consultant. So there's the opportunity for us to massage that language a little bit to make it line up with, and I can't find the language right now, off the top of my head, but from what I remember when we put that language in legislation, we made it clear that we wanted to figure out how a system like that would work and in consultation with the task force. So I will just throw that out there that that's good feedback, Hollee, and I think there is still room for us to whether or not that language is 100% in the interim report that we can take those concerns with whatever sort of legislative language.

- [Hollee] Okay, thank you.

- All right, anything else on this update on tasks and before we dive in? All right, so I think what we'd like to do now is move on to the results of the survey and to see what the results are. So Laura Kramer is joining us from results management. And she's gonna walk through the survey results. As she is doing this, we'll have some time after her presentation too for a brief question and answer. So you can talk to her about some of the survey mechanics perhaps or the number of folks or go back and unclarify any points you're unclear of. And then after that, we'll break into the small groups to have some conversation about it, your reflection on it. So when we do the Q&A with her, that's not the time to start exploring what you found was amazing or surprising or alarming. It's simply to ask her about the process of getting the survey done. Then we'll do our reflection in small groups and come back to the full group to share all of that, make sense? So Laura, are you ready? I send.

- Yes, I think, can you hear me?

- Yep.

- I think I can.

- This is Jessica. I've made you the presenter or a presenter. So let me know if you run into any trouble and I can share the PowerPoint if necessary.

- Great, if you don't mind sharing, that would be great. I'm others in the camp of navigating Webex. And it's a version of Webex I haven't seen before. So as you're getting that pulled up, so I'll go ahead and introduce myself. So my name is Laura Kramer, and I work for the Minnesota Management and Budget. And so we are, for those of you who may not be aware, the state agency that doesn't always interact on these topics as often as folks from other agencies, but our department is responsible both for as our name indicates, management, so we do a lot of the enterprise, HR, health insurance, functions like that for all state employees, as well as the budget work. And so a lot of where I kind of reside within our department is part of our results management team. And so really kind of our focus is how we bring meaning around data, research and information. And so our work is really focused on bringing data and information into the policy process. And as part of that work, we have a number of research scientists and do different research and evaluation projects. And kind of prior to all of the COVID work, were kind of assisting the administration with identifying performance measures and sort of building out an accountability system. And so some of that was through work with the children's cabinet, Department of Human Services and others around child care. And so as we kind of were immersed in that work, kind of came to understand really, I think that there was a lot of value and kind of important work that needed to happen around learning more from family childcare providers who had closed and really sort of better understanding the circumstances, reasons and sort of barriers that folks had faced, as they went through that kind of decision making process, from being open to being closed. And came to understand that this task force was sort of moving right along a very similar path. And so kind of offered up our ability to conduct the survey and sort of do that on behalf of both the work that we were doing at the time, but then also the work of this task force. And so what I'll share with you today, are the kind of the responses that are a result of that survey. I will also say, you may have heard family members of mine in the past, I will do my best. Those of you who are well acquainted with toddlers, know that this time can sometimes be an interesting one in a household. So hopefully, we won't have any sneak appearances or screeches. But you never know. So anyway, I will let's see, go ahead and get into the slides here. And I think I'm supposed to have a button at the top left to help me advance slides. Let's maybe if you wanna advance to the next one, Jess, then I can sort of look for it as I'm talking here. So the survey that we conducted, took place in February, which as Senator Kiffmeyer shared, seems like a lifetime ago in some regards. But what we really sort of focused in on, was sending this survey out to, went out to about 1600 active email addresses, who we worked with DHS Licensing to identify formerly licensed family childcare providers that had closed between the years of 2017 and 2019. So we took that three-year period in order to kind of ensure that we had enough of a sample size within that survey. We also recognize that kind of prior to 2017, that was sort of a point at which a number of changes had emerged. And so we felt like going earlier would have brought in folks who not only had been closed for a while, but also may have responded differently to changes that have been made since then. And so we received 242 responses, as noted on the slide here, which was a 15% response rate. The tables that you see on the slide here, what we wanted to look at, was to sort of ensure that we had a pretty good representation within that 242 of respondents sort of matching the overall profile of those who were sent the survey. And so what you see so by region, we took a look, and you'll see that first column is survey respondents. And then the second column is sort of all provider. So that all providers represents the full list of 1600. So we looked at sort of what regions they were in. And then we wanted to see where our survey respondents are. So what that first table is showing us essentially, is that we've got pretty good representation, or at least that you would expect by each region. In fact, we're probably we're a bit higher in terms of the Northwest and Southwest regions. And then the table to the right, the other piece we wanted to look at, was to see how many years that license had been open for, to sort of understand who was responding. And so kind of across that group of 1600, we knew that about little over half had closed after their license has been open for fewer than five years. We see about 42% of survey responses. So again, felt like overall, this was a pretty good match in terms of, kind of what the responses were. So even though the response rate was at 15%, relatively representative. You can flip forward, Jess. So I'll share just sort of a few high level findings. And then kind of subsequent slides, what essentially we'll be showing you is kind of what the data for each question was, and kind of sort of what we picked out from that as sort of standing out. So really wanted to make sure that we just make the information available to you all first and foremost. And so high level, almost half of all the providers that started, said that they started their business primarily to either raise their own children or provide care for their own children. So just gives a sense, as many of you know kind of who is opening family childcare programs. And there are factors that most providers had indicated having had a high impact on their closing or inability to comply with regulations, completing paperwork and documentation, and a lack of benefits like health insurance. And so again, I'll get into more what the actual breakdown was of each of those as we go through here. The supports that were most utilized were the Child and Adult Care Food Program, the Childcare Assistance Program and Parent Aware Grants. And then lastly, when asked about what supports would have most helped keep providers in business longer, the things that were identified were greater availability of substitutes, grants to fund professional development, curriculum, equipment or home improvement expenses and business support. And I will also just note and should have even mentioned this just a moment ago, but the questions that I'll sort of walk through here, were almost verbatim, sort of what the task force had generated in your, really deep conversation and discussion around what you wanted to ask providers. We did make, just sort of a few small changes here and there in terms of survey methodology, and things like that, but relied very heavily on the work that you all had already done. So we really appreciated that, but wanted to be clear about that from the beginning. And go to the next slide. So one of the first pieces of sets of questions that we wanted to understand was sort of why people became a family childcare provider and whether they closed before they had expected to. So as I mentioned, almost half of providers stated that their primary reason for becoming a licensed family childcare provider was either to raise or provide childcare for their own children. So those are those top two bars that you see in the top chart on the right. And then, other responses that came in pretty high, were working in childcare or early childhood, and then smaller was to work from home or during a regular income. Then one of the next question that we asked was whether the provider had closed their license before they wanted to. And pretty even split here just over half, 51% so that they closed their license before they had planned to or had wanted to. And as we get towards the end of the presentation, we look just a little bit about how the characteristics of those two groups differed. So I will talk about that for a moment toward the end, next slide. So the first kind of set of questions as some of you might remember was wanting to understand the business factors that most impacted providers' decisions to close. And so the specific question was how much impacted these business factors had on your decision to close your childcare business. And then they were presented with a list of potential factors. So the way we have the data presented here, those that had a highest impact are at the top and then we ordered it in descending order there. So you'll see that the lack of benefits, 40% of respondents indicated that they had a high impact, and just over half when you look at both high and medium impact. Additionally, the long hours and schedule, when you actually combine both that high and medium impact group there, that would be sort of your highest impact reason for closing was the long hours and schedule, as I'm sure many of you could attest to. And also what came up pretty high was difficulty finding a substitute. And so that was 30%, just over 30% of respondents indicated that had a high impact on their decision to close the business. Then the next slide. So those were kind of the business factors and then what we grouped next was the administrative factors and wanting to understand what kind of impact those had on people's decision to close. So at the top of the list was complying with what was called other regulations. So this actually came towards the end of the response list as you took the survey. And that came in at 45%. And so some of the information that came in through comments, as you'll see the asterisk there, indicated that sort of, what was seen as minor infractions, just sort of the overall stress of being in a regulated environment, kind of the ambiguity around interpreting rules. So that was listed as the highest one. Also completing required paperwork and documentation was 37% had a high impact there. And I will also share at the end of the presentation, as sort of we pulled out some of the comments that came in from the survey, and a few ideas related to the paperwork. And certainly the recurring theme there, was how to use technology more and to sort of simplify that process, which is something I think that's come up before. And then the the sort of third highest was the training requirements, just under a third of participants indicating that had a high impact. I did wanna know because we're mostly talking about those dark blue lines, but that almost 80% of respondents indicated that their interactions with a county licensor had no or low impact on their decision to close. So also important to look at sort of those green lines and how those are moving and trending as we look at the data here. Next slide. Then so we asked about the business factors, the administrative factors and then this third piece here was what personal factors had a high impact on people's reason to close. Maybe not surprisingly, the other category was the highest right. I think there's just a lot of diversity and sort of why and how people make this decision. But we did include a few options for them to select from this sort of second highest was, again, a little over a quarter, saying that they wanted a change in job field or job conditions. And then isolation from other adults certainly came in as the sort of pretty close to the fourth highest which is the mentally demanding work but sort of edged it out just a bit there. Also interestingly, I think, when we look at those green bars, the bottom two, so retirement or no longer needing to care for their own family actually did not have an impact on most people who responded to this survey. However, I will just sort of know if you remember, back at the beginning, we had about 50% of the respondents had closed their program within five years. So we might not have expected retirement to play into the responses in a really significant way, kind of given that survey demographic. And then the next slide. So digging in a little bit more around the paperwork and documentation. As we kind of said before, a majority of participants responded that this was a burdensome process. And so we asked sort of, more specifically about the different documentation requirements and to what extent that they were burdensome. And so you could select anywhere from very burdensome to not at all or not applicable. More than two thirds of respondents indicated that the relicensing forms were either burdensome or very burdensome. So again, that's adding the darkest two blue numbers together there. Next highest was record keeping, such as taxes, and employee records. So those were kind of the two examples that were given in the actual survey language. And then lastly, was ongoing updates to children's records, was also noted there as well. The next slide. As to an additional set of questions around regulations and wanted to sort of understand to what extent maintaining compliance to a certain set of regulations was difficult. And so you'll see the options that were provided on the chart to the right there. And so, generally, I would say, as you look at it, we see big, big and bigger expanses than previous questions and then not very difficult or not difficult or at all. So what came up as being not difficult to sort of adhere to, almost so just over 90% of respondents saying that water, food and nutrition requirements were not difficult. 86% saying physical location or space requirements, and then 84%, saying background study requirements. And so those that came in, sort of the highest of being difficult or very difficult, were around capacity ratio, age distribution types of requirements and safe sleep requirements. And then a bit on activities and equipment requirements there too, though. Those are a bit smaller in those categories as well. So again, probably not particularly surprising, I think, given what we've heard, but helpful to have a better understanding of how respondents felt about each of those areas. The next slide. Wanted to get a bit more information around training and to sort of understand to what extent kind of these different characteristics of the training was difficult or burdensome. And what we see is that generally, providers could afford training. About 70% stated that their ability to afford training was not difficult or was not very difficult. But the key piece that I think really came up here as you see on that top line is that it's a time constraint. 65%, over two thirds responding that it was difficult or very difficult to take time away from the business or family or whatever time is left, eating into that free time in order to meet the training requirements, and whether that's actually participating in the training or sort of traveled to it and in sort of making it a part of their schedule and being able to fit that in. The next slide. So we also looked, again, as I sort of mentioned at the beginning, it sort of what different programs and supports that the providers participated in or used. And-

- This is Mary Kiffmeyer.

- Yes.

- I so appreciate what you're going through, but you have about not even five minutes to finish this. And then we're gonna go into small groups. Like that, you might wanna, everybody has a copy of this, is able to read it. If you could maybe zip down a little bit further and finish up.

- Sure, absolutely.

- Thank you.

- Yeah, thank you for that, I appreciate it. Why don't we, let's see if folks just wanna kind of read, I think it's helpful to take a look at the comments that we pull out. So we can just kind of skip down there. Or actually, I'm sorry, could we back up one to the difficulty in finding substitute providers? I know this was something that some folks had initially had questions around. And so just wanted to show a little bit of a breakdown here and so more you all can kind of read and absorb this information at your leisure. But wanted to let you know that we kind of dug in a bit more here to kind of see where that difficulty in finding substitute providers are. But when we looked by region, perhaps not surprising that in the Minneapolis, St. Paul and Metro areas, there was less difficulty there. Some of it is probably a population density component. And then there was not real significant differences when we looked by years. However, I think it's notable to say that those who are licensed less than five years, so again, most of the survey recipients here, respondents, excuse me, had a higher difficulty in finding substitutes. So there probably is something going on there around sort of the networks that you've built and have access to over time. And so I did want to call that piece out there. So that's sort of the the last piece that I would highlight, seeing that we're kind of up against those last couple of minutes here. There's again, like I said, we pulled out some of the comments to provide for you all here and try to be representative in what we saw, certainly happy to answer questions, if there's data or information that you're really interested in and wanna see an analysis done in a different way or have more specific questions, please do feel free to reach out and let us know. We're happy to do that.

- Thanks, Laura. Laura, I would like to have you dropped down, though. We have just a couple minutes left. I think it's a very interesting slide, at the very end, having to do with suggestions and recommendations. I think that just walks through those in a very quick way just to call attention.

- Yes, absolutely. So what we pulled out here were again, we had a lot of comments and so wanted to sort of pull things that we felt like were representatives of some themes. And so first part here, was a number of comments around, doing more electronically, trying to provide templates and help with electronic record keeping documentation using online forms, making that process I think as easy as it can be so that it presumably saves time for the provider. A number of comments on that second bullet point, are particularly from the more established providers, those who had been in business longer, around not wanting to take the same trainings over and over and sort of being able to get some diversity in the content as far as what trainings they have to take, both the required and sort of those that they might have more choice and ability in. And then also, the last note there was, some of those additional business supports. You might remember at the very beginning, having some business supports was a key theme that came up. And so some of this here is around marketing, sort of real estate equipment and transportation and things like that. So less about the regulation and really more about having a successful business. You can flip, there's one other slide here that has a few more comments, thank you. Again, this reducing paperwork requirements, I think goes sort of as part and parcel with the use technology to make it easier. But a lot of paperwork requirements, particularly if you're participating in different programs like the food program, so looking for ways to minimize and improve there. Then also, this middle set is some comments around what I would characterize as building a supportive role and relationship between regulators kind of all different programs and the childcare providers, but also sort of how to build up the idea of mentors and, I think kind of that desire to have more support through the entire process. And so you'll remember a number of providers indicated that not having sort of interaction with adults, and that isolation was a key reason for closing. And so this is a part of that. I think that sort of manifested in the comments. And then lastly, just a number of providers that also indicated a hesitation around background study requirements. I wanted to reflect that here as well.

- Great, thank you, Laura, this is Judy. Do we have any quick questions for Laura about the methodology that we wanna get your ear before we jump into our small groups? Okay, I'm not hearing any and so let me give you some instructions. So, Jess, might wanna post to that list of questions for the small group. You all using this update today, here's what we'd like you to do. When you're in your small groups, first of all, the reminder that you're going to have to unmute yourself to participate. Secondly, we've asked you to select a reporter who will jot down some notes and speak for your group. And that is not a set of notes that we will collect. So don't worry about your handwriting capabilities here. And the questions that we're going to ask you to cover are basically what struck you, what was new to you or surprised you or clarified for you. A few messages from the survey results, in conveying the survey results in a legislative report what emphasis should be given, and how does a survey inform the other tasks of this group? So those are the questions we'd like you to focus on. Jess is going to figure out how to get you into your small groups. And we had on our original agenda, the backstage one that not all of you saw, a timeframe of ending by 7:40 for small groups, we're gonna make that 7:45, okay? So that'll give you time to cover these questions. Jess, do you wanna talk about the technique of getting into small groups?

- Sure, I will just start the breakouts. I'm gonna have to stop sharing my screen. So I can do this, I think. I will start the breakout session and you'll get a couple of messages. The first one will say you've been assigned as a presenter or an attendee. And you're assigned presenter if you weren't the first person who joined and I assigned you first to your group. That's the only reasoning behind it. So you've been assigned as a presenter or attendee, do you wanna start the session now? Click Yes. The second message you'll get is, is it okay to leave the main conference? Click Yes. And then you will be in your breakout session. It's audio only. So there will be no cameras. You have to turn your camera back on when you come back to the main group. And as Judy said, you'll probably be muted on entering. You'll have to unmute yourself. If you somehow leave the breakout room, you can click on the Breakout Tab on the top of the Webex. It's between Session and Help and you can join breakout group to rejoin and you're in Group A, B, C or D.

- And, Jess, this is Judy again, just to be clear that when we hit the 7:45 mark, you will push a magic button and everyone will be back in the main session.

- Correct.

- When you talk about messages coming, this is Mary Kiffmeyer, how do those messages come? Through the Webex or on our cell phone or email?

- Through the Webex.

- Okay, thanks.

- All right, so let's keep our fingers crossed that the theoretical possibility of small groups on Webex actually works. Okay, Jess, do what you need to do.

- All right, I'm hitting Start right now.

- [Scott] Hello. Hello.

- [Announcer] That's definitely Kyle.

- [Scott] Is there audio on our group?

- Which group are you in?

- [Scott] Senator Kiffmeyer, Kelly, Hollee and Ann.

- That should be group B.

- Yep.

- It looks like it started. I actually had a, hang on, I've got a couple of requests for help.

- [Ellen] Is that Scott who's asking the question?

- Yes.

- [Ellen] Scott, if you can log in with your computer, it looks like you're in Group B but I think since your audio is on the phone-

- [Scott] I'm on the computer too. I've seen all the video. I just chose the phone option for audio but I've got the computer up. It says, "We breakout session Group B." I see all my names.

- [Ellen] So I think if you can connect to your audio to your computer instead of using your phone for it.

- Okay.

- That should help.

- [Scott] All right, I'll try, thanks. Hello? Can you hear me? I had to watch this.

- [Announcer] Welcome to Webex. (beeping sound) Enter your attendee ID number, follow later. (Elizabeth coughs)

- [Elizabeth] Excuse me.

- Okay, I'm gonna end the breakout sessions now.

- Hey, Jess, are we back as a group?

- It's showing that people are still in breakout sessions but I also hope they're ending, okay. They have an hour ended. The people should be coming back.

- [Judy] We don't have a choice. (Jessica laughs)

- [Jessica] Good point. Okay, reminder, everybody. If you had your camera on before, you have to turn it back on, now that we're back. And if people who are not speaking could mute themselves, that would be great. I can also mute people if necessary. Judy, I'm gonna make you the presenter now.

- That's great. I am trying to figure out how to get my camera back on.

- [Jessica] Yours is on, I can see you.

- I'm just not seeing it here. That's all right, I have lost my video but that's okay.

- You are now the presenter.

- All right, well, I hope you all have good conversations in your groups. We would like to hear from each group what their reactions were. And I think the simplest way is to simply take them in order. So would someone from Group A be willing to dive in? Who was your reporter person?

- [Kiffmeyer] We weren't quite sure about that. Because was there a designated or were we supposed to choose someone?

- We're just supposed to choose someone who was willing to speak to the large group. We can just hear what you had to say informally as a group. That's also fine. So Group A-

- [Mary] Are you gonna take this or?

- [Judy] Pardon me.

- [Mary] I'm talking to Kelly Martini.

- [Kelly] I'm here, I was just wondering if you'd piggyback and help me a little bit. I didn't know what group we were, A, B, C or D.

- Oh, that's fine. Well, let's start with you. You are Group B, but we'll start there. So Kelly takes us away and then the rest of your group members can chime in as well.

- [Kelly] Okay, for number one, Mary had a good point that clarifying that the issues that we providers on this board have a voice out there or we are voicing from people out there because we agree and we have been saying things that have been in the survey to everybody already. So she was glad that we're kinda all on the same path basically. Training time is more of the issue versus money that was kind of a struck point. Business supports, organizations et cetera, there are more resources now versus years ago and time not just hours doing daycare, but adding training, adding hours of training and develop all the extra hours that we put in other than just doing daycare. Mary, do you have anything else?

- [Mary] No, well, main thing is that the key messages in the survey should be kept in mind in a legislative report since that was the voice of a lot of family childcare providers, then let's keep all those survey results in mind and inform the other tasks of the group and then form a legislative report. And the key messages, substitutes was a big message, the business, the family childcare, regulatory time, training time, variances, all of those things really matter and take time and that should be all streamlined or online or using technology to accomplish it and not make it so difficult, so that people become so tired of all of that, that even though they love the kids and love the work, they leave the business in overwhelm. That's otherwise, you got it all, Kelly.

- [Kelly] Okay, thank you.

- All right-

- Another one of the key messages from the survey results is now that we went through this COVID, what really kind of struck me is how many grants and things that are helping us strive in our business that we did not have prior to this COVID? I think there's been many grants out there that has been helping us succeed, or at least trying to succeed and trying to continue in our business. Let's see what else. I think Mary got the rest of it. In conveying the survey results in the legislative report, a lot of them, there was a few things, lack of benefits, substitutes, legislative report that Mary was talking about before, business factors, support that others get from the state. That would be the lack of benefits. And then number four, how does the survey inform other tasks from this group? It's a very good starting place. The survey, we need to look at it and really prioritize the issues and go from there. So this is very helpful.

- All right.

- Anything else, Mary?

- [Mary] Nope, that's good.

- All right, thank you. Let's go to Group A. That would be Senator Wicklund, Erin, Elizabeth, Heidi, Dan, who would like to jump in for that?

- [Wiklund] Elizabeth, she had, I know we had some themes we discussed. I wasn't really taking notes, but...

- [Judy] I know Erin.

- [Wiklund] I know Erin too.

- [Judy] Maybe I think, what we just, I can jump in, Erin, if you're okay with that, and then just let me know if I'm forgetting some things.

- [Erin] Yep, I can chime in, I have a toddler. Sorry, everyone, double duty. And I have three kids, which my group was about to witness what that's like. So that's fun. Okay, so I think one thing we talked about was, it's almost in a separate bucket has to be the providers that go into this to just raise their children knowing that they're going to get out, are not looking at it as a long-term career, that's a little bit different. And that's because they're just doing this because they just want to get their kids through, to avoid the expenditure of child care. And then, we also talked about the kind of lack of support, almost like a mentorship program for providers getting into the field that could, I believe is very needed and that could help add that support to get them off of that island and that isolation, as well as offering even the business support to them. It's very overwhelming to become a provider. I mean, there's people that go into this with just the love of kids, I wanna take care of kids, but it's also a business. And there's many that need that support on how to have their childcare become a business. And then also there's the social emotional and the mental piece of it, where there isn't that support that they need, and that mentorship that they need, especially when it comes to well, for example, a pandemic or even just in dealing with the everyday, the day-to-day job that it requires of us, is that and also in dealing with parents as well. And I think there needs to be, we talked about possibly even just having some of our training, almost come into where we work with other providers as a requirement.

- Right, Ann, was that?

- One of the survey, yes. One of the survey results that was highlighted was the training requirements and just the repetitive nature of some of them. So the thought process was if we can require or recommend part of that training, also be hours where they're connecting with a mentor, and documenting that or connecting with DHS and just having some sort of formalized program that way, as a part of that continuing learning education and professional development, if you will.

- [Elizabeth] Yes, because I think from a provider standpoint, and there certainly are programs out there but it just might not be communicated in a way to providers that really get a provider motivated to utilize it.

- Got it. Okay, what else from your group?

- I think when I came down from upstairs, Senator Kiffmeyer was talking about just streamlining the process and making that a little bit more technologically savvy. And what we honed in on was streamlining the process and adding support. That's really the two pieces or components that we really would like to see being focused on from the survey results.

- Right, that's pretty much it for your group?

- All right, let's go to Group C. Representative Wazlawik, Ariane, Cyndi, Lanay, Lauryn, what did you come up with in your discussion?

- Then this is Lauryn, I took the notes for our group. The question number one generally was not surprising for the folks on the call. The one area that generated a little bit of discussion was the substitute figure, just for those of us not intimately in the field of providing care, it was just something that we weren't necessarily familiar with, and that it scored so significantly was a little bit surprising. But generally that, the sentiments Ann just mentioned, were that regulations themselves and the issues weren't necessarily the problem, but it's the streamlining the communication, the clarity and the ability for providers to access or know what to access and have that ease in addition to just the idea that family childcare providers are childcare providers first and businesses second, and the regulatory regime seems to contemplate them as businesses first and childcare providers second. And so if there's a way to right size that ship and take that kind of a philosophical approach to this industry that might be more beneficial. With regard to question two, and then question three sort of overlapped and that documentation is a big deal with its repetitive and burdensome nature. There needs to be licensing supports for especially new providers that they're not getting. Some of the issues that we talked about, is what these results can do to inform legislation and how the legislature could assist what is potentially something for the private sector to stand up for support on their own. And then that third element of, some things you just can't necessarily do legislatively, long hours schedules. It's good that we have these information to present, that's helpful, but it doesn't necessarily equate to something that the legislature can necessarily do. And then we talked maybe a little bit about, how then do you incent? Is there a role for the legislature to incentivize things? One example was, location of failing childcare centers and commercial buildings, and then how might you be able to connect with the business community to help with some of those community building incentive pieces. And then the last question on the survey, we did these survey results align with the existing tasks and duties of the legislature. Did they align and get it right? And the ones that we discussed as still being relevant and supported was to the duties of our business development and technical assistance, the regulatory reform piece that we started that discussion and we'll be able to continue to build on, and then the trainings issue to making sure that the comments that for me, not just the survey results, but the comments are being making sure that the training is relevant. And how do we ensure that either the legislature or the regulatory agency that dictates the training, is it statute, is it interpretation, how does that get felt out? So I think that kind of summarizes the nature of our conversation. Representative Wazlawik, if you wanted to add anything?

- Representative Wazlawik, no, I think that covered our discussion pretty well.

- Great, okay. And then Group D, Representative Demuth, Ariane, Kim, Stephanie and Reggie. Did we lose Group D? Remember you'll need to unmute yourselves. Hey, Jess, can you check?

- You want me to just unmute some people?

- [Judy] Yes, please.

- I have unmuted Reggie and Kim.

- [Kim] Can you guys hear me now?

- Yes, we can, thank you. Yes, so Group D, what was your discussion about?

- [Kim] I think I did it right. Did I do it?

- [Jessica] Yeah, we can hear you, Kim.

- [Judy] We can hear you.

- [Kim] Now I can't hear you though. What did I do? Hold on.

- We should give you something to listen to in case you're making it.

- [Kim] Can you guys hear me?

- Yes.

- [Kim] I can't hear you though. Can somebody talk for a second?

- Yes, this is-

- Okay, I got it. Sorry about that.

- [Judy] It's okay.

- [Kim] So one of the things that we were a little bit surprised at, not surprised, but disappointed, in the amount of respondents, but also that the lower amount of years they were open, the higher the response there was. And then the reasons that providers came to family childcare was caring for their own children, and maybe some other children. We were also struck by the substitute piece of it being a licensing worker in the metro. We don't hear a lot about that. And I don't know why I don't know if they just figure it out or what that is. And then Ariane brought up, it's a huge critical piece regarding substitutes and that somehow meshing being a substitute for a center up school or a PCA, and then family childcare. And then regarding number two, well, it was interesting too, there was a comparison of the licensing regulations and paperwork, which obviously are two different things. And then, I wanna look at the questions, hold on. And then number two was the key messages from the survey. Of course, you all know me, I realized that variances just weren't a factor, the variances for capacity, that was like one of the lowest things and of course, I noticed it because we spent so much time on it last year. Again, the substitutes and so we talked a lot about more support regarding record keeping, food programs, the business aspect, how to support providers to stay in business, the lack of benefits. We talked about that there's basically one person out there, who does the business side for providers and who knows how long he will continue to be around. And we keep hoping that he will have an apprentice at some point. But I think too, because as a licensing worker, we're not necessarily required to know of those things because it doesn't fall under, quote unquote, what we do, but somehow bridging that gap and making sure providers have the right supports regarding the business piece of it. Because I think that that was one of the highest parts about it. And then we talked about a co-op. Co-ops are like provider groups, maybe being able to do some of the, getting some benefits or something like that being able to kinda regulate themselves regarding some of the health care benefits and stuff like that. And then number three, we talked about, the emphasis, one of the things that I think struck us, is making sure that it continues to kinda stay broken down by region, 'cause I do think that is important. I think what Southwestern Minnesota needs is obviously very different from what Central Minnesota needs. And then tax credit with deed solution-based for the substitutes to try to, oh, I'm sorry for providers to come in, to attract and have some backup to attract providers to come in and to stay. There has been a slow and steady decline. There has not been anything that's spent. A lot of people have said, "Oh, it's because of the new safe sleep stuff and all of that. But since the year 2000, it's been a steady decline and not any major jumps or anything like that. So yeah, I think the mentoring and helping providers realize what the supports are and what is out there and available for them is huge. And then anyone else can jump in if I did not cover it properly. We didn't really get into how does the survey inform the other tasks of this group? And I mean, I think, the survey was so big, it was amazing, but I think narrowing it down will be obviously one of our tasks.

- Thank you, anybody else from Group D that wants to chime in? Well, Kim, it sounds like you got it all. So now that you've heard from each of the small groups, and we've gotten that report back, I would like you to focus on that last question as a group. How does this survey inform the other tasks of the group? If it wasn't captured already in these four reports from your small group discussions, what additional thoughts might you have about how this affects our discussions from July until December of this year? Any other thoughts on that? This is me taking copious notes so that I know and make sure we get what we need out of the next couple of meetings.

- [Hollee] Point of information, this is Hollee here. I'm just curious. We have a separate link for the public to be able to listen in on this call, correct?

- [Judy] To listen to it, yes.

- [Hollee] So they wouldn't be showing up in this Webex, correct? Right, it was not even a Webex link.

- No.

- So can I ask why when we have 25 members of our task force, why are there a significant number of DHS employees on the Webex right now?

- That was our request to have them available as backup to answer questions. So if we were in a physical meeting location, we would ask them to be present sitting around, not at the table, but to be called on if we had questions.

- [Hollie] Okay, thank you.

- So in terms of, again, our survey results beyond the reports from the four groups, any comments on how this affects our work going forward?

- [Kim] This is Kim, I think it shows the strong need, especially regarding the task force duty number four, which is the recommend business development and technical assistance, blah, blah. And then I noticed too, and I know that we are gonna touch on all of these this year but knowing how bogged down I feel like we got last year with a couple of these, and then review how trainings for licensed family childcare providers are offered, provided, coordinated and approved because it seems like the training time frame and things like that. So I don't know, I think with four, I feel like all the groups mentioned the business aspect of it and the paperwork regarding that. Because of COVID already, I can tell you as a licensing worker, we are working in my county at least on streamlining some of this nasty paperwork 'cause we don't really like it either. So I think that piece, and even though that is a part of the survey and a part of what's happening, I think that looking at the number four and number seven, I guess just stuck out for me.

- Yeah, makes sense, okay. Any other thoughts? I wish I could see pixels of all of you so I could pick on you but I have lots of whitespace around here. So is there anyone else who wants to chime in?

- [Mary] I will chime in, this is Mary. And so when I take a look at the task force duties one through eight, and by the way, these were in statute. And so it's interesting that we have members of the task force, we have the survey, and number four on the task force duties from the statute, recommend business development and technical assistance resources. I mean, it's right there. So it has not gone unrecognized. It's become affirmed through the survey. I think what I'd like to see is that we actually get down to doing things, but my concern is that if we keep functioning as a committee of the whole with our three hours a month, I think we're gonna have a very difficult time getting there. And I'd like to have us consider using subcommittees focused on a specific area to prepare some things, have some discussions, of course, comply with all the Open Meeting Law requirements, but that we have some subgroups get to work on, I think of Scott Marquardt and several comments you've made, Marq, that you're really good in that you're how can we convert this from a statutory requirement to having a discussion to translate it. And some of those things are legislative, other things can be done through the work of the initiative foundation or other foundations or other things as well. The big thing that you have the question is the what and how to structure it and that's the value of this task force. I'd like to lay that out for a discussion of whether we need to have some subcommittees to make use of the in-between time.

- I am 100%. This is Erin Echternach. I'm 100% supportive of that, Senator Kiffmeyer.

- [Mary] Great to hear.

- It seems to me that anybody else who wants to chime in, that before the next meeting, that we would maybe have the leadership group go ahead and think about what would those subcommittees be, what might their portion of work be? To do that I think we can do some work kind of helping to facilitate what that structure might look like. I'd be interested in hearing it's really hard on this kind of Webex kind of situation. If others would also like to do that, kind of like dig in a little bit more, other than our full past or CVs.

- [Hollee] Look, could we do a survey like a Google--

- [Scott] This is Scott Marquardt and I would highly yes. I fully agree with Erin. I think the subcommittee piece I mean, if I understand that we're more than halfway through our journey before we sunset, and there's some heavy lifting yet to do and the subcommittee could really get to people's passions and strengths and make us a stronger group. So sounds wonderful.

- [Hollee] Hollee here.

- [Judy] Sorry, go ahead, Hollee.

- Okay, thank you. I echo those sentiments. I think it's a great idea. And I think we had suggested it the last time too. Could we do some sort of Google Form or some way for people to say I'd be interested in helping or ask about which duties are you most passionate about and see if we could break it up from there? And then my only request would be that on any of the committees that you have at least one in-home family childcare provider represented, because there aren't many of us on the committee to begin with. Only eight of the spots are family childcare providers. And so, I think it'd be great to offer the perspective.

- I think that at any time facilitating this, Judy, I know we have a debrief opportunity to talk about this. So maybe we could do it then. In the meantime, I don't know if it's just a one way kind of a thing that any task force member could send subcommittee ideas into Jacob and he could collect them. Would that be too forward to ask that that could be done?

- [Mary] Well, Jake's not here so we can assign it to him. That makes sense. I think you're thinking Judy.

- Actually I know that he is playing that pivotal role of keeping all of our communication straight. So that would be the appropriate place. So yes, send your thoughts to Jacob about things you are interested in, that you would be willing to participate in. And actually, this would be a good segue into talking about the the overall arc of the regular task force meetings. So with the understanding that you can express your interest and we will indeed take this offline and talk about how to proceed best. You are correct that there's a heavy lift over the next few months to get through this and we're hoping to use these three-hour chunks to make some real progress but there might need to be some time outside of that as well.

- Judy, this is Representative Wazlawik, I can just jump in on this real quick. If folks can kind of keep their ideas for what they wanna do limited to the duties, so if you have a particular interest in say, training or alternative models or something in there, I just I don't want, there are lots of ideas floating around but we really supposed to be focused on those duties. So folks who kind of keep their, whatever their interests might be if they can kind of keep those in line with the remaining duties that we have to continue to work out, I think that would be the most helpful for a leadership group as we think about how this process might work.

- Absolutely agreed, thank you. Yes, this is with some of my other groups, I've used the analogy, it's like a ball of spaghetti, that it starts straight here and you try to pull one thing out and lots comes with it. You have enough on your plate of duties to get through the rest of the year and let's do that and do it well. So keep your thoughts focused there. So, Jess, if you could pull up the tentative schedule. So I just wanna share with you, we had a conversation with the leadership group about which of the task force duties to tackle when. Now this conversation about how we might do some subcommittees or offline work, we'll figure out how it fits with this. Jess, are you able to pull that up?

- Yep, I'm working on it. I just had to take presenter role back.

- Marvelous, okay, so I'll be sharing this with you. And obviously, leadership team is gonna have more conversations. So this may still change but we wanted to have at least an overview of the arc of how we would be tackling the rest of the work at hand. And so I had some conversations with DHS folks about which of these areas would be ripe for discussion, as in there is materials and backgrounding and things that are more ready to go versus areas that are gonna take a little more development and digging. And so, our thought and these are all tentative dates subject to change because real life will intervene, of course. But I thought it was in July to focus on duty number seven, the reviewing how the trainings are offered, provided, coordinated, approved, et cetera, okay? So very consistent with your conversation saying that was one of your high points. In August, we'd like to look at Parent Aware program participation, and hopefully also begin a conversation on the recommended business development and technical assistance resources. I know enough about these topics to be dangerous. I think that the Parent Aware discussion need not take a full three hours, I could be wrong. That's why we have August 18th or 22nd to start the business development conversation. Then in September or October to look at developing recommendations on alternative childcare delivery systems, task five. And then in October, to look at those methods to improve access to an understanding of the rules and statutes governing family childcare providers. So that's pretty much the arc of getting through the five remaining task force duties. Again, the dates will be flexible. So don't anybody carve these into your calendar in stone because as we develop the work coming up, those dates are likely to change. But just so you had some sense of what's coming first rather than what's coming last. And then my hope is that we will have some wrap up time, clean up time in November, and that we have plenty of time to review the report that goes to the legislature. I personally don't wanna be writing something over the holidays, I'd like to be pretty happy with it by that point in time so that we can do a dusting and polishing in January, but we'll see how that works.

- [Mary] Hollee, go ahead.

- Oh, I was gonna let you go ahead. I just had a question, could we possibly switch around numbers five and eight and put number eight first? Because it's dealing with existing systems in place and work with reforming them, and then talk about adding new childcare systems. I think that conversation could be a lot longer and like reforms within the existing system, I think are more necessary and more timely.

- Sure, we can flip those and frankly, there might be some benefit to discussing some of them together at the same time, but well-

- I'm just one person. I mean, you don't have to take my suggestion. I'd like to hear from others if they have a different opinion.

- [Mary] Judy, this is Mary, have you sent this out, this tentative schedule?

- I have not. So this is-

- We need to. I know what you wanted to do was get input first, otherwise it gets sent out and everybody thinks it set in stone.

- Exactly.

- Yes. I really appreciate this, the fact that for all of us, we all know our struggle last time of just having this being able to anticipate to see at a time, to plan, I think our subcommittees this will be very helpful to them. But Judy, could you also explain how you plan to build? You've mentioned the report, how you view submitting the reports later, but how you plan to build that report as we go along. I think the task force would appreciate hearing your opinion on that.

- Right, yes, as we were discussing with the leadership team, this will not be the first legislative report or report to be published from a group that I've worked with. And I learned a long time ago, like several decades, not to wait until last minute to write it. That doesn't mean that doesn't always happen, but I have learned that's not the best approach. So I'm going to create the shell of the legislative report and start populating it with information as we do these meetings so that it's being built as we're having these discussions. This one today, our discussion about the survey, is pretty straightforward. The survey results or the survey results. I also wanted to get your flavor for what should be emphasized in that report. So we'll be creating this report as we go again, so that we're not starting with a blank sheet of paper sometime in November and trying to remember back to June and what our conversations were.

- So Hollee here, one other thing I wanted to ask, was about duty two. Many times throughout the past year, we've asked about how that we would go into more depth and more depth with duty two because it is about working through licensing reforms, reforms that would increase licensing, efficiency regulatory reforms that would increase licensing efficiency. And we haven't really gotten into much of that. We had, was it one or two meetings ago? I think we brought a list of suggestions or shared a list of suggestions from MACCP about regulatory recommendations that have been shared in the past. And since that was one of our duties, and it was the, I think, duty one and two were the most important duties from our first task force meeting. I was just curious if we were gonna talk about other regulatory reform besides a tiered licensing system, because that was not the only thing that was supposed to be included in duty two. So just curious if we're gonna be talking about duty two at all again.

- I will punch that discussion off to the leadership group or when we reconvene, to take a look at that.

- [Hollee] Thank you.

- [Mary] I would honestly say that we didn't finish number two duty. That was quite a large project in regards to number two. So I would definitely say that two was not finished.

- [Hollee] Got it.

- All right, well, so you will see a version of this after the leadership team has had time to talk about it some more. So it's introduced as an overall approach for tonight. We'll refine it further and bring it back to you. It will still be an ongoing draft status, we'll be looking at the possible dates coming up and how we might tackle work. But this at least gives you the broad sense of how we're gonna approach the work over the coming months. All right, I think other than that, we will be having I think that pretty much concludes the facilitated portion of your meeting, is what I'm trying to say. We know that there will be an evaluation form coming out about the meeting. I'd encourage you any observations about process, about materials, about the technology, share them all. I have a couple of observations about technology but, I say it's my favorite thing.

- [Mary] I appreciate this Webex but one of the features I appreciated about Zoom, was the ability to see people and I'm a bit finding this a very frustrating thing when we can't have more of that. I thought that Webex did have a version where you could see people just like Zoom does. So I don't know if this is been chosen or limited in some way by whatever we're doing, but I would really like to have the visual handy.

- I am absolutely there with you. I think we'll probably be asking folks to research what's possible. I know there are concerns from state agencies about what softwares we use. Zoom has some drawbacks, but yeah, I agree as a person who's typically looking at people's facial expressions and body language and all of that to judge where we're at, I feel a little bit like I'm flying blind. So I share your frustration with that.

- [Mary] I thought the Breakout thing was actually quite good and I appreciated that very much. But I think that the having the visual, and I've used Webex on other types of things like this, and they did have the visual very similar to Zoom. So I don't see why that would be an issue, especially since some were on and I think it's an important value that we have here. The other thing that I would like to say, and from others of you as well, I know that we're just getting started but that we would get a few documents and then a few more documents and then times one or two. I would really like us to have. I understand sometimes you wanna get them out earlier and then something else comes a little bit later that's really important. But if the day before we could get one email that had all the documents we're gonna use for the meeting, so it's all in one email, I'm finding tonight I was having to search through a variety of them. And I didn't have a list and I didn't have that. So kind of an agenda with all the documents to go with it. I know this was the first one. So many good things were done. That's one I think that would help everyone.

- Absolutely, absolutely, well, as I said, Jess and Jacob will be or Ellen, someone, someone is working on that survey that will be coming out to you. So please, do respond and let us know. Senator, I think if you are willing, you can wrap it up for us.

- [Mary] Okay, every now and then we get to get through some of our work in a little shorter order and appreciate that for all of you. I know this is a busy time for you, a lot of things are taking your time and again, to so appreciate after a long day and that is for everybody, whether you're doing family childcare or another kind of job that everybody took time out of your evening to participate in this and to give your attention to this important work. Appreciate your comments to Judy through Jacob Granholm, that you'll be able to continue to give input in regards to that and we will take all of your points made in regards to the subcommittees. I think that's gonna help. But your input and your ideas, and any work you can do in regards to that, is much appreciated. So don't hesitate to send them forward so we can take all of that input and the post-meeting survey as one tool, but also especially on the subcommittee ideas or other things, if you don't use the post-meeting survey if in the subject line you would put family childcare task force subcommittee ideas that will help us to sort out those things more quickly and get to those points or you can put it in the post-meeting survey, if it's appropriate. And Representative Wazlawik, why don't you chime in here and give some closing comments if you'd like?

- I can do that. I just wanna echo Senator Kiffmeyer's thank you all for being here tonight. It's been several months since we've met and I think there's been some continued conversations as we've seen what's happened during the pandemic and sort of with childcare providers and other folks. So I appreciate the time that you all took to be here tonight. I think the meeting went well and I look forward to continuing our work and really being able to dig deep into some of these issues and hopefully, coming out of this with an interim report that'll help us really make some of the needed changes that we need to make and really do what we can to make sure that we're supporting family childcare providers.

- [Mary] Thank you very much, Ami, there you are. I appreciate that no little voices in the background tonight. No other voices, I should say. Sometimes you've had some interesting backgrounds, dogs barking or cats crawling on your computer or a variety of things. Thank you very much everybody. And with that, we will be able to adjourn this meeting. And of course, follow-up on the survey and other things like that, are certainly very, very welcomed from all of you and thank you again, and with that, we are adjourned.

- [Judy] Thank you.

- Have a great week everyone.

- This is Jessica, there is a link to the survey in the chat right now if you would like to take it right now, otherwise, Jake will be sending a link tomorrow in an email.

- Thank you, Jessica.

- You're welcome.

- [Mary] New little feature, how would I find that?

- Okay, if you go on the right-hand side and hit the chat button, it should show up. And it's a clickable link in there.

- [Mary] Chat. Yeah, I clicked on.

- You may have to, yeah, either collapse it or expand it.

- [Mary] By the way, I see these notes here that you're asking me to mute and some noise and I didn't even see that. So sometimes you don't know you're off mute. I thought I was on mute, that's what I intended.

- We're all just learning.

- For sure. Oh, I see the link now at the bottom there into the chat. Thanks so much, Jessica. I thought if I were having struggle, somebody else might make that shit-

- Of course.

- Maybe someone else. All right, thank you.

- Ellen, can I end this or do you need to?

- [Ellen] We need to save the recording. I just stopped recording, so you can save the recording and it'd be helpful to save the chat and the attendee list.

- [Jessica] Yes, I just made you the host.

- [Ellen] Oh, you did, okay, perfect, thank you.

- All right, thanks for your help.

- [Ellen] Yeah, thank you.

- [Jessica] Have a good rest your night.

- Thanks, you too.

- Thanks.

—END—