



# Child Care Regulation Modernization: Minnesota Department of Human Services

Consumer Protection Through Prevention

# Licensing in Minnesota

DHS, in cooperation with counties, licenses approximately 20,000 service providers → Adult day care, child care, foster care, home and community-based services, and many more

The Purpose of Licensing:

- Protects health, safety, and rights of those receiving services
- Requires providers to meet minimum health and safety standards

Human Services Licensing governed by MN Statutes, Chapter 245A and MN Administrative Rules



# Participation Protocol

- Remain muted in the large group
- Keep your video on during breakout session if possible
- Enter your questions into the chat

We are here to learn and provide input into the development of a risk-based tiered violation system

We are not here to point fingers, place blame or ask specific licensing questions



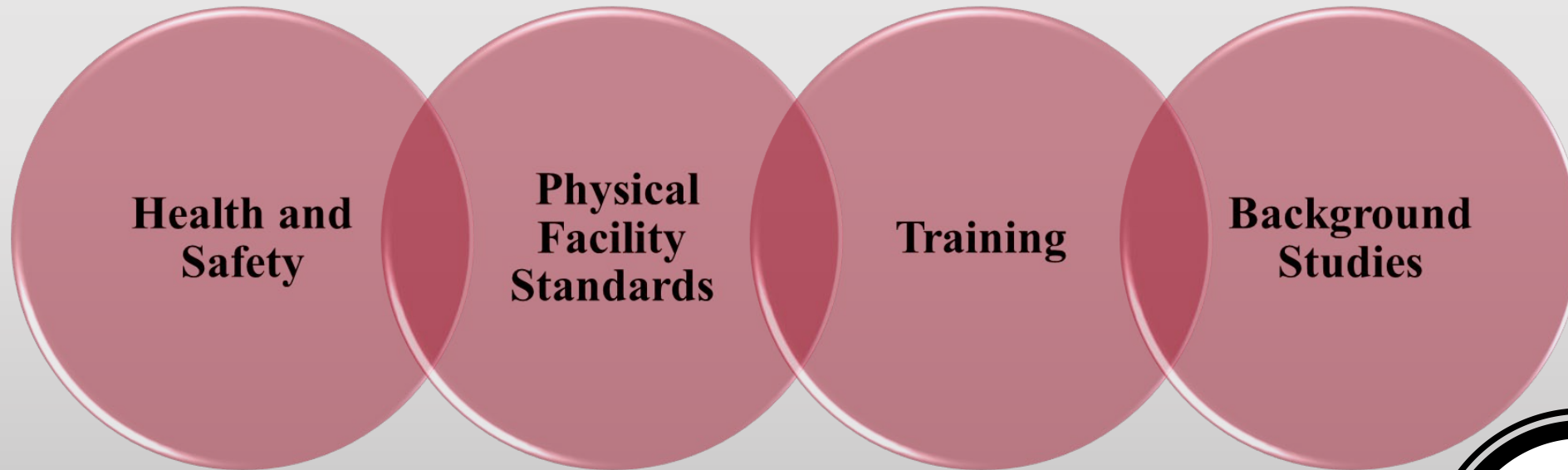
# Human Services Licensing in Minnesota

Minnesota DHS licenses two types of child care:

- Family Child Care – county-delegated system of licensing (MN Rules, Chapter 9502)
- Child Care Centers – directly licensed by DHS staff (MN Rules, Chapter 9503)



# Human Services Licensing in Minnesota

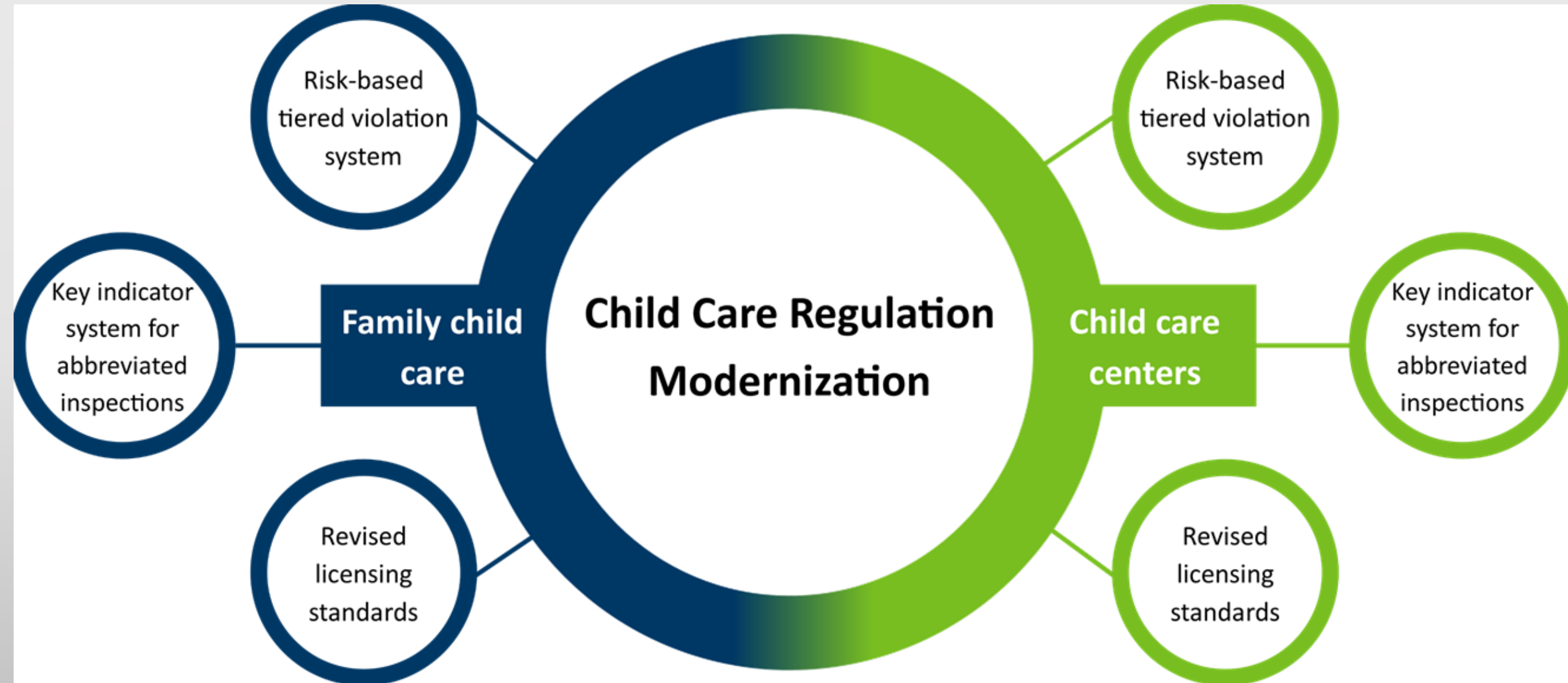


# Overview

- The 2021 Legislature allocated federal funding to support regulation modernization projects for both licensed family child care and child care centers
- The Family Child Care Task Force (2019-2021) recommended a modernization project in their final report
- The regulation modernization projects support the development of:
  - **Risk-based tiered violation systems**
  - Key indicator systems for abbreviated inspections
  - Revised licensing standards



# Graphic Overview of Projects



# Overview Cont.

- DHS has a three-year contract with the National Association for Regulatory Administration (NARA) to conduct these projects
- NARA has experience with other states doing similar work
- NARA is working with MN DHS to implement a stakeholder engagement process that solicits input from parents, licensed child care providers, licensors, experts in child development, staff from DHS, and others on the three areas mentioned earlier





# The Stakeholder Engagement Team - Becky

**Becky Fleming-Siebenaler**—Assisting in the area of stakeholder meetings

- Consultant with NARA for 10+ years
- Served as a Licensing Professional for the MT Department of Human Services for over 25 years; retiring in 2016.
- Worked on several of the contracts NARA has entered into assisting States and Provinces establishing Key Indicator Systems.
- Hold a Bachelor of Arts degree in Social Work and is certified as an Assisted Living Administrator for the State of the Montana.



# The Stakeholder Engagement Team - Sonya

**Dr. Sonya Stevens**—Assisting in the area of stakeholder meetings

- New to NARA Consultation
- Currently the Licensing Division Practice Improvement Administrator for the Washington State Department of Children, Youth, and Families
- Worked 25 plus years in research, analytics, early learning as and child and adult educator, center director, and family advocate and home visitor, and program owner.
- Holds a Doctorate degree in education, a master's degree in adult learning and a bachelor's degree in child development and family studies.



# The Stakeholder Engagement Team - Donna

## Donna Sabo

- NARA Consultant and Educator since 2009 providing consultation on Key Indicators, Policies and Procedures and training on the NARA Curriculum to various states and provinces
- Served as a Licensing Professional for over 30 years for State of Ohio working in Child Care Licensing, Foster Care Licensing and as the Manager of Training and Product Development for Ohio Department of Mental Health and Addiction Services before retiring in December 2021
- Holds a Bachelors Degree in Individual and Family Studies with an emphasis in Early Childhood and a masters degree in Education in Administration and Supervision.
- Former member of the NARA Board of Directors



# The Stakeholder Engagement Team - Caroline

Caroline Louissaint– NARA Project Manager

- Has over 20 years of experience in program design and development, executive leadership and governance and accreditation and best practices.
- Previous Director of Volunteer Services at the Council on Accreditation
- Has conducted oversight of operations and management of over 1000 professional executive volunteer peer reviewers and over 800 sites visits annually for organizations seeking accreditation.

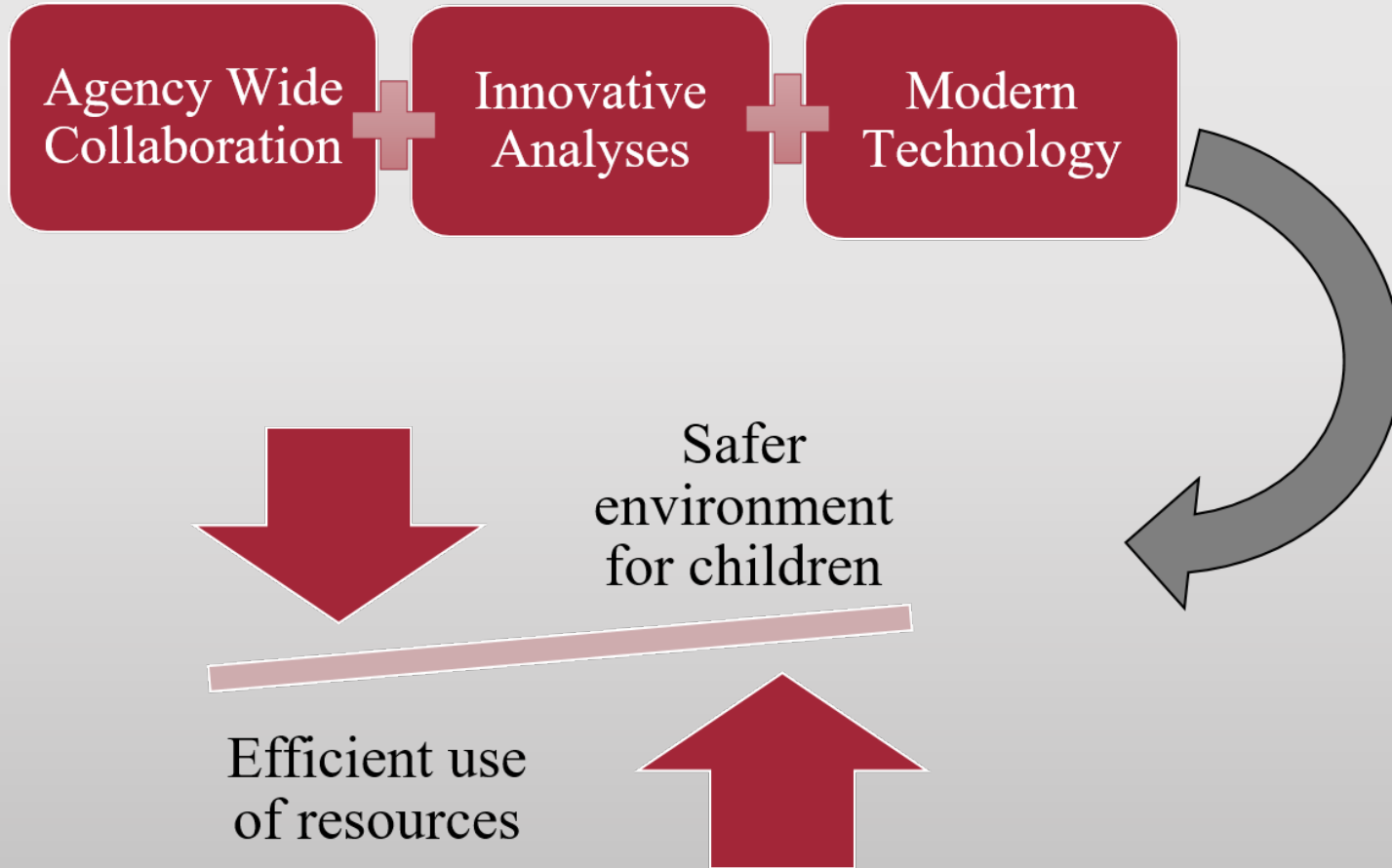


# Historical Perspective

Measurement within regulatory administration has changed substantially from the 1970s through the 1990s through our current day. It has moved from what we think and feel to more of what the data shows us.



# Historical Perspective, Part 2



# Historical Perspective, Part 3

All Licensing Rules = Full Compliance

Frequency ← Differential Monitoring → Abbreviated Tool

More Often

Less Often

Risk  
Assessment

Key  
Indicators



Note: Graphic adapted from Fiene, R. (2013). *Differential monitoring logic model and algorithm (DMLMA: A new early childhood program quality indicator model (ECPQIM4)© for early care and education regulatory agencies*, Middletown, PA: Research Institute for Key Indicators.

# Risk Based Tiered Violation Systems—What are they?

A risk based tiered violations system is a measurement tool to determine the relative risk to individuals if there are violations with specific rules

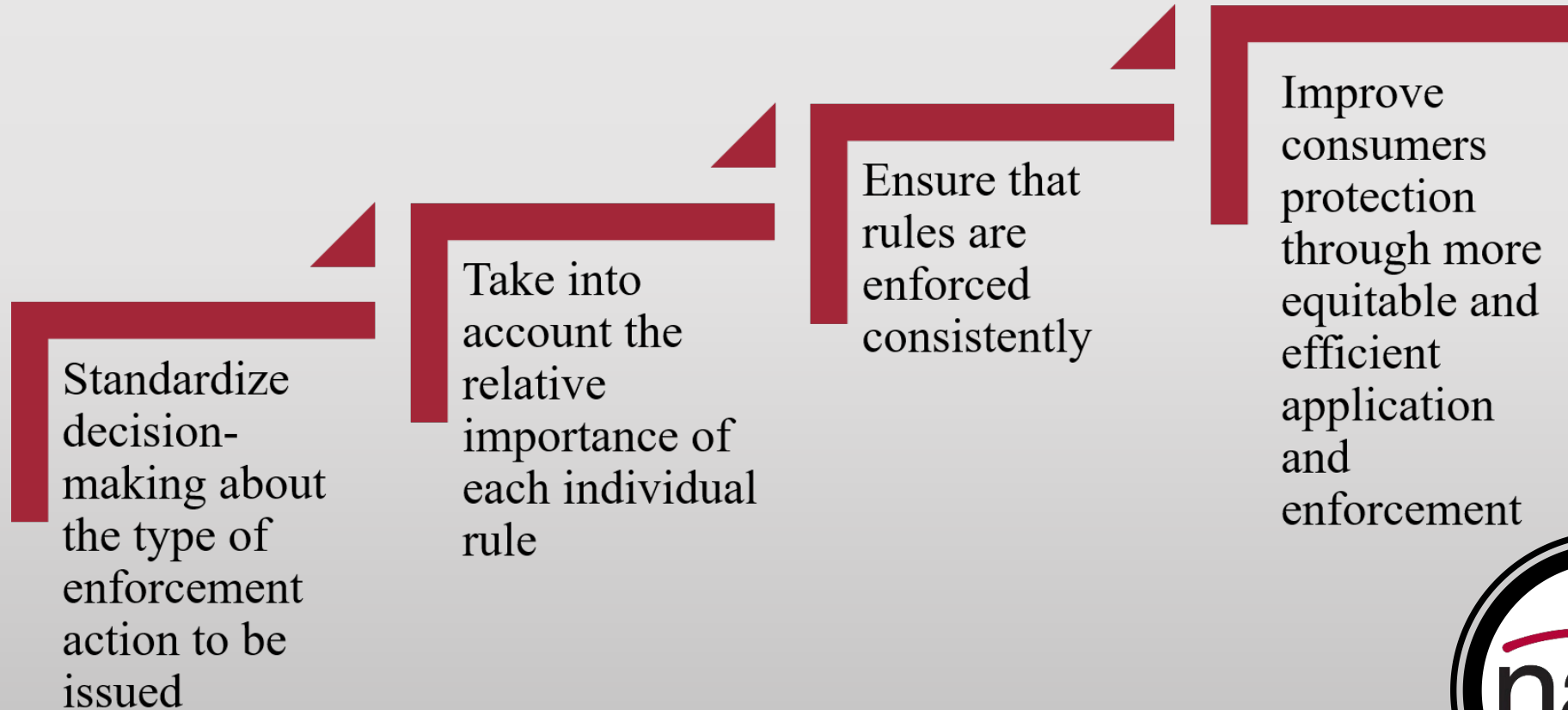
Weighting systems are developed by sending a survey to a selected sample of persons in order to rank the relative risk of violation with specific rules





# Risk Based Tiered Violation Systems- Why use them?

The specific objectives of a licensing weighting system are to:



# Engagement



Each journey begins with a single step.....



# Why engagement?

Stakeholder engagement is a crucial part of this process because:

- Stakeholders ARE the Subject Matter Experts
- Engaging stakeholders ensures we identify and mitigate potential pitfalls, risk and conflicts
- Helps to inform the process of identifying why the project is important
- Stakeholder engagement is a key communication tool



# Break



# Small Groups

- Participants will be assigned to a group –NARA moderators will move between groups to support conversation.
- Participants will discuss each question for 20 minutes.
- Moderators will give a 3-word description of the discussion content when we re-join the large group.
- Once done, we will have some closing points. So please do not log off until we come back together.



# Small Group Protocols



- Be respectful
- Be mindful of your space
- Be kind and brave
- Be confidential



# Jamboard Tips and Tricks

## Breakout #1

Question: What are the most important standards for protecting the health and safety of children being served?

**Idea  
#1**

**Idea  
#2**



# Guiding Questions

Question #1: What are the most important standards for protecting the health and safety of children being served?

Question#2: What factors should we consider when determining the severity of a violation?





# Risk Based Tiered Violation Systems—Coming back together

Click the link in the chat and put in one key word or short phrase that struck you as important about today's session.



# Risk Based Tiered Violation Systems—Closing comments

- FAQs can be found on the project webpage.
- Link to meeting notes will be sent once posted.
- This session does not count toward annual training hours.
- Next round of engagement opportunities will be for developing a key indicator systems for abbreviated inspections.



# Evaluation Survey

We value your feedback. Please take a moment to complete our evaluation survey.



# Thank You!



If you have additional questions, please feel free to email the project team at [ceregmodernization.DHS@state.mn.us](mailto:ceregmodernization.DHS@state.mn.us)