

## Recruitment Marketing Advisory Group Meeting Minutes

August 14, 2019

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| Attendees: Teresa Ripple, Hannah Riddle de Rojas, Firdaus Aden, Debbie Schierbeck, Hyewon Chung, Nicky Severson, Nicole Lopez Purkapile, Lynne Pond, Julie Christensen, Nick Henderson |
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| Note Taker: Julie Christensen |
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| Minutes Review: Hyewon Chung |
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### 1. Welcome & Introductions

### 2. Why We Are Here

- a. As part of the Preschool Development Grants Birth through Five, Achieve is creating marketing materials to recruit people to the Minnesota Childhood Care and Education Workforce.
- b. We want to ensure that we are targeting diverse populations to more accurately represent the population of Minnesota, hitting populations that are currently underrepresented.
- c. With the help and input of this group, we are hoping to create a strong and respectful message and/or series of messages that are appropriate for diverse cultures, can be translated in other languages, and be disseminated in a way that reaches a lot of people throughout MN.

### 3. What should the message be?

- a. Target those who love working with kids and show a passion for the field already.
- b. Convey that all of the important life skills are learned in the first few years of a child's life.
  - i. It's the most crucial time in the education trajectory.
- c. Social Justice – At St. Kate's University, they take a social justice approach explaining that in order to start to build an inclusive society it needs to start during early childhood.
  - i. Parents, teachers, and caregivers need to set up a framework from the beginning that actively works against inequalities.
- d. In the Somali community, early childhood is still a new concept to families.
  - i. In Somalia, kids started school in 1<sup>st</sup> grade; there was no early childhood education. They aren't familiar with early childhood education and cultural/educational norms in the U.S. because the educational system was different back home.
  - ii. It's important to educate parents about the importance of early childhood education and why things are different.
    1. Their environment has changed and when your environment changes, you need to adapt to the new environment in order to grow.

- e. How can we message to different communities and remain culturally aware/sensitive?
    - i. We need to have very distinct and different messages.
  - f. Latino communities have a different lens on children; children are valued on an emotionally fulfilling level.
  - g. Promote T.E.A.C.H. and R.E.E.T.A.I.N.
    - i. And other programs/grants/scholarships that can help people new to the field, wanting to enter the field, or advance in the field.
  - h. Share how truly important the work is – Child Development, crucial skills that will lead to individuals being happy and successful adults.
    - i. Build skills that employers are looking for.
    - ii. Build a foundation for children’s lives.
    - iii. **Build a better world!**
    - iv. Help future educators see themselves as powerful influencers in children’s lives, not saviors.
- 4. Who do we want to reach?**
- a. Working women in the field who want to advance.
  - b. Try to address the “babysitting” problem.
  - c. More women of color in Early Childhood than elementary education.
  - d. Rural Areas – child care deserts
    - i. Messaging to businesses in these areas
    - ii. How do we inspire people to take on a business?
  - e. Somali community
    - i. Very oral people and they help one another, when someone sees another person opening a child care business, they ask questions and learn from that person directly.
    - ii. Parents are the best to advocate for the profession, offering general trainings to parents in the community helps them understand the importance of early childhood education.
  - f. Hmong community
    - i. Do they have preschools in the charter schools?
    - ii. Tend to have more family child care than centers
  - g. Workforce Development
    - i. As an incentive for child care deserts – DEED
  - h. Unregulated professionals
    - i. Unlicensed
    - ii. Family, Friend, Neighbor Child Care Providers
  - i. School Districts
    - i. Help principals and superintendents understand the difference between early childhood and Pre-K endorsement
    - ii. Completing a couple of credits in ECE does not qualify someone to teach preschool/Pre-K

- j. Groups of people who get the CDA – in MN this includes a lot of people of color and immigrants.
  - k. Big picture goal: Change the mindset of those in higher up positions
    - i. Fundamental misconceptions about the Early Childhood field
    - ii. A call to action
- 5. Next Meeting**
- a. Thursday, September 26, 2019, 9am -11am  
Location: MN Department of Human Services, Room 5134, 444 Lafayette Rd, St. Paul, MN 55155  
Remote option will be available.
  - b. We will bring some potential plans of attack and sample materials to look over and discuss.