



# FUTURE OF THE FAMILY COMMISSION

## Notes from Meeting #4 – June 28, 2016

The fourth meeting of the Commission was held on June 28, 2016, in Madison, Wisconsin, and was attended by the following members of the Commission:

1. Secretary Eloise Anderson, Chair
2. Dr. Sarah Campbell
3. Ms. Rachel Campos-Duffy (via phone)
4. Mr. Delvyn Crawford
5. Mr. Mikel Holt
6. Archbishop Jerome Listeck
7. Ms. Alicia Manning
8. Ms. Greta Munns
9. Mr. Jeff Pralle

Mr. Jim Kacmarcik was unable to attend.

Dr. Ron Haskins of the Brookings Institution was the invited expert speaker.

The meeting was conducted by staff from Credens LLC, and supported by staff from Wisconsin Department of Children and Families (DCF).

Meeting agenda, expert and other presentation slides and other material handed out separately are incorporated here as reference, but have not been appended to these notes. The notes are organized in the following manner:

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## Opening Remarks

DCF Secretary Eloise Anderson officially opened the fourth meeting with the following remarks:

1. The meeting was subject to Wisconsin's open records law.
2. The meeting included an expert presentation. At future meetings, the Commission would begin drafting recommendations in addition to taking in information.
3. She reminded the Commissioners to bring their own values, beliefs and backgrounds to the discussion.
4. She was happy with the Commission and the work it was doing.

## Expert Presentation: Dr. Ron Haskins

**Dr. Ron Haskins**, Cabot Family Chair and Co-Director, Center on Children and Families, Brookings Institution, Washington, DC was the expert presenter for this meeting.

In his introductory remarks, Dr. Haskins noted that reforms at the state and local level are where social policy is "missing the boat." The U.S. has concentrated a lot of power and authority in Washington, DC. This Commission could have a lot of influence at the state and local level, and for that reason he is pleased to be here.

Dr. Haskins framed his presentation in the context of economic mobility, citing the work of researcher Raj Chetty, who used Internal Revenue Service data to study family economics. This work, based on millions of income records from the IRS, confirms that there is an economic mobility problem in the U.S.: a child born into a family in the lowest 25% income level has a 43% chance of remaining in that lowest income level, while the chances of making it to the top income level are only 5%. Many other countries have more economic mobility, on average, than the U.S. does. Within the U.S., economic mobility varies significantly - many communities have at least as much economic mobility as other countries. Key factors that influence economic mobility are demographic and economic segregation, schools and family structure (communities with more married versus single parent families, for example). States and localities can and do make a big difference in social mobility.

Dr. Haskins' presentation summarizes the work of the AEI/Brookings Working Group on Poverty and Opportunity, which included top experts on poverty, balanced across the political spectrum of conservatives, centrists and progressives. Their work focused on identifying policy responses to poverty, and was published in "Opportunity, Responsibility and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream." This group demonstrated that key thinkers can come to agreement across the political spectrum. Key findings include:

### **Causes of poverty and lack of economic mobility**

The three main causes of poverty and lack of economic mobility are **family composition, work, and education**. In order for the U.S. to make progress towards alleviating poverty and increasing economic mobility, progress is needed in all three areas; however, current trends are moving in the wrong direction.

#### 1. Family

- In the last 40 years, American families have seen significant changes in demographics. A key factor is the increase in non-marital births.
- The proportion of married adults with children has declined consistently over the last 40 years. Therefore, the number of children raised in single parent households has increased dramatically.

- The poverty rate among children in single parent families is five times the poverty rate of children in families with married parents. This is a relentless social pressure that increases childhood poverty; government programs need to counteract this social trend in order to be successful.

2. Work

- The employment rate of men has decreased consistently in recent decades.
- In the same time period, the employment rate of single mothers has increased dramatically: a staggering 40% increase over a 4-5 year period.
- The welfare reform message that people should work has been successful; the value of work and the importance of work has increased in many communities.

3. Education

- At every level, it always pays to have more education; the lines on the graph presented by Dr. Haskins, showing median family income by education levels over the last 50 years, never intersect.
- The salary payoff of higher education is even greater now than it was 50 years ago.
- The income disparity between those with low education and those with higher education is much greater now than it was 50 years ago.

**Solutions**

Dr. Haskins proposed four solutions or “Best Bets”:

1. Combine work and work supports

- Single parent families work more now than they did in the past, and in general are doing better.
- Government programs reduce poverty in half: The U.S. poverty rate is 48% when calculated using earned income alone; when other benefits are factored in (cash benefits, SNAP, EITC, etc.) the poverty rate falls to 24%.
- The three largest federal benefit programs are the Earned Income Tax Credit (EITC), the Child Tax Credit and the Supplemental Nutrition Assistance Program (SNAP; called FoodShare in WI). The first two programs are entitlements tied to employment: if work rates increase, these benefits increase.

2. Increase family stability (via family planning)

- We have a lot of data about a key family factor - effective family planning.
- There is widespread agreement across the political spectrum about the importance of marriage.
- Research indicates that the longer a woman waits to have a baby, the greater the chance that she will marry.
- 60% of births to single women under age 30 are unplanned.
- There are many benefits associated with reducing unplanned pregnancies; not many policies have as much impact as this does.
- In Colorado, an experiment that increased access to long acting reversible contraception (LARCS) to all who wanted it reduced unplanned pregnancies and abortions.
- In St. Louis, among 10,000 mothers studied, women using LARCs had dramatically lower unintended pregnancy rates.

3. Skilled employment

- Goal is to prepare young people for skilled jobs available in the local economy. Increase access to 2- and 4-year colleges, apprenticeships, certificates & licenses, and career academies.

- Women don't want to marry men who don't have a job. Increased male employment would increase the marriage rate and therefore reduce the poverty rate. Furthermore, an increased marriage rate leads to improved childhood development.
4. Early childhood education
- By age 2 or 3, children from low income families have already fallen behind their peers.
  - Early childhood education includes home visiting, Head Start, state-funded pre-kindergarten, and childcare.
  - U.S. preschool programs have not been effectively scaled-up to the level needed to have a meaningful impact on low-income families.
  - Quality is key, but high quality programming is hard to do consistently. Many preschool programs across the U.S. are actually harmful to kids. We need to get rid of poor quality programs and increase the availability of high quality programs.
  - To do so, state and local governments have to step up. This area will require a consistent effort over a decade to make a real difference. Wisconsin has a history of developing policies that are adopted on a national scale and the State should build on this.

## Questions and Answers with Dr. Haskins

Questions / Comments are from the Commissioners; answers are from Dr. Haskins.

Related comments and questions are presented together while separate comments stand alone.

**Q:** Are Scandinavian early childhood development programs successful even across poverty rates?

**A:** He has heard that on average, Scandinavian childcare facilities are better than U.S. ones, but he doesn't know enough about the empirical data to speak to it. However, the guaranteed government programs in Scandinavian countries means there is less poverty than in the U.S.

**Q:** When I was a social worker, there used to be a lot of teachers' aides, and they were parents. No matter how well a child does in school, it is irrelevant if the parents don't change. How parents talk to their child matters, for example command language versus discussion language. Parents' education is needed.

**A:** Parents are a huge part of this equation—parent education throughout the childhood years is important. Home visits are a part of parent education and those programs produce positive impacts. In 2018 there will be more information about home visiting programs because 700 programs are being evaluated now. The language of low-income parents and the language of middle-income parents is different: more words, give-and-take, two-way conversations of middle-income parents are more conducive to childhood development than command language. It is difficult to say that policy can influence parent activity enough to make a difference.

**Q:** In the research you cited, how extensive were the program parameters and assessment? What about the influence of environment, for example, churches, associations?

**A:** The studies were program-specific; not many studies focus on wider circumstances. Chetty shows that broader circumstances make a big difference; however, most of our empirical studies do not do that. There are not many programs working on increasing community involvement.

**Q:** Regarding Head Start, is there research into why the impacts for participating children drop off after first grade? How many low-income single parents have the means to assess schools?

**Comment:** In Wisconsin, state government has undertaken a large effort to educate families about the benefits of enrolling in child care programs with a five-star rating. Also, an increasing number of child care programs are interested in earning a higher ranking than 2 stars; many families look only at programs with 3- to 5- star ratings.

**A:** During preschool years, children from low-income families go to lower-rated facilities; Head Start for those families is better. The Obama administration is reviewing Head Start facilities and closing those that aren't working. But states and local governments haven't stepped up. There is no good answer for why the progress of children in Head Start has fallen off. We need programs for children at all life stages; multiple interventions help. Preschool programs alone will not help.

**Q:** What about toxic stress in the first 5 years? If high-risk children are in high-quality all-day daycare, could that be because you've removed a lot of toxic stress? For low-income children, could all-day daycare make a big difference? Could that change their trajectory?

**A:** The literature about toxic stress is very primitive. We already have a few small programs for children who have high stress. The intervention is with the mother to increase warmth from her. Those have an impact on children. Foster care can have a big negative impact on children's development—it's a gamble when children are removed from home. Instead of foster care, intervention with parents is preferred. Children will move in the direction of their current environment.

**Q:** How do we make quality childcare attainable for all families?

**A:** Child Care & Development Block Grant money goes to states. It funds less than 20% of children who are eligible. There is not enough funding for people, even those who qualify. The Quality Rating System is a great idea but the engine needs money.

**Comment:** Wisconsin supplements Block Grant funds with TANF funds.

**Q:** What changes can we make now that will make a difference in 20 years? What can we do for the children in poverty now? Brains are not fully developed until age 23. Fifty years ago people got married younger. Now we know successful people are getting married later. This is a political issue—how do we make it a non-political issue?

**A:** The #1 success story for public policy is teen pregnancy. Now the rate of pregnancies among 21-year-olds is declining as well. It would be worthwhile to study how we made progress with teen pregnancy. Successful programs give children and youth something to do in the community. The big difference with teen pregnancy is that we have unanimous agreement that it's a bad idea.

**Comment:** How to care for the elderly population? We cannot forget that we are living longer and we do not have enough young people to go into the workforce and make enough income to take care of older people. We need to remember the entire life cycle. We think about women too much, men not enough, and we don't think about the life cycle and needs of elderly. Family is also about older people and who is going to care for them.

**Comment:** Families need to be able to help each other instead of depending upon programs. Up north, success means leaving the area (moving to other areas). In rural areas, the labor force does not have enough skills for the work that needs to be done.

**Q:** Is \$12/hour a livable wage? Regarding working single moms...should we look at wage increases?

**A:** That was part of our compromise—all agreed to support a minimum wage increase, but could not agree on how much. We acknowledge that a minimum wage increase would cause the loss of jobs. Projections were that a wage increase to \$11.50 or \$12 per hour would result in the loss of half million jobs. Democrats agreed that it was worth it.

**Comment:** But higher minimum wage increases affect only higher wage earners. People with minimal skills, people just starting out, are not affected by wage increases.

**A:** One of the consequences of international competition is that other countries can produce things cheaper.

**Q:** Would that create a society more dependent on welfare?

**A:** There is a slim chance of that since cash welfare is hard to get.

**Comment:** Because the quality of education is poor, and low-income men are not getting these programs, they are pushed to prison and the street corner.

**Q:** What do you think about expanding EITC to non-custodial fathers?

**A:** I think it's a great idea. There is not strong evidence that it will work, but the goal of doing so is to lure them into the workforce. The President supports it and Paul Ryan supports it. I think we could take it to \$1000. Republicans think there is too much fraud in the program—mistakes, etc., so the error rate needs to go down before Republicans will support expanding EITC.

**Q:** How come so many unemployed people don't migrate for jobs the way they once used to? If Wisconsin were to create economic policies that attracted people from other states, would that benefit everyone, or would it only benefit those who have the jobs?

**A:** That's a very complex question. Yes, Americans are less mobile. Yes, studies show that children who move to better neighborhoods when they're under 13 are helped by such a move. Would such movement on a large scale have positive effect on community? Probably yes. Two-parent households are more mobile than single-parent households, so my guess would be yes, but it's just a guess. There is no literature on this topic. When people move for a job, it leads to an increase in the general quality of the state's population.

**Q:** Males are a big part of the problem—why? What can be done for them to help the problem?

**A:** Black males suffer more by virtue of not being with their fathers. We cannot raise a community of males without significant influence of males in the home and community. So, boys look for social relationships—gangs, peers. Referenced the "cool pose culture."

**Q:** How can we help?

**A:** Increase the EITC, keep men out of prison, help them when they come out of prison (very difficult to do), provide programs for young males during school years, more male teachers, etc. Change the attitude of "I would have a baby with this guy, but never marry him!"

**Q:** What is the best approach to teach and educate young men to take responsibility for themselves and others?

**A:** The BAM (Be A Man) program through the University of Chicago, led by Dr. Jens Ludwig, teaches young men to think before escalating a situation. Youth want to do it, and it works. And it still works a year later—the participants are more likely to stay in school. It teaches them to slow down, think of a better response.

**Comment:** What you see in the home, you repeat in public. Today children and youth are heavily influenced by media; we need positive influences.

**Q:** We know the impact of a dad in the household, the nuclear family. What impact does the time element make? How much time does a father need to be involved for it to make a difference? At what point is the child negatively affected?

**A:** Professional opinion is that the father staying involved is a crucial element to childhood development. There is no doubt that having a father involved is important. The more, the better. However, there are no studies that quantify how much time is needed to make a positive impact. It is difficult for a non-custodial parent to have a consistent influence for a variety of reasons.

**Q:** What about a child support credit based on time spent with child?

**A:** That is against the law. Judges have a lot of discretion, but there are only very narrow circumstances in which a child support amount can be reduced.

**Q:** Regarding doing no harm to marriage, did your study look at reforms to help with that?

**A:** Tax policy is generally pro-marriage, and has gotten more pro-marriage. Bigger EITC if they got married, for benefits programs. Means-tested programs, not as much. Increasing food stamps and reducing marriage penalty would have biggest impact.

**Q:** What about the societal assumption that if I get married I will lose my benefits?

**A:** I don't think that's a widespread assumption, but I'm not sure. Public media campaigns haven't been tried enough on marriage and its advantage on children.

**Q:** Is it an issue that people associate marriage with religion?

**Comment:** We support marriage, so we need to get ready for all the counseling that needs to accompany it. If you haven't been in a married family, you have no idea how to do it. We need to help people be married.

**A:** The culture of marriage has been lost for major population segments.

**Comment:** Billy Graham was an influence. Today's youth are bombarded with negative influences and wrong thinking patterns. That takes away from them learning about fatherhood, mothers, taking responsibility. Children and youth need an environment of trust and peers.

**A:** Focus resources on the poor, and the poorest of the poor. Head Start and home visiting dollars would focus on poorest of the poor, and a broader group of children would be assisted through Pre-K. This is how to help the most disadvantaged children early.

**Q:** What about childcare for low-income single parents? Many low-income parents work split or irregular shifts when good childcare is not available. How can we entice more people to do split shift and nontraditional childcare hours? We need to develop an early childcare education system that is supportive of parents' work schedules.

**A:** Technology is against us—companies can schedule in a way that is cheapest to them but at the expense of their employee.

**Comment:** Factory workers get paid more if they work 2nd and 3rd shift.

**Comment:** There is a perception that daycare is big and bad, but it's licensed. The in-home daycare is where maybe the problems are.

**Q:** So what do we do with men?

**A:** Increase the EITC, keep men out of prison—that means changing minimum sentencing laws and establishing programs for men when coming out of prison, and create fatherhood programs. There are many fatherhood programs across the country, but they're all so different, there's not a common curriculum or goals.

**Comment:** My program focuses on teaching evidence-based life skills, such as the needs of children, men's health, and responsibility. The challenge is getting men in the door because it is a voluntary program.

**A:** All voluntary programs have a problem with attendance. Several hundred million dollars were spent on Bush marriage initiatives. Across 16 sites and several thousand people, the average participant got only 20% of the curriculum.

**Q:** Can we incentivize attendance?

**A:** The Oklahoma program had the best impact. It offered dinners, supplied childcare, gave parents rewards if they met goals. The rewards were things for their children.

**Q:** Should school curriculum be about impulse control? Should we look at this as a public health crisis and include life skills in a public school curriculum?

**A:** My own view is that we should have programs like that. Right now they vary state to state. Many schools teach these as extra-curricular activities because there is more flexibility in after-school hours.

**Q:** If children don't see that good behavior modelled outside of the school, how well will it sit? They need to see adults model it.

**A:** BAM focuses on youths, and practicing it with their friends.

**Q:** Is there any research regarding home schooling?

**A:** I don't know that research very well. Home schooling will not be a major solution because the assumption that men work while women stay home is no longer valid.

**Comment:** 60% of births to unmarried women under age 30 are unplanned. Men rate their manhood based on how many women they get pregnant.

**A:** Women want to control fertility, and if they can, they do. If there's going to be responsible behavior, it will focus on women. We have been successful at defining responsible sexual behavior as relationships in which they don't get pregnant. And if you are sexually active, use birth control.

**Comment:** I teach young women to use two forms of birth control if they don't want to get pregnant. There is a 9% failure rate 3 years down the road; hormonal contraception isn't 100% effective.

**Comment:** Sex education has to deal with sexually transmitted diseases. Particularly within inner-city Milwaukee, STDs are at an all-time high. That's a discussion about community health that needs to happen; we need to teach young people to say "no."

**Comment:** All 16-year-old girls are screened for Chlamydia because it's at an all-time high.

**Q:** There is a rise in unplanned pregnancies, but a lot of underlying things are going on. What is available to our youth to keep them out of negative situations?

**Comment:** One bad decision can have effects for 20-25 years. LARCs give women and society time for education, stability, relationships, etc.

## Reflections

Following the expert presentation and Q&A, the Commissioners were asked to reflect on the discussion and to identify key things that stood out to them. Their reflections follow (not prioritized):

1. The impact of globalization/robotics and technology on poverty in America, especially as it relates to men.

2. How do we educate/make poor parents aware about successful parenting, child development, educational options, good daycare, etc.?
3. Poverty does not equal bad parenting. Poor families may just need support, not necessarily parenting education. Do not stereotype all poor parents. Let's work with their needs and not our assumptions. Support parents, do not supplant them.
4. How can we provide opportunities for those who have less than a high school diploma, regarding employment and becoming financially stable? How to give them a sense of hope and purpose?
5. How can we provide more opportunities for our men to become self-sufficient?
6. Government programs should be more inclusive and focused on the needs of men.
7. Government programs have already reduced our poverty rate quite a bit, they have had a positive impact.
8. General awareness of available programs is low.
9. We need to evaluate programs using standards.
10. We need incentives to ensure participation.
11. What impact would expanding Medicaid in Wisconsin have on poverty?
12. Regarding the Brookings and AEI consensus on food stamps and housing opportunities, I am skeptical about the proposed solution of government offering people a job.
13. Whether or not we agree on LARCs, a campaign to promote LARCs spearheaded by the State will be met with derision. That is not a good issue for this Commission. We need to be careful not to appear as social engineers, or to make proclamations regarding what people should do in their personal lives.
14. The effectiveness of long-term birth control in delaying out of wedlock births. LARCs could be part of a holistic solution, though government funded programs should not include forms of birth control that are abortifacients.
15. Three factors are indisputable: (1) EITC, (2) keeping individuals out of jail, (3) helping with re-entry.
16. How to deal with fraud so that the EITC can be expanded?
17. The use of media in promoting information about the consequences of sexual activity; the media can be a useful tool.
18. We won't be able to eradicate poverty but we can move the needle, and that would be significant.
19. Male children suffer more in a single mother household. We can address this.
20. In areas with high numbers of absent fathers, there may be a way to financially incentivize men to become teachers in those communities. A male teacher could make a big difference in a few of those boys' lives.
21. How do we reduce crime, and therefore incarceration?
22. Poor children and youth go to the worst schools, so they are set up from the beginning not to be successful.
23. School choice: parents should decide where their children go to school, and tax dollars should follow the child.
24. Give poor children equal access to better schools (expand voucher programs).
25. Studies show the ineffectiveness of many of the preschool (Head Start) programs. If those programs are not showing results, we should reconsider investing in them. It is difficult to have any lasting results when there are no changes in the home or with the parents. Not sure how government can help in that area.
26. Provide life skills curriculum in schools, including mental health, cognitive behavioral therapy, and fiscal responsibility.
27. De-stigmatize vocational training.
28. Exposure to vocational training starting in junior and senior high school and prison, and de-stigmatize it.
29. Work with employers to determine their needs and match those needs with training.

30. The impact of increased mobility on a community, especially Northern rural communities, Milwaukee, Racine, Beloit, etc.
31. Infrastructure skills are missing, for example carpenters, welders, plumbers, etc. Training--not a four-year education—is needed for well-paid jobs.
32. Educate that sexual activity is not a recreational sport.
33. Unplanned pregnancy rate.
34. The need for quality, affordable, accessible childcare that works for working people. How to increase quality while not increasing cost?
35. The foster care population has not been affected by the reduced teen pregnancy rate.
36. Marriage penalty for means-tested programs provides disincentives for marriage.
37. Teach young adults the economic benefits of marriage and do not penalize marriage through government programs.
38. Perception that daycare is bad. If you need it, do we have it available?
39. Look at programs that have been successful, for example, BAM in Chicago.
40. Let's build on what has already been proven to work in other places.
41. Know more about the ten communities with upward economic mobility.
42. Would like to know more about Colorado's LARC program because Republicans were skittish about it. We need to know what made these programs successful. How can we reduce misperceptions about such programs? Make alternatives available when needed.

## Prioritized Challenges

After reflections were shared, the Commissioners identified preliminary key challenges / problems that they thought the Commission should focus on.

Each Commissioner's input was recorded to create a collective list of 30 challenges, shown in the first column of the table below. Although there is some overlap, these have not been summarized or aggregated in the table below, in order to maintain the integrity of the Commissioners' input during the meeting. They will be aggregated and reviewed by the Commissioners in a separate step.

Each Commissioner voted for his / her top 6 challenges from the collective list (total = 48 votes from 8 Commissioners present for voting; the vote of one Commissioner on the phone has yet not been added). Votes for each challenge from the collective list are shown in the second column. These priorities are preliminary, and will be reviewed by the Commissioners in future meetings.

**Table. Prioritized challenges**

Key challenges / problems	Votes
1. How to engage local religious and neighborhood organizations in support of marriage and family initiatives?	6
2. Address unplanned pregnancies, in and outside marriage.	5
3. How do we help the most vulnerable (children in foster care, young men exiting prison, single parents) find, navigate and stay in training and higher education programs that meet demand and their needs?	5

Key challenges / problems	Votes
4. How do we promote the positive benefits of marriage?	4
5. How to adopt a pro-growth tax and regulatory climate that attracts and allows for the creation of family-supporting jobs?	4
6. How do we ensure that public policy does no harm to marriage?	3
7. How to provide total parental support at all stages of parenthood, including daycare?	3
8. How to provide better educational opportunities, including school choice, educating the whole child?	3
9. How can the use of media be an instrument in challenging acceptable sexual behaviors and the understanding of marriage and family?	2
10. How to achieve modernization, organization and accountability of education?	2
11. How can the State support those suffering from mental illness?	2
12. How can we inform teenagers about healthy alternatives to sexual relations?	2
13. Would the State consider providing total wrap-around services in the schools, or expanding the proposal, for poor families in rural and urban Wisconsin?	1
14. How can the State legislate behaviors, attitudes and culture? Encourage healthy decision-making? Is it possible for the government to legislate the culture of poverty? How do we change the culture of poverty?	1
15. How can we impact partisanship so the legislature moves to consensus?	1
16. How can the State make life skills training courses mandatory in high schools and colleges?	1
17. How to engage fathers in education/training programs?	1
18. How to dramatically reform vocational training in middle-, high-, and post-secondary institutions, and consider private sector solutions?	1
19. What is the societal willingness to invest in “others” (incarcerated, those who “live on the other side of the tracks”, etc.)?	1
20. How do we give youth hope and purpose (guidance) for life? Skills, training, college, technical schools?	
21. How do we provide EITC support benefits to non-custodial and incarcerated parents?	
22. How can the State alleviate the influence of poverty on families?	
23. How can the State reinforce positive, responsible male role models in parenting?	
24. What influence can schools play in shaping and forming good citizens, from preschool through high school? How can these involve parents?	
25. How to improve skills at all levels of paying jobs, and ensure that jobs are available?	
26. How to communicate to the population at large that stable families undergird Wisconsin’s prosperity?	
27. How to consider stressors on all families, not just poor families, including those with complex family structures?	
28. How to provide mobility incentives or assistance for families to move to communities with higher upward economic mobility?	
29. How do we decrease the income gap between those with higher education and those without?	

Key challenges / problems	Votes
30. How do we better prepare those in the State’s care to transition into adulthood?	

## Closing Remarks

Secretary Anderson made the following closing comments:

1. In response to the comment that Wisconsin did not elect to expand Medicaid: the state did not expand under the Affordable Care Act; however, the Governor expanded Medicaid eligibility to single men. This especially helps men coming out of prison.
2. In Wisconsin, regulated childcare – licensed and certified, which accounts for the majority of childcare, is very good. Even in a program earning 2 stars, the health and safety of children is good. Programs rated from 2 through 5 stars show positive outcomes for children. Yet those who work in childcare only make \$10/hour on average. Need to consider how childcare can be subsidized so that those who need quality care can afford it.
3. As the Commission moves toward developing recommendations, work will get tougher. Think about what the Governor will want to accept or move forward in considering what recommendations we put on the table.