

2009 HOUSE EDUCATION

HB 1418

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1418

House Education Committee

☐ Check here for Conference Committee

Hearing Date: January 28, 2009

Recorder Job Number: 8009

Committee Clerk Signature

Carmen Hart

Minutes:

Rep. Hawken will not be here today to introduce the bill but is wholeheartedly in support of the bill.

Rep. Phillip Mueller, District 24, introduced the bill. Quality daycare in North Dakota is a big issue. We lead the nation in two family jobs. There is an estimated 25,000 to 30,000 young people that are in this childcare category presently. The Governor has made quality daycare a priority. The bill talks about the availability of daycare, affordability of daycare, and the quality of daycare.

Senator Tom Fiebiger, District 45, Fargo, appeared as a cosponsor and in support of HB 1418. This bill is actually a real investment in the dedicated people that spend their days committed to educating and caring those we hold most dear—our children.

Rep. Kari Conrad, District 3, appeared in behalf of the folks at Minot, the City Council, and the Chamber of Commerce. **(See Attachments 1 & 2.)** She explained that a daycare had recently closed down and the parents went before the City Council to see what was going to be done about childcare and that this situation would not happen again. After a long process the attached resolutions were formed and these parents have become very strong supporters of this bill.

Dr. Parang Kumar, MedCenter One Pediatrician, and serves as state liaison for the ND Chapter of the American Academy of Pediatrics, appeared in support. **(See Attachment 3.)**

Rep. Karen Karls: About 75%--was that a foreign country you were talking about?

Dr. Kumar: Canada and Sweden and England. The early childcare development is so important __The socialized countries where healthcare is so adequate and centralized, the quality of __evaluate the dollars__. We take better care of our pets and animals than we do for our folks in daycare. I would suggest you take a tour of daycare. The wages are so low.

Rep. David Rust: You gave some really good information to us that isn't part of your testimony.

Dr. Kumar: I have a power point presentation that I could email to you.

Linda Lembke, President of ND Association for the Education of Young Children, and Co-chair of the Quality Rating and Improvement System Committee, appeared in support. **(See Attachment 4.)** They were going to show you a brief video clip which talks about brain development, but because of time, they will forego that in and use personal testimony.

Rep. Corey Mock: I am curious on the rating system. You mentioned that 17 states that currently have rating systems and another 30 that are looking at or in the planning stages. Of those, how many are voluntary?

Linda Lembke: All of them. Only two states make this mandatory—North Carolina and Kentucky.

Rep. Corey Mock: Why not mandatory?

Linda Lembke: The approach has been the carrot rather than the stick. Bring people along.

If you use that mandatory approach, it would be difficult to manage the demand all at one time,

so this lays it out over a number of years. My thoughts would be that as these take hold and show success, that it may move to a mandatory proposal.

Vice Chair Lisa Meier: Has your department done any studies to do cost comparisons for daycare compared to other states in the nation of what we are charging compared to what other states are charging?

Linda Lembke: North Dakota is probably in the bottom third of what childcare costs for our families. The East Coast and West Coast is triple of what it costs here.

Linda Reinicke, Child Care Resource & Referral Program Director in western ND, and employed by Lutheran Social Services of ND, appeared in support. **(See Attachment 5.)**

Rep. Phillip Mueller: There is a lot of financial information in here. Does it lead to an improvement in the wages for those childcare workers or would you see it doing that?

Linda Reinicke: That is particularly for centers--the intent of the childcare quality support funding. Centers would receive \$500 on an annual basis for each child. Family childcare would receive \$350. That on an average center of about 80 children would equal about \$40,000 or it would equal about \$1 an hour per staff per person rate.

Rep. Jerry Kelsh: When you figure the median income of the families, is that their gross income before any taxes or deductions, or is that after taxes?

Linda Reinicke: Those are the census data, so we will have to do a little digging and get back to you on that.

Chairman Kelsch: Is this bill similar to the bill that we had during the last legislative system?

Linda Reinicke: This bill is a takeoff on that bill. What has happened in the meantime is the Dept. of Human Services and Dept. of Health pulled this planning team together to put together a quality rating and improvement system plan. It is the plan that Linda Lembke

handed out. In the interim there has been time to refine that and really look at what resources would be needed to implement a full pledge quality improvement system.

Bill Shalhoob, Economic Development Association of North Dakota, appeared in support.
(See Attachment 6.)

Vice Chair Lisa Meier: What is the appropriation amount that the Governor put into 2225?

Bill Shalhoob: A tad over \$3 million.

Chairman Kelsch: Has your group worked with the Governor at all on this issue trying to encourage especially this session to get this system into place and put a little bit more effort forward?

Bill Shalhoob: Yes and no. We worked actively with the interim workforce committee to try and do this. Our work has been directed through commerce on these issues and inasmuch as commerce has taken those issues to the Governor and tried to incorporate them through the commerce and 2225 is through the Commerce Dept., we have. We have not as a group, I do not believe, worked directly in this effort. Our main efforts and focus are outside of these areas in terms of tax credits and base programs and those kinds of things. However, many of the members of EDND and the developers, in both rural areas and large areas, understand the need. I think you saw that letter from Minot and those kind of things that they need in Fargo and other places and are working in their local communities. In terms of childcare and legislative priorities they are supporting these efforts wholeheartedly and believe it is a thing that goes to quality workforce and goes to quantity workforce. All of those kinds of things are necessary to rural North Dakota and in so far as they do we support those efforts.

Rep. Jerry Kelsh: I was looking at those median families' incomes—a lot of them are in the low or mid upper \$30,000 a year especially in the more rural areas. If they are in the 40s, they

are very low 40s. Are you working on getting those incomes up so these folks can afford to pay for the childcare?

Bill Shalhoob: In the last two years or so there has been a complete shift in the economic development effort in North Dakota. In the late 90s and early 2000s that effort was generated toward jobs, big box stores, jobs, jobs, jobs. Today we only talk about the quality jobs and jobs that meet beyond or go beyond the average state rate or state minimum per capita income and all that. The emphasis has shifted from bringing in outside companies—not that we won't take one if somebody comes around that meets the requirement—but the emphasis has shifted in the economic development community to finding home grown companies. That is finding entrepreneurs. Two programs like centers of excellence and other incubators and things that we do to finding home grown entrepreneurs that we can take, get them started in a business, and we can help them grow to provide really good jobs and jobs that are sustainable in North Dakota. There are success stories like NCIS in Mandan and Microsoft in Fargo. Those are things that we are trying to do but we are trying to do those on a smaller level. There are success stories like that in every community. That is the emphasis of the economic development effort today. Yes, we are not concerned so much about quantity jobs anymore but quality jobs.

Shannon Lang, YMCA Child Care Director, Fargo, appeared in support. **(See Attachment 7.)**

Janet Merrill, Retired Kindergarten Teacher, appeared in support. She is representing kindergarten teachers. **(See Attachment 8.)**

Todd Hamilton, Concerned Parent, appeared in support. **(See Attachment 9.)**

Paul Ronningen, Executive Director of the National Association of Social Workers, and State Coordinator for the Children's Defense Fund, appeared in support. (See Attachment 10.)

Vivian Schafer, Children's Caucus, which is an advocacy group, appeared in support. It is time we speak up for children like Ethan and those in childcare. It is a growing industry in North Dakota and I ask your support.

(Attachments 11 & 12 were written testimony provided by those unable to speak.)

There was no opposition.

Brenda Weisz, Chief Financial Officer, Dept. of Human Services, appeared and answered some questions about the fiscal note. She walked through the fiscal note. The assumptions and costs were developed by the quality rating and improvement system core committee.

They worked together on the fiscal impact, brought that forward to the department for inclusion and what they were looking for in this bill for that dollar amount with the fiscal impact of \$14.59 million. Attached to the fiscal note, these are the documents that were brought forward by that core committee. The first section is a smaller sheet that does a categorical explanation of the categories that they brought forward. The first one is focus training opportunities and supports that they were looking for that portion of enhancing childcare. The second one is the voluntary quality rating system. They provide ___ for every childhood facility. The third area was for support and incentives to build childcare capacity itself. It shows the dollar amount by category. The second attachment takes the work that the core did and breaks those numbers out that were in the summary sheet and gives you a line by line explanation as to what each of those costs would involve or what it entails. Starting with the first category, they are looking at providing classes. In the \$75,000 they included, they computed a cost for a personnel of 1 FTE and they show you the breakdown of the salary and benefits. This lane is charges

associated with a FTE coming up with an estimated dollar amount of \$75,000 for that FTE to provide the 50 classes at 15 hours for that first line item. They go down and talk about the different components they see being needed in the focus training opportunities, that being face to face. Then they go to the next item of event expenses and they talk about the quantity events would be for and give you the costs so that the actual computation is laid out before you on a spreadsheet. They put together by each category what they felt the cost would be whether it would be for a FTE, whether it would be for the support costs, whether it would be for event expenses, marketing and IT support, and those categories. The next group of numbers takes ___ where they look at the voluntary quality rating system for early childhood facilities and how they see that playing out is to extend improvement grants to family care and improvement grants to centers. If you look at the quantity column, it will tell you how many grants they are looking at and the cost per grant and they will extend that amount out for you in the right hand column and to show you the funding required for that. The final category is the supports and incentives to build the capacity and looking at providing capacity grants, 120 of them for \$2,500 and extending that number out to \$300,000 in that last section, the first line item. Then continuing to build on to that center startup and expansion grants, they are looking at six of them for \$50,000. That is how the costs were put together.

Chairman Kelsch: What is included in your budget that is the Governor's recommendation?

Brenda Weisz: The amount that is included in this department's budget for the childcare initiative that the Governor talked about is actually an increase to the childcare rate. There is a \$274,000 increase to our rates that we are paying current providers. The other thing that is included in the department's appropriation bill which is HB 1012 is also for the mandatory background checks, and that is \$308,000. The grant the Governor was referring to of \$3.5

million is in the Dept. of Commerce budget, and so what is included in ours related to increases in childcare would be \$600,000.

Rep. Phillip Mueller: Go back over the \$3.5 million in the commerce budget. What is that for?

Brenda Weisz: The \$3.5 million is to actually provide granting opportunities for childcare providers. That is in the Dept. of Commerce budget. I don't know anything more beyond that.

Chairman Kelsch: I believe that is for expansion and upgrades__.

The hearing was closed.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1418

House Education Committee

☐ Check here for Conference Committee

Hearing Date: January 28, 2009

Recorder Job Number: 8057

Committee Clerk Signature	<i>Carmen Hart</i>
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Minutes:

Chairman Kelsch: Anything we could do to minimize the fiscal impact of this bill?

Rep. Phillip Mueller: There is \$3.5 million in the Commerce Dept. budget that seems to lend itself well to this.

Chairman Kelsch: If I remember correctly when the Governor held his press conference, I thought the Governor's initiative for \$3.5 million was to help daycares in communities expand if there were needs in those communities for improved daycare or expansion daycare. That is what I thought was in the commerce bill. I am going to put **Vice Chair Lisa Meier, Rep. David Rust, and Rep. Phillip Mueller** on a subcommittee. I would like you to look and see what that money is used for in the commerce budget. There are a couple of things that you need to take into consideration. What is that \$3.5 million used for? Is this something that is important to the state of North Dakota? Is there a possibility that if instead of going all the way this session, is there a way that we can step into it?

Vice Chair Lisa Meier: Maybe we could look at a pilot project.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1418

House Education Committee

☐ Check here for Conference Committee

Hearing Date: February 4, 2009

Recorder Job Number: 8717

Committee Clerk Signature

Carmen Hart

Minutes:

Vice Chair Lisa Meier handed out the proposed amendments. **(See Attachment 1.)** The amendments make the program a voluntary program. Instead of "shall", it is now "may." The bill has no more money in it. The money has been stripped out.

Chairman Kelsch: Rep. Hawken believes based on her information that she has in the stimulus package, we may need some sort of vehicle for some potential stimulus money. She asked if she could work on something to get the money out of it.

Rep. John Wall made a motion to adopt the amendment on HB 1418. **Rep. David Rust** seconded the motion.

Chairman Kelsch: All it's doing is saying that they may implement?

Vice Chair Lisa Meier: It is completely voluntary on the part of human services and to the individuals that want it provided to them. Except in Section 3 in which the language still mirrors SB 2225 which is the Dept. of Commerce bill. That bill has \$3.5 million appropriated towards grants.

A voice vote was taken. The motion carries.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1418

House Education Committee

☐ Check here for Conference Committee

Hearing Date: February 4, 2009

Recorder Job Number: 8719

Committee Clerk Signature

Carmen Hart

Minutes:

Vice Chair Lisa Meier moved for a **Do Pass as Amended**. **Rep. Phillip Mueller** seconded the motion.

DO PASS AS AMENDED, 9 YEAS, 4 NAYS, 1 ABSENT AND NOT VOTING. **Vice Chair Lisa Meier** is the carrier of the bill.

FISCAL NOTE
Requested by Legislative Council
03/19/2009

Amendment to: Engrossed
 HB 1418

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2007-2009 Biennium		2009-2011 Biennium		2011-2013 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues				\$3,644,000		
Expenditures				\$3,644,000		
Appropriations						

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

2007-2009 Biennium			2009-2011 Biennium			2011-2013 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2A. Bill and fiscal impact summary: *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

A bill relating to early childhood care workforce development, child care capacity, and quality improvement for early childhood facilities and to provide an appropriation.

B. Fiscal impact sections: *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

The Department currently provides training opportunities and support for early childhood care and education workforce. The Department has also implemented a child care registry as well as a voluntary quality improvement process through current contracts with the Child Care Resource and Referral organizations. Federal funds under the American Recover and Reinvestment Act have been made available through federal action to stimulate the economy or address state fiscal recovery and will be used to expand or enhance these efforts to the extent allowed by the Act.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

The increase in revenues is a result of additional federal funds from the American Recovery and Reinvestment Act.

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Expenditures include funding for child care workforce development, quality improvement, technical assistance, and capacity building to the extent allowed by the American Recovery and Reinvestment Act.

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

The bill includes other fund appropriation of \$3,644,000.

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	03/20/2009

FISCAL NOTE
Requested by Legislative Council
02/10/2009

Amendment to: HB 1418

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2007-2009 Biennium		2009-2011 Biennium		2011-2013 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$0		\$0	
Appropriations			\$0		\$0	

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

2007-2009 Biennium			2009-2011 Biennium			2011-2013 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2A. Bill and fiscal impact summary: *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

A bill relating to early childhood care workforce development, child care capacity, and quality improvement for early childhood facilities.

B. Fiscal impact sections: *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

The Department currently provides training opportunities and support for early childhood care and education workforce. The Department has also implemented a registry. Additionally, the Department currently has implemented a voluntary quality improvement process through current contracts with the Child Care Resource and Referral organizations. Therefore there is no fiscal impact.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	02/10/2009

FISCAL NOTE
Requested by Legislative Council
01/15/2009

Bill/Resolution No.: HB 1418

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2007-2009 Biennium		2009-2011 Biennium		2011-2013 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$14,595,000		\$15,482,376	
Appropriations			\$14,595,000		\$15,482,376	

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

2007-2009 Biennium			2009-2011 Biennium			2011-2013 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2A. Bill and fiscal impact summary: *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

A bill relating to early childhood care workforce development, child care capacity, and the establishment of a quality improvement rating system for early childhood care facilities.

B. Fiscal impact sections: *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

Section one of this Bill requires:

- 1) The Department of Human Services to provide training opportunities for the early childhood care and education workforce. The training is to be focused on attaining certificates, specializations, licensure, and degrees in early childhood development and education.
- 2) Creates a voluntary quality rating system for licensed early childhood facilities which may be used as a tool to inform parents, public officials, and other purchasers of child care regarding the level of quality at a facility. Facilities may receive an incentive payment and a higher reimbursement rate for child care assistance program payments for participating.
- 3) Provides support and incentives to build child care capacity. Activities would include technical assistance and support to individuals who want to establish new programs or expand existing capacity and grants to programs that support early childhood facility development and expansion in areas with a demonstrated need.

Assumptions and costs developed by the Quality Rating and Improvement System Core Committee.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Included in this bill are the costs to provide training opportunities for the early childhood care and education workforce (\$2,355,000), the cost to develop the quality rating system for early childhood facilities (\$10,590,000), and the grants

to expand child care capacity especially in areas with a demonstrated need (\$1,650,000).

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

The Department of Human Services appropriation bill (HB 1012) does not include funding for this program. General fund appropriation of \$14,595,000 will be needed for the 2009-11 biennium.

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	01/26/2009

ESTIMATES PROVIDED BY THE CHILD CARE RESOURCE AND REFERRAL

Child Care Cost Projection			
	2009-2011		2011-2013
Focused training opportunities and supports for early childhood workforce	\$1,177,500		
50 15-hour interactive on-line courses to accommodate a maximum of 750			
100 face-to-face courses (5 hours each with group size limit of 25 participants)			
Unlimited on-demand on-line training (anticipate 3,000 parctioners)			
Registry to track training progress of approximately 8,000 early childhood			
Registry of all qualifying early childhood trainers			
Registry of all approved training courses (training clearing house)			
Individual achievement awards			
Scholarships for college coursework for directors and lead teachers			
CDA national credential fees for 150 early childhood professionals			
Voluntary quality rating system for early childhood facilities	\$5,295,000		
Quality improvement grants for family child care (\$2,500 for 120 programs)			
Quality improvement grants for centers (36 @ \$20,000)			
On-site consultation services for existing programs seeking to improve quality			
Rating assessments and awarding of stars			
Per child quality support			
Measurement and accountability of star rating system effectiveness for ND families			
Supports and incentives to build child care capacity	\$825,000		
Start up grants for family child care (120 @ \$2,500)			
Start-up/expansion for centers (6 @ \$50,000)			
Start-up consultation for new child care programs			
Total Annual Expenses	\$7,297,500	\$292 per child in licensed child	\$7,589,400
Total Biennium Expenses	\$14,595,000	est 25,000-30,000 children in child care placements	\$15,482,376

Detailed Projections		Cost Per		Funding		
Focused training opportunities and supports for early childhood workforce		Quantity	Unit	Total	Required	2011-2013
ETL (50 classes @ 15 hours)				\$75,000	\$75,000	78,000 81,120
Face-to-face (500 hours)				\$50,000	\$50,000	52,000 54,080
Event expenses	4	\$5,000		\$20,000	\$20,000	20,800 21,632
CDA national credential fees	150	\$700		\$105,000	\$105,000	109,200 113,568
Scholarships for college coursework for directors and lead teachers				\$71,500	\$71,500	74,360 77,334
Individual achievement awards				\$71,000	\$71,000	73,840 76,794
Distance learning coordinator	1.00	\$75,000		\$75,000	\$75,000	78,000 81,120
Face-to-face training coordinator	2.00	\$75,000		\$150,000	\$150,000	156,000 162,240
CDA coordinator	1.00	\$75,000		\$75,000	\$75,000	78,000 81,120
Curriculum development				\$150,000	\$150,000	156,000 162,240
Registry personnel	2.00	\$65,000		\$130,000	\$130,000	135,200 140,608
Professional Development coordinator	1.00	\$75,000		\$75,000	\$75,000	78,000 81,120
Training and trainer approval (committee expenses)				\$10,000	\$10,000	10,400 10,816
IT Support				\$50,000	\$50,000	52,000 54,080
Marketing				\$45,000	\$45,000	46,800 48,672
Software/hardware				\$25,000	\$25,000	26,000 27,040
Total				\$1,177,500	\$1,177,500	\$ 1,224,600 \$ 1,273,584
Voluntary quality rating system for early childhood facilities						2009-2011
Family care quality improvement grants to achieve higher star ratings	120	\$2,500		\$300,000	\$300,000	312,000 324,480
Center quality improvement to increase stars and achieve accreditation	36	\$25,000		\$900,000	\$900,000	936,000 973,440
FCC accreditation fees	20	\$500		\$10,000	\$10,000	10,400 10,816
Per child quality support	2,500	\$450		\$1,125,000	\$1,125,000	1,170,000 1,216,800
Subsidy bonuses				\$100,000	\$100,000	104,000 108,160
Early childhood mentors/consultants	19.00	\$75,000		\$1,425,000	\$1,425,000	1,482,000 1,541,280
Child care nurses	8.00	\$75,000		\$600,000	\$600,000	624,000 648,960
Behavior specialist	4.00	\$75,000		\$300,000	\$300,000	312,000 324,480
Star rating coordinator	1.00	\$75,000		\$75,000	\$75,000	78,000 81,120
Program rating (staff, travel, office space, etc.)	2.00	\$75,000		\$150,000	\$150,000	156,000 162,240
On-line system to publish ratings for child care consumers				\$100,000	\$100,000	104,000 108,160
System evaluation and accountability				\$100,000	\$100,000	104,000 108,160
IT Support				\$40,000	\$40,000	41,600 43,264
Marketing				\$70,000	\$70,000	72,800 75,712
Total				\$2,995,000	\$2,995,000	\$ 5,506,800 \$ 5,727,072
Supports and incentives to build child care capacity						2009-2011
Family care capacity building grants/start-up support tied to business plan and cons	120	\$2,500		\$300,000	\$300,000	312,000 324,480
Center start-up and expansion grants	6	\$50,000		\$300,000	\$300,000	312,000 324,480
Business center coordinator	1.00	\$75,000		\$75,000	\$75,000	78,000 81,120
Capacity building coordinator	2.00	\$75,000		\$150,000	\$150,000	156,000 162,240
Total					\$825,000	\$ 858,000 \$ 892,320
				Annual Total	\$7,297,500	
				Biennium Total	\$14,595,000	\$ 15,482,176
Personnel costs (1 FTE) based on the following						
Salary	\$41,517					
Benefits	\$10,379					
Occupancy	\$3,500					
Phone	\$600	miles per mo		\$ per mile	Travel/yr	
Travel for consultation visits to rural communities	\$6,768	1,200		\$0.47	\$6,768	
Food/lodging	\$1,200					
Professional development	\$1,500					
PTTC training	\$1,500					
	\$66,964					
CAP	\$8,036					
TOTAL per staff person	\$75,000					

VR
2/5/09

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1418

Page 1, line 3, remove "department of human services establishment of a" and remove "rating system"

Page 1, line 4, remove "care"

Page 1, line 8, remove "and rating system"

Page 1, replace lines 10 through 24 with:

- "1. The department shall provide voluntary, progressive training opportunities leading to credentials and shall provide supports for the early childhood care and education workforce. The department shall implement a registry to track workforce participation.
2. The department shall implement a voluntary quality improvement process for licensed early childhood facilities. The department may provide a quality incentive payment and a

Page 2, line 2, remove "care" and replace "shall" with "may"

Page 2, line 3, replace "to meet" with "for"

Page 2, line 4, remove "and rating system criteria"

Page 2, line 5, remove "as defined by"

Page 2, line 6, remove "the rating system"

Page 2, line 8, replace "shall" with "may"

Renumber accordingly

Date: 2-4-09
Roll Call Vote #: _____

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1418

House	Education	Committee
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☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☐ Do Pass ☐ Do Not Pass ☒ Amended

Motion Made By Rep Wall Seconded By Rep Rust

[illegible]

Total (Yes) _____ No to adopt amendment

Absent _____

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 2-4-09
Roll Call Vote #: _____

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1418

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☒ Do Pass ☐ Do Not Pass ☒ Amended

Motion Made By Rep Meier Seconded By Rep Mueller

Representatives	Yes	No	Representatives	Yes	No
Chairman RaeAnn Kelsch	✓		Rep. Lyle Hanson		
Vice Chairman Lisa Meier	✓		Rep. Bob Hunsakor	✓	
Rep. Brenda Heller	-	✓	Rep. Jerry Kelsh	✓	
Rep. Dennis Johnson	✓		Rep. Corey Mock	✓	
Rep. Karen Karls		✓	Rep. Phillip Mueller	✓	
Rep. Mike Schatz	-	✓	Rep. Lee Myxter	✓	
Rep. John D. Wall	✓				
Rep. David Rust	-	✓			

Total (Yes) 9 No 4

Absent 1

Floor Assignment Rep Meier

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1418: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (9 YEAS, 4 NAYS, 1 ABSENT AND NOT VOTING). HB 1418 was placed on the Sixth order on the calendar.

Page 1, line 3, remove "department of human services establishment of a" and remove "rating system"

Page 1, line 4, remove "care"

Page 1, line 8, remove "**and rating system**"

Page 1, replace lines 10 through 24 with:

- "1. The department shall provide voluntary, progressive training opportunities leading to credentials and shall provide supports for the early childhood care and education workforce. The department shall implement a registry to track workforce participation.
2. The department shall implement a voluntary quality improvement process for licensed early childhood facilities. The department may provide a quality incentive payment and a

Page 2, line 2, remove "care" and replace "shall" with "may"

Page 2, line 3, replace "to meet" with "for"

Page 2, line 4, remove "and rating system criteria"

Page 2, line 5, remove "as defined by"

Page 2, line 6, remove "the rating system"

Page 2, line 8, replace "shall" with "may"

Renumber accordingly

2009 HOUSE APPROPRIATIONS

HB 1418

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1418

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 13, 2009

Recorder Job Number: 9482

Committee Clerk Signature

Rae Ann Kelsch

Minutes:

Rep. RaeAnn Kelsch, Chair of House Education Committee, approached the podium.

HB 1418 deals with childcare workforce development, the childcare capacity, technical assistance and capacity building, quality improvement. I'm not sure why this bill came to appropriations. I'm guessing the fiscal note did not catch up with the amendments. There is no fiscal note to HB 1418. We think it is important to keep the bill alive. We had many groups come to our committee stating how important this was. We wanted to make sure there was no money in it and keep the issue alive. There may be some child care stimulus money. We need to keep the idea alive. There is money in the Human Service Budget that would apply to this. Otherwise there is no money in this bill at all.

Rep. Berg: There's another bill that will set up a childcare board within the Dept. of Human Services to help address many of the private daycares throughout North Dakota.

Chm. Svedjan: We'll move this one back up and place it on the 11th order.

*7-30-09 These are all the minutes we find -
Mary Janusz could not locate additional from clerk's
computer -*

2009 SENATE HUMAN SERVICES

HB 1418

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1418

Senate Human Services Committee

☐ Check here for Conference Committee

Hearing Date: 3/9/09

Recorder Job Number: 10471

Committee Clerk Signature

Mary K. Monson

Minutes:

Vice Chair Senator Erbele opened the hearing on HB 1418 relating to early childhood care workforce development, child care capacity, and quality improvement for early childhood facilities.

Rep. Kathy Hawken (District 46) introduced HB 1418 and said that we need to provide quality care for those young ones so the brain development happens. Forty six places that did child care closed in Fargo this past year. There has been talk for over 13 years and she is hopeful that this year they can act. Child care is really important. She said that what they have struggled with in the past in the dollars. She provided information on where the dollars would come from (attachment #1). She explained that part of this includes the money of HB 2225. It is the commerce bill and is grant money the governor put in. The bill started off with a fiscal note of \$14 million. As the bill comes to the Senate it has a fiscal note of zero because there is \$3.5 million in HB 2225 and \$500,000 in the human service budget. Now there is also \$3.5 million in child care block grants in the stimulus money. That gives them enough to do a pilot program. The thought is that the child care stimulus money will continue but if it doesn't and in two years nothing new can be done a least an infrastructure will be in place.

She said they needed to figure out where to put this and maybe economic development is the place.

Senator Dever asked if they are talking about the Dept. of Human Services or the Dept. of Commerce because it refers to workforce development. He also asked if they are suggesting combining this with HB 2225.

Rep. Hawken said yes, this is part of the capacity building which is a part of the pilot would be the grants. There will have to be amendments to this bill. She spoke about the old pieces where the funding is in other places and the new piece which is the block grant stimulus money. The department is the dept. of commerce.

Senator Dever said the stimulus money is supposed to be onetime money. In the process, he asked if they would be committing themselves to continuing it.

Rep. Hawken – no, this is not an ongoing program it will be a pilot. There are a lot of avenues if the pilot is successful, not all state.

Rep. Mueller (District 24) testified in support of HB 1418. He pointed out that it is important to understand what has happened in ND in the area of child care. The state has lost 26 child care programs in the year 2008. ND currently meets about 39% of the child care needs. He addressed what it means to the business community.

There was discussion on the closing of the day care services and what options those affected have.

Senator Tom Fiebiger (District 45) testified in support of HB 1418. Today 80% of North Dakotans youngest children spend most of their waking hours with people other than their parents. The people who do the day to day care, the childcare professionals, need the tools to be successful so we can have happy, healthy, and productive children and families.

Linda Reinicke (Child Care Resource & Referral Program Director – Western ND) provided information on the child care industry and explained the components of HB 1418.

See attachment #2.

(Meter 44:15) The ratio of staff to children was discussed. Centers have to have one staff for every four infants (0-24mos.) one staff for every five toddlers, one staff for every seven 3 and 4 yr. olds, and one staff for every twelve 5 yr. olds. The challenges of not having staff show up for work was talked about.

Scoring mechanisms were discussed.

Senator J. Lee asked how this plugs into SB 2225 which has money in it for the Dept. of Commerce to work with child care grants.

Rep. Hawken replied that it is the same money.

Senator Dever thought the testimony of Ms. Reinicke was possibly geared to the original bill and 2225 and not to this one.

Ms. Reinicke replied that the testimony is geared to the bill as it is written in the quality improvements phase. The bill talks about establishing quality improvement systems and that's what the improvement training and retention pilots would do. The bill talks about (1) training (2) quality improvement and (3) grants to provide this.

Senator Heckaman was still confused as to which department was referred to.

Ms. Reinicke said it was the Dept. of Human Services.

Ms. Reinicke said that regardless of where the money comes from they need to work with local economic developers and the local community. No matter where it comes from the hope is that both Commerce and the Dept. of Human Services would be connected in the effort.

Senator J. Lee asked if there has been any conversation with the Dept. of Commerce.

Ms. Reinicke responded that specific discussions to merge the bills have not happened.

Senator J. Lee asked that they be contacted as soon as possible and talk. If there are any amendments needed it would be helpful to have them to move this ahead as smoothly as possible.

Ms. Reinicke said she would work with the sponsors to carry that forward.

Senator Heckaman asked if it was correct that this is just for this biennium.

Ms. Reinicke responded that this pilot project could be shut down if money is not available. The training system would be ongoing.

Senator Dever asked if the money was moved to transition dollars.

Deb. McDermott (Dept. of Human Services) answered that the \$3.6 million was not moved to the transition fund. She stressed that in reading the stimulus legislation some monies are set aside for quality but the majority of the funds need to be used for new child care for new children from low income families.

Bill Shalhoob (Economic Development Association of ND) went on record supporting HB 1418. Attachment #3

Blake Crosby (ND Child Care Resource and Referral) testified in support of HB 1418. Attachment #4

Senator Erbele asked which system of all the models out there is best for the health and well being of the child.

Mr. Crosby said there isn't one system that is the best. What is best is the training and regulation that protects the health and safety of the child.

There was discussion on parents needing to work and this model needing to be a shared responsibility – state, parents, community, and the providers. If economic development is enhanced, taxes flow to the state. Quality child care saves money. This is an economic

development plus for ND. The bottom line is quality child care, school readiness, higher degree of health and safety and better citizens.

Senator Dever asked if the two, quality and quantity, are separable.

Mr. Crosby – Hoped there was some flexibility on behalf of the Dept. of Human Services so the federal stimulus money could be used to support HB 1418.

Senator Dever said it was his understanding there was some accountability in the stimulus dollars of how many jobs are created, etc.

Mr. Crosby said this is about allowing mom and dad to go to work and putting new providers into the scenario.

Barb Arnold-Tengesdal testified in support of HB 1418 in its original form. Attachment #5

Senator Dever didn't see how the fiscal note was arrived at and said it seemed like a lot of money to develop the quality rating system for early childhood facilities.

Ms. Tengesdal said they looked at having an expanded number of startup programs. What they are talking about is trying to reduce that number, still start the quality rating system infrastructure. Maybe some programs could function under 2225 and still participate in the rating system just not tap into the training component. There are going to be some programs that are already really well established and won't need to tap into the training or some of the early supports.

Discussion followed on licensing and national accreditation.

Senator Heckaman asked what the funding was for if they already had their rating scale.

Ms. Tengesdal – because it is on paper and they need to make it happen.

Senator Dever asked if the \$10.59 million is to develop the quality rating system or is it to bring providers up to some standard in that quality rating system.

Ms. Tengesdal said she was not involved in the creation of that. Her understanding was that it was probably a combination of both.

Linda Reinicke confirmed that it was a combination of both. There was a line item for \$1million to do the assessments and the marketing of the assessments. Everything else was support for the child care providers.

Discussion followed that there was no way they could go back to the \$15.5million. The question was what could be done that is practical and reduces the appropriation.

Senator J. Lee asked for the help of everyone involved.

Vivian Schafer (Children's Caucus) presented written testimony from Earleen Friez (NDCCPI President) in support of HB 1418. Attachment #6.

Jack McDonald (YMCA, ND) testified in support of HB 1418.

Paul Ronnigan (ND Chapter NASW) testimony in support of HB 1418 – Attachment #7

The hearing on HB 1418 was closed.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1418

Senate Human Services Committee

☐ Check here for Conference Committee

Hearing Date: 3/16/09

Recorder Job Number: 11013

Committee Clerk Signature

Mary K. Morson

Minutes:

Senator Erbele opened HB 1418 for discussion.

Linda Reinicke (Lutheran Social Services Child Care Resource and Referral in Western ND) appeared before the committee to answer questions.

Senator Dever briefly explained the proposed amendments .0202 (attachment #8) and asked if Ms. Reinicke would talk more about the specifics on how the money would work.

Ms. Reinicke talked about the differences between the commerce bill for SB 2225 (child care) and HB 1418. The commerce bill deals with infrastructure and 1418 deals with programming. She then went into detail concerning the funding mechanisms for the programs in the rural areas and centers. In order to get the dollars they need to develop a business plan.

The language of 1418 is the recruitment, training, and retention project for both residential and centers.

Senator Heckaman asked if she was hearing her say the money in 2225 should stay there for building facilities.

Ms. Reinicke said she thought the two bills were really complementary.

Senator Heckaman asked if, with the appropriation, they had it down to specifics – how many small licensed, how many center, etc.

Ms. Reinicke said they broke it up into manageable groups. She talked about how many staff persons were needed for the different groups.

Rep. Hawken explained the proposed amendment makes this permissive legislation.

Attachment #8 This needs to be done. If money becomes available that they can do it they would like to do it.

Senator Heckaman asked if a pilot program needs to be in the bill.

Rep. Hawken said the word pilot could be there but didn't think it needed to be. What they are trying to do is move forward with quality child care in ND no matter where you live.

Senator Dever –You don't have anything specific in mind for Section 3?

Rep. Hawken said there is a good possibility that there is going to be additional focus on early childhood on child care and that there is potential for dollars. Section 3 is the hope issue.

Senator Dever – then you're not assuming that the stimulus money is appropriate for that.

Rep. Hawken said this money would not be appropriate for bricks and mortar. This money is the training, the low income, the early childhood in her opinion. They would like to see the money in the commerce bill restored to the Governor's proposal.

Senator Erbele asked what triggered her passion for this.

Rep. Hawken replied that she cares about North Dakota and this is one of those infrastructure pieces. (Meter 20:35) This is a big concern of young couples.

Shane Goettle (Commissioner, Dept. of Commerce) said they looked at the stimulus dollars that were coming in and determined that they cannot, for the most part, be used at all for the kinds of things being proposed in 2225. The fact that they are getting the stimulus money doesn't really impact the proposal they have put forward in the Governors's budget to provide some infrastructure kinds of funding. He agreed with Rep. Hawken that the two bills can complement each other.

Senator Pomeroy asked what the steps are to receiving the stimulus dollars.

Mr. Goettle said he wasn't the best person to be asking the question of. He had only read the language in the statute for the purpose of seeing if it would be helpful on the governors. proposal. He hadn't looked at the process for accessing the dollars.

Senator Erbele asked Ms. Reinicke if she had anything to add.

Ms. Reinicke reported that she had talked with the director of the child care bureau in Washington DC (federal office that oversees the child care development fund) who indicated the guidance for the stimulus child care development money has not come down yet. She suggested that North Dakota write up a concept and move it up. They want to make sure the dollars are flexible enough so the states can get the most benefit from them. It might be that North Dakota helps shape how the guidance gets laid out.

Senator Dever moved to **accept the amendments .0202**. Second by **Senator Heckaman**.

Roll call vote 6-0-0. **Amendment adopted**.


Senator Dever moved a **Do Pass as Amended and rerefer to Appropriations**.

Second by **Senator Heckaman**.

Roll call vote 5-1-0. Motion carried.

Carrier is **Senator Dever**.

Additional information – attachment #9


3-17-09

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1418

Page 1, line 3, after "facilities" insert "; and to provide an appropriation"

Page 2, after line 7, insert:

"4. The department shall coordinate with other state agencies as necessary to implement the provisions of this section."

SECTION 2. APPROPRIATION. There is appropriated out of any moneys from federal funds made available to the state from federal action to provide funding to the states to stimulate the national economy or to address state fiscal recovery and other income, the sum of \$3,644,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing programs associated with early childhood care services under section 1 of this Act, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 3. ADDITIONAL FUNDS. Subject to approval by the emergency commission and budget section, the department of human services may accept and spend federal or other funds in excess of those funds appropriated in section 2 of this Act for early childhood care programs, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Renumber accordingly

Date: 3/16/09

Roll Call Vote #: 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. HB 1418

Senate Human Services Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number .0202

Action Taken ☐ Do Pass ☐ Do Not Pass ☐ Amended ☐ Rerefer to Appropriations
☒ Adopt Amendment ☐ Reconsider

Motion Made By Sen. Dever Seconded By Sen. Heckaman

Senators	Yes	No	Senators	Yes	No
Senator Judy Lee, Chairman	✓		Senator Joan Heckaman	✓	
Senator Robert Erbele, V.Chair	✓		Senator Richard Marcellais	✓	
Senator Dick Dever	✓		Senator Jim Pomeroy	✓	

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 3/16/09

Roll Call Vote #: 2

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. HB 1418

Senate Human Services Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 90431.0202 Title .0300

Action Taken ☒ Do Pass ☐ Do Not Pass ☒ Amended ☒ Rerefer to Appropriations
☐ Adopt Amendment ☐ Reconsider

Motion Made By Sen. Dever Seconded By Sen. Heckaman

Senators	Yes	No	Senators	Yes	No
Senator Judy Lee, Chairman	✓		Senator Joan Heckaman	✓	
Senator Robert Erbele, V.Chair		✓	Senator Richard Marcellais	✓	
Senator Dick Dever	✓		Senator Jim Pomeroy	✓	

Total (Yes) 5 No 1

Absent 0

Floor Assignment Senator Dever

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1418, as engrossed: Human Services Committee (Sen. J. Lee, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (5 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). Engrossed HB 1418 was placed on the Sixth order on the calendar.

Page 1, line 3, after "facilities" insert "; and to provide an appropriation"

Page 2, after line 7, insert:

"4. The department shall coordinate with other state agencies as necessary to implement the provisions of this section.

SECTION 2. APPROPRIATION. There is appropriated out of any moneys from federal funds made available to the state from federal action to provide funding to the states to stimulate the national economy or to address state fiscal recovery and other income, the sum of \$3,644,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing programs associated with early childhood care services under section 1 of this Act, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 3. ADDITIONAL FUNDS. Subject to approval by the emergency commission and budget section, the department of human services may accept and spend federal or other funds in excess of those funds appropriated in section 2 of this Act for early childhood care programs, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Renumber accordingly

2009 SENATE APPROPRIATIONS

HB 1418

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1418

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 03-24-09

Recorder Job Number: 11148

Committee Clerk Signature



Minutes:

Chairman Holmberg called the committee hearing to order at 8:30 am in reference to HB 1418 in regards to Relating to early childhood care workforce development. Child care capacity, and quality improvement for early childhood facilities. Roll call was taken. The bill is the first engrossment with senate amendments.

Representative Kathy Hawken, District 46, Fargo, I am here to address funding for 1418 which is an industry that is in a crises. That is the childcare industry. We have talked about childcare, and this year is the 13th year here at the Legislature for me. This bill would provide training retention and recruitment. There is another bill it is what we have on the table for you to look at is the utilization of block grant stimulus money we have a letter from the Department of Human Services of the United States there was a good fit we also have funds in the Human Services budget to do the pilot situation this session. That is the financial picture for 1418 we have been working with the governor on this. We need to do this. The state needs us to do this. The childcare industry is in the area of the 6th largest tax payers, but that isn't really my point. My point is that we are losing businesses and we are losing young people because we don't have childcare. And unless we step up and say yes, this is important, we want to do this, that is going to continue to happen. If you want more specifics it is here.(5.29)

Senator Mathern asked if there were any general fund dollars left in this bill. He was told no. and it all comes from the stimulus package?

Representative Hawken: There is some money in the Human Service budget.

Chairman Holmberg wished Representative Hawken good luck on her endeavor regarding this bill.

Representative Hawken: We ought to have general fund money in here. This is something we need to do.

Representative Phillip Mueller, District 24: testified in favor of HB 1418. It is about jobs in North Dakota. We have that family we want in our state, younger families with children and we would like to see them in the workforce. We need them in the workforce. It only makes sense that they can send their young children to a proper, qualified, and safe daycare setting. We can look at failed daycare centers across the state and see many reasons why they have failed; lack of knowledge how to run a day care center for profit. (08.48)

Senator Mathern In going through the fiscal note, this bill here as introduced in the House had money in the general fund and now has zero. He was told yes. I am concerned about the House. Is this a decision against the whole total?

Representative Mueller: I guess I can't answer that but I would guess the answer is yes.

Senator Christmann: When I look at the fiscal note, it indicates that we basically do this out of mandate; apparently this just provides more money but when I look at the bill the whole first section is kind of detailed what they are suppose to do so is this besides adding the federal money, does this fundamentally change the program?

Representative Mueller: I do think that the bill you have before you and the structure of daycare business will be fundamentally changed. It would begin to put HB 1418 into motion. I referenced the star rating, many of these pieces have gone away, because the money won't

be there. the piece that is focused around centers and how those centers would go out and assist additional day care operations in their area, those are new concepts, certainly ones that will be developed to a greater extent than they have before because of this bill.(12.01)

Linda Reinicke, Child Care Resource and Referral (CCR&R) Program Director for Lutheran Social Services of ND testified in favor of HB 1418 and provided written testimony #1. (32.17)

Blake Crosby, Manager of the Business Center for North Dakota CCR&R testified in favor of HB 1418 and provided written testimony # 2. (37.53)

V. Chair Bowman You mentioned that one in five daycares closed. Have you taken time to evaluate the reasons that they closed? Because to do a project without understanding why people are getting out of the business really doesn't come to a conclusion that addresses those issues. It seems to me like you need to survey all those who have closed and find out why they closed. That would seem that would be the first approach for you to take. (39.11)

Blake Crosby: Excellent response. Yes, we have looked at these programs. Once they close their doors they are not happy about sharing their financial statement with anybody. My evaluation, my assessments of their closing is financial. They cannot charge parents enough to pay staff an efficient salary to encourage them to stay. There is a 30 to 35% turnover in staff. They could charge parents more, but then parents can't afford to pay it and we are going to drive a bunch of this childcare into the black market. They don't have money to put into any additional supplies or equipment or infrastructure.

V. Chair Bowman: From that conclusion are you saying we need to subsidize it? He was told no. Where do you generate the extra money then?

Blake Crosby We need to engage it. I believe that some of the daycares could charge a little more. I believe there are some other alternatives that legislatively could be done in addition to

recruitment, training and retention that 1418 provides because we really are going to zero in having them look at a business plan. We could have a ND child care tax credit, not a refund but a credit, we could encourage businesses to offer some pretax credits, there are a number of ideas like that that the legislature can entertain down the road but right now, we need to figure out what is going on out there, and there are a bunch of communities that need some help yesterday.

David Nix, Board Member on the Childcare Center at the First Presbyterian Church, Bismarck testified in favor of HB 1418 and provided written testimony # 3. (46.37) I am a new grandfather and my daughter said the most important decision she will make is choosing childcare for her new baby.

Jack McDonald on behalf of YMCA testified in favor of HB 1418.

Bill Shalhoob, Economic Development Association of North Dakota testified in favor of HB 1418 and provided written testimony # 4.

Senator Christmann From the economic development standpoint, is there a willingness by the state people to pay a little extra taxes to sustain this after this money is gone? This is just stimulus money in this. If we do this we will have to keep the taxes up to sustain this.

Bill Shalhoob We understand and that is why we are asking you to appropriate the stimulus money.(47.41)

Roxane Romanick, submitted written testimony # 5 but did not testify.

Chairman Holmberg closed the hearing on HB 1418.

The job for this bill ends at (48.02) HB 1255 is also on this job starting at (48.03)

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1418

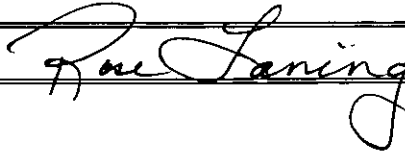
Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: April 6, 2009

Recorder Job Number: 11751

Committee Clerk Signature



Minutes:

Chairman Holmberg opened discussion on HB 1418.

Senator Wardner: The money in here is all stimulus.

Senator Wardner moved Do Pass on 1418.

Senator Robinson seconded.

A Roll Call vote was taken. Yea: 11 Nay: 2 Absent: 1

The bill will be carried by Senator Dever.

Chairman Holmberg closed the hearing on HB 1418.

Date: 4-6-09
Roll Call Vote #: 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1418

Senate Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☒ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Wardner Seconded By Robinson

Representatives	Yes	No	Representatives	Yes	No
Senator Wardner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Robinson	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Fischer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Lindaas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
V. Chair Bowman	<input type="checkbox"/>	<input type="checkbox"/>	Senator Warner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Krebsbach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Krauter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Christmann	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Senator Seymour	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chairman Holmberg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Mathern	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Kilzer	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
V. Chair Grindberg	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

Total Yes 11 No 2

Absent 1

Floor Assignment go back to Human Services

If the vote is on an amendment, briefly indicate intent:

Rever

REPORT OF STANDING COMMITTEE

HB 1418, as engrossed and amended: Appropriations Committee (Sen. Holmberg, Chairman) recommends DO PASS (11 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING). Engrossed HB 1418, as amended, was placed on the Fourteenth order on the calendar.

2009 TESTIMONY


HB 1418

Attachment 1
HB 1418

The Chamber supports efforts to improve the delivery of Child Care in North Dakota. The areas of interest for improvement would include a rating system so parents would have a means of evaluating potential Child Care providers, a workforce enhancement program which would make affordable training available to Child Care providers and a system to maintain and increase the capacity of Child Care providers in North Dakota.

This statement was adopted by the Board of Directors of the Minot Area Chamber of Commerce at their regular meeting on January 20, 2009.

ATTEST:


L. John MacMartin, President,
Corporate Secretary

Attachment 2
HB 1418

RESOLUTION NO. 2861

**RESOLUTION IN SUPPORT OF EFFORTS TO IMPROVE
THE DELIVERY OF CHILD CARE IN NORTH DAKOTA.**

BE IT HEREBY RESOLVED that the City Council of the City of Minot, North Dakota, does hereby declare support for efforts to improve the delivery of child care in North Dakota, with areas of interest for improvement to include a rating system so parents would have a means of evaluating potential child care providers, a workforce enhancement program which would make affordable training available to child care providers and a system to maintain and increase the capacity of child care providers in North Dakota.

Passed and adopted this 12th day of January, 2009.

APPROVED:


Curt Zimbelman, Mayor

ATTEST:


Roberta Ripplinger, City Clerk

House Bill 1418

January 28, 2009

Testimony by:

Dr. Kumar, Pediatrician with Med Center One Bismarck, ND

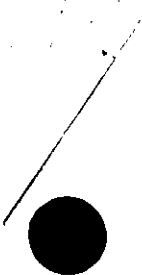
Good morning Chairperson Kelsch. My name is Dr. Parang Kumar. I have been a Pediatrician with Med Center One Health Care System here in Bismarck North Dakota for eight years. In addition, I am a clinical professor of Pediatrics at UND School of Medicine. I serve as the state liaison for the North Dakota Chapter of the American Academy of Pediatrics supporting the child care health consultants.

My work with the AAP provided me with the opportunity to learn about child care through visits to various facilities in Bismarck and Mandan. I quickly understood how critical educational training, consultation and resources are to support good, safe and healthy child care. Good child care is based on prevention and even though pediatricians treat illness, injury, and disability; we prefer to have problems prevented.

It is generally understood that safe and healthy child care includes three crucial elements: avoiding harm, promoting health, and partnering with health professionals to improve quality.

During my practice in Bismarck I have witnessed barriers to these three goals.

- I have seen more serious and longer lasting illnesses in young children who participate in group care
- I have witnessed wide variation in quality of care in licensed centers during visits to several centers
- I have recognized the unmet needs child care providers have in caring for children with medical problems such as allergies, diabetes, seizures, asthma and behavioral problems
- And I have seen the injuries sustained in child care.



We know that children must be healthy to learn and that social, emotional and brain development is basically completed by the time the child is ready for school. Good care for children requires the education and on-site support of the child care community. Our children deserve to be safe and healthy and the child care settings offer a valuable opportunity for health promotion and disease prevention through well-trained and educated personnel.

I urge you to support House Bill No. 1418 because the early childhood years are crucial to the quality of the life course and our smallest citizens of North Dakota merit society's commitment to them!

Thank you very much

Parang Kumar, MD



Testimony on HB 1418
House Education Committee
January 28, 2009

Good morning, my name is Linda Lembke and I address you today as co-chair of the quality rating and improvement system committee and as current president of the North Dakota Association for the Education of Young Children. This bill is the culmination of broad-based, comprehensive planning and I urge your support.

We'd like to begin by showing a brief 4-minute video clip which speaks very succinctly on how young children's brains are forming in these early years and why we need to carefully consider how we support them. Dr. Perry is a North Dakota native and you will receive an invitation to dinner with him on March 2.

VIDEO CLIP – 10 Things Every Child Needs

HB 1418 recognizes that children begin learning long before Kindergarten, and begins to define standards that would support early care and education for North Dakota's children.

I'd like to introduce you to Ethan, and take you on his somewhat typical child care journey. His mom, age 25, works as an administrative assistant and his dad, age 26, just started a new job as a lab technician. Ethan's parents gross around \$45,000 per year and pay 14%, or \$6,400 of that for full time child care. They make too much to qualify for the Child Care Assistance Program. In comparison, a student could attend two semesters at NDSU this year for \$6,226. Ethan is in child care for about 45 hours per week, most of his awake hours. This is the typical scenario for most of ND's young families. 76% of ND children under age 5 have their mother working outside the home – one of the highest in the nation.

When he was two months old, Ethan started his child care experience at a child care center. His parents were frustrated that there seemed to be a revolving door with Ethan's caregivers. In the child care industry, 1 out of 3 lead teachers, and 2 out of 3 assistant teachers leave their jobs each year. The average annual wage of child care workers in North Dakota in 2007 was \$16,420 – 56% of the state's median wage. While turnover is common in low wage fields, it cannot be accepted in child care. Young children need consistent caregivers and teachers to thrive.

After four months and four caregivers, Ethan's parents moved him to a family child care home. Ethan thrived in this environment and bonded with the five other children in care. Ethan's caregiver knew what he liked and didn't like, and she seemed to know just what Ethan needed. She had been a caregiver for ten years and participated in quite a bit of training. Unfortunately, when her own kids were in school full-time, her old employer lured her back with steady salary and health benefits. She let Ethan's parents know they would need to find a new child care arrangement.

They chose another family child care arrangement for now two year old Ethan, but this time, they weren't so lucky. New to the business, this caregiver seemed distracted and unprepared for her long days with children. Ethan was reluctant to go to child care, he didn't like the chaos and constant noise, and, unlike his previous caregiver's practice of following the feeding and sleeping routines Ethan experienced at home, he had to follow the caregiver's schedule for snacks and nap. After three weeks, Ethan's parents decided it was time to move on.

Pressed to find better care, they settled on a newer child care center that was on their way to work that a co-worker had recommended. Though it didn't have much outdoor play space, they liked some of the security features here, and the program seemed to have intentional learning experiences. Again, they experienced a lot of staff turnover, there was a lot of rough housing among the children, and the program was cutting corners on supplies, asking parents to chip in on a regular basis. Abruptly, this program shut down and left Ethan and his parents in a scramble to find a new program.

I'm relieved to tell you that Ethan is now four years old and has been thriving at an accredited child care program that worked at building solid relationships with Ethan and his parents. He spends his days painting, writing, running, talking, laughing, dancing, and learning. His mom said "I didn't know what good child care was, until I found it".

This is what we want for all children. We want parents to be able to rely on a strong early childhood system and not have to wonder if they will 'get lucky' with their child care program. High quality early care and education helps children, families and communities prosper:

- ★ It helps children learn and develop skills they need to succeed in school and life
- ★ It gives parents the support and peace of mind they need to be productive at work
- ★ It helps North Dakota stay competitive by producing a strong workforce now and in the future

HB 1418 proposes strategies to strengthen North Dakota's support for the 1,500 early childhood programs and the 4,100 people who work in them. The centerpiece of this bill is a star rating system.

Child care is a market based system. For markets to work you need ample producers and knowledgeable consumers. A rating system is a market intervention that:

1. Encourages the supply of good programs with supports and resources
2. Increases the knowledge of consumers by providing tools (numbers of stars) to help them differentiate among child care options. Instead of a regulatory approach, you change the system by changing the mindset of the customer. The consumer drives the industry. This approach has gained momentum across the country with 17 states currently implementing a rating system, and another 30 states in the planning stages.

Here in North Dakota, establishing a voluntary quality rating and improvement system is one of three goals of the Growing Futures Professional Development Plan, rooted in the Department of Human Services. All states were asked to develop early childhood professional development plans as part of the Bush administration's Good Start Grow Smart initiative. The Healthy North Dakota Early Childhood Alliance, rooted in Department of Health also included establishing a quality rating and improvement system (QRIS) as one of its goals for its Early Childhood Comprehensive System planning.

With the collaboration of these departments, a broad-based workgroup including representatives from all types of child care programs, parents, Head Start, Higher Ed, early intervention, Child Care Resource & Referral, and more was convened and has worked over the past 18 months to design North Dakota's version of a rating system - to define standards for quality early care and education, to set a roadmap for programs to meet those standards and to provides supports and incentives in an accountable way to serve as motivation. At the same time, give parents a tool to distinguish between programs and to choose, with their pocketbook, those programs that best support their child's development and early learning.

The specific goals of the North Dakota QRIS are:

- ★ To guide and support early care and education programs to continually improve the quality of care
- ★ To empower and equip families to make informed decisions
- ★ Establish an accountability system to measure and impact the quality of care and education

Similar to rating systems for restaurants and hotels, QRIS award ratings to early care and education programs that meet defined criteria. QRIS can help maximize resources, inform the public about quality early childhood programming, and align efforts related to licensing, standards, professional development and program accountability.

In June, 2008, an initial draft of the ND QRIS model and voluntary standards for home-based and facility-based programs was completed. It includes five levels within each of the five Categories of Standards:

- 1. Health, Safety and Nutrition**
- 2. Knowledgeable and Responsible Adults/Caregivers**
- 3. Relationships and Interactions**
- 4. Connections with Families and Communities**
- 5. Learning Environment and Curriculum**

The standards and criteria are based on research that defines quality early care and education. Attachment A is a summary of these standards and the measurable criteria that would be used to evaluate the extent to which a program meets the standards.

1. Level One is achieved with ongoing compliance with licensing standards and familiarity with relative reference documents such as Early Learning Guidelines and Core Competencies.
2. Level Two is primarily completion of training as outlined by the Learning Paths (Attachment B). The Learning Paths define the core knowledge needed by someone working with young children. Criteria in the QRIS align with training benchmarks. There are incentives for individuals as they reach these benchmarks to motivate and reward them.
3. Level Three is a self-assessment by program staff using a pre-determined tool. In consultation with a mentor, the program develops a Program Improvement Plan to define the steps to take to reach the next level. A completed plan qualifies the program for an Implementation Grant to help them meet the standards.
4. Levels Four and Five criteria are evaluated by an external assessor, using the same tool the program used for self-assessment. Again, there is access to an Implementation Grant or a per child quality payment to help programs sustain the progress they have made and to support staffing, training and materials needed to deliver programming that supports school readiness.

The rating system is intended to be a useful tool for parents and a supportive process for early childhood programs. This comprehensive approach has integrated licensing rules,

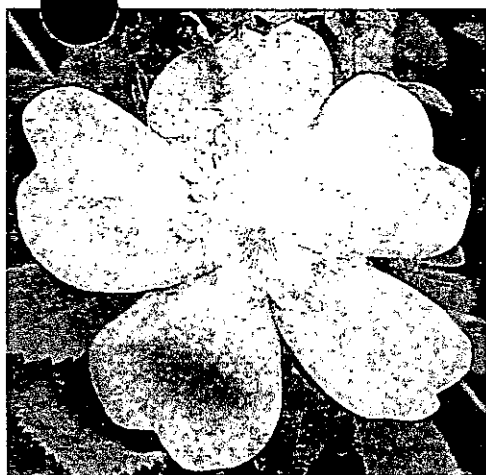
core training and quality standards and packaged them with meaningful support and resources to expand the quality of early care and education for the 30,000 children in North Dakota who attend early childhood programs.

This bill also addresses another child care challenge, capacity. The current supply of child care meets less than 40% of the potential demand. If you reference Attachment C, you will see that especially outside of our major cities, there is an inadequate supply of child care. To boost availability of child care, the third portion of this bill proposes a deliberate approach to build the capacity of child care.

During the 1990's, the U.S. Department of Defense overhauled its child care programs to prepare them to better meet the needs of U.S. soldiers. In 1997 the military child care programs were designated as models for the nation. The key to achieving and maintaining the high quality standards in military child care has been the support, in terms of training, on-site technical assistance and mentoring that the military provides to all child care workers in its system. The system does not just set training goals and guidelines, but also rewards providers with higher pay for reaching those milestones. The combination of provider support and incentives has created a professional child care workforce, which helps with recruiting and retaining programs where needed. Military families have come to expect high-quality child care at prices they can afford. HB 1418 replicates these same types of supports for new child care programs, both home-based and center programs: no-cost, accessible training; on-site technical assistance; and start-up grants for materials and furnishings.

At an average cost of less than \$300 per child, this proposal is a bargain. The Minneapolis Federal Reserve, based on several longitudinal research studies, has cited return on investment rates ranging from \$4 to \$17 for each dollar spent. In the short term, North Dakota would experience more productive parent employees and more productive schools. In the long term, a larger and more productive workforce and tremendous cost savings to society experienced by higher tax revenue and less expenditures for crime and welfare.

The current child care system is broken and unable to keep up with North Dakota's growing economy. We cannot afford to be shy about tackling this problem. We need to build the quantity and quality of child care in North Dakota for all the Ethans. Please send HB 1418 out of this committee with a do pass and a recommendation for full funding.



North Dakota Growing Futures Quality Rating and Improvement System

The **Quality Rating and Improvement System** (known as QRIS) is a *voluntary* system offering help and incentives to child care providers and programs to increase the quality of care for children in child care centers and family and group child care homes. Head Start, preschools and regulated tribal programs are also encouraged to participate. QRIS also provides a way to measure the quality of participating programs and to provide ratings for families needing care. The current design of the QRIS has five levels, and licensing is the first level. Programs accredited by NAEYC or NAFCC are at the top level. This framework is still a work-in-progress and is open to input from all.

Step
One

Step
Two

Step
Three

Step
Four

Step
Five

Health, Safety and Nutrition

<p>Family and Group providers, child care centers, preschools or Head Start programs* meet licensing requirements:</p> <ul style="list-style-type: none"> The program may not be operating under a provisional license. There is no pending action to revoke or deny a license. *No high-level correction orders. <p>Programs have the following documents available for use:</p> <ul style="list-style-type: none"> NDMN Core Competencies ND/MN Birth to Three Early Learning Guidelines ND Early Learning Guidelines for 3 thru 5 yr. olds 	<p>All Facilities Meal and snack menu plans meet the CACFP (food pyramid) guidelines regardless of the facility's enrollment in CACFP.</p> <p>Children identified with a special health care need have a generic care plan.</p> <p>Family licensee or Group supervisor has completed basic child care course (mandated reporting, SIDS and Shaken Baby, emergency preparedness) and FCCERS training.</p> <p>Family licensee or Group supervisor has an annual consultation with a child care health consultant.</p> <p>Centers A basic child care course (mandated reporting, SIDS and Shaken Baby, emergency preparedness) (at least 4 hours) has been completed by 75% of the care giving and admin staff.</p> <p>75% of staff working with children hold current certification in CPR/1st Aid.</p> <p>50 % of the staff working with children have completed ECERS, ITTERS, or SACERS training, including the director, and 1 staff member from each classroom.</p> <p>Centers have a written agreement with a Child Care Health Consultant and have an on-going plan for consultation in place.</p>	<p>Program completes a health and safety self-assessment using the appropriate environmental rating scale.</p> <p>Program creates a QRIS Improvement Plan to attain an average score of '5' on the <i>Personal Care Routines</i> sub-scale of the appropriate ERS.</p>	<p>An environmental rating scale assessment is completed by an outside evaluator.</p> <p>An average score of "4.5" is attained on the <i>Personal Care Routines</i> sub-scale of the appropriate ERS. For centers no classroom is below 4.</p>	<p>An environmental rating scale assessment is completed by an outside evaluator.</p> <p>An average score of "5.5" is attained on the <i>Personal Care Routines</i> sub-scale of the appropriate ERS. For centers no classroom is below 5.</p>	<p>OR Centers are accredited by NAEYC Family Home or Group facilities are accredited by NAFCC</p>
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Knowledgeable and Responsible Adults/Caregivers

	STAFF WORKING DIRECTLY WITH CHILDREN			
	50% of staff is registered with Growing Futures. 50% of staff has completed Jump Start 1 & 2 or equivalent. 50% of staff has completed training on the Early Learning Guidelines Birth to 3 and 3 through 5 50% of staff has completed ERS (ECERS, ITERS or SACERS) training including the director and 1 staff member from each classroom.	60% of staff is registered with Growing Futures. 50% of staff has completed the Growing Futures Core Knowledge Block for classroom educator or equivalent higher education coursework.	70% of staff is registered with Growing Futures. 50% of center staff have completed the Growing Futures Child Development Block for classroom educator or equivalent higher education coursework.	80% of staff is registered with Growing Futures. 50% of center staff have completed the Growing Futures Professional Emphasis Block for classroom educator or equivalent higher education coursework.
	LEAD TEACHERS			
	50% of lead teachers are registered with Growing Futures. 60% of the lead teachers have completed the (Growing Futures) core knowledge block for a classroom educator. All lead teachers complete a minimum of 20 hours of approved Growing Futures training per year. 60% of lead teachers have completed training on the Early Learning Guidelines Birth to 3 and 3 through 5 60% of lead teachers completed training on ERS (ECERS, ITERS or SACERS), including 1 staff member from each classroom.	60% of lead teachers are registered with Growing Futures. 60% of the lead teachers have a current CDA credential. Or equivalent higher education coursework.	70% of lead teachers are registered with Growing Futures. 60% of the lead teachers have completed the Growing Futures Classroom Educator age group specialization block or equivalent higher education coursework.	80% of lead teachers are registered with Growing Futures. All lead teachers have a 2-year AA degree or equivalent (at least 12 semester hours in early childhood or child development)
	DIRECTOR/ON-SITE ADMINISTRATOR (OSA)			
<p>Programs have the following documents available for use:</p> <ul style="list-style-type: none"> MN/ND Core Competencies MN/ND Birth to Three Early Learning Guidelines ND Early Learning Guidelines for 3-5 yr olds <p>Centers All staff must complete center Orientation.</p> <p>Center Director holds (at a minimum) a current CDA credential or equivalent higher education coursework.</p> <p>Family licensee and Group* supervisor must complete state-approved basic child care training (to include healthy practices/policies, safety practices/policies, illness prevention and management, and food and nutrition).</p>	<p>Director/OSA is registered with Growing Futures.</p> <p>Director/OSA has earned a Center Director Credential (3 college credits) including training on the Program Administration Scale (PAS) or equivalent higher education coursework.</p> <p>Director/OSA has completed training on the Early Learning Guidelines Birth to 3 and 3 through 5.</p> <p>Directors complete a minimum of 20 hours of approved Growing Futures training per year.</p> <p>Director/OSA has completed ERS (ECERS, ITERS or SACERS) training.</p> <p>Policies for substitute staff are in place to ensure safe, consistent care to children.</p>	<p>Director/OSA has completed the Growing Futures professional emphasis block or equivalent higher education coursework.</p> <p>Director/OSA completes 6 credits of higher education coursework.</p> <p>Director/OSA completes a program assessment using the Program Administration Scale; and develops an action plan to attain a score of 5.</p>	<p>Director/OSA completes a two-year AA degree or equivalent with 12 semester hours in early childhood or child development.</p> <p>An assessment using the Program Administration Scale (PAS) is completed by an outside evaluator with an average score above a 4.</p>	<p>Director/OSA completes a four-year degree with at least 24 semester hours in early childhood or child development.</p> <p>An assessment using the Program Administration Scale (PAS) is completed by an outside evaluator with an average score above a 5.</p>
	FAMILY LICENSEE AND GROUP SUPERVISOR			
	<p>Family licensee or Group supervisor is registered with Growing Futures.</p> <p>Family licensee or Group supervisor has completed the Growing Futures core knowledge block or equivalent higher education coursework.</p> <p>A minimum of 15 hours of approved Growing Futures training per year is completed by the Family licensee or Group supervisor.</p> <p>Family licensee or Group supervisor has completed training on the Early Learning Guidelines Birth to 3 and 3 through 5.</p> <p>Family licensee or Group supervisor has completed FCCERS training.</p> <p>Policies for substitutes are in place to ensure safe, consistent care to children.</p>	<p>Family licensee or Group supervisor has completed the Growing Futures Child Development Block or equivalent higher education coursework.</p>	<p>Family licensee or Group supervisor holds a current CDA or completes equivalent higher education coursework.</p> <p>Family licensee or Group supervisor has completed the Growing Futures Professional Emphasis Block or equivalent higher education coursework.</p>	<p>Family licensee or Group supervisor holds a 2-year AA degree or equivalent higher education coursework (12 semester hours in early childhood or child development).</p>

Relationships and interactions

<p>Program* meets all current licensing rules for group size and staff-child ratios.</p> <p>There are written discipline, guidance and staff-child interaction policies.</p> <p>Programs have the following documents available for use:</p> <ul style="list-style-type: none"> MN/ND Core Competencies MN/ND Birth to Three Early Learning Guidelines ND Early Learning Guidelines for 3-5 year olds. 	<p>Centers</p> <p>50% of staff working directly with children are trained on CLASS.</p> <p>50% of staff working directly with children have completed ERS training, including 1 staff member from each classroom.</p> <p>Staff evaluation forms have an interaction category.</p> <p>Family licensee or Group supervisor has completed FCCERS training and also completed training on relationships and interactions.</p>	<p>Centers</p> <p>Program completes a self-assessment using CLASS and create a plan for continued growth and improvement.</p> <p>All staff working directly with children receive annual evaluations with at least part of it based on supervisor observation.</p> <p>Each staff member has an annual professional development plan that includes the objective observation of interactions.</p> <p>Family and Group</p> <p>Program completes a self-assessment using the FCCERS-R and creates a QRIS Improvement Plan to attain an average score >5 on the <i>Interactions</i> sub-scale.</p>	<p>Centers</p> <p>An assessment of 51% of classrooms using the CLASS is completed by an outside evaluator with an average score of 3-4-5 (mid-range).</p> <p>Family and Group</p> <p>An environmental rating scale assessment is completed by an outside evaluator and an average score of "5" is attained on the <i>Interactions</i> sub-scale of the FCCERS-R.</p> <p>All Facilities</p> <p>Program has a plan in place for continued staff growth and improvement.</p>	<p>Centers</p> <p>An assessment of 51% of classrooms using the CLASS is completed by an outside evaluator with an average score of 6-7 (high-range).</p> <p>Family and Group</p> <p>An environmental rating scale assessment is completed by an outside evaluator and an average score of "6" is attained on the <i>Interactions</i> sub-scale of the FCCERS-R.</p> <p>All Facilities</p> <p>Program has a plan in place for continued staff growth and improvement.</p>	<p>OR Centers are accredited by NAEYC</p> <p>Family Home or Group facilities are accredited by NAFCC</p>
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<p>Programs have the following documents available for use:</p> <ul style="list-style-type: none"> MN/ND Core Competencies MN/ND Birth to Three Early Learning Guidelines ND Early Learning Guidelines for 3-5 year olds. 	<p>Centers</p> <p>50 % of staff working directly with children has completed ERS training, including the director, and 1 staff member from each classroom.</p> <p>50% of staff working directly with children has completed training on Early Learning Guidelines for Birth to 3 and 3 through 5.</p> <p>Family licensee or Group supervisor has completed FCCERS training</p> <p>Family licensee or Group supervisor has completed training on Early Learning Guidelines for Birth to 3 and 3 through 5.</p>	<p>All Facilities</p> <p>Program conducts a self-assessment using the relevant Environmental Rating Scale and creates a Program Improvement Plan to attain a score of 5.</p>	<p>All Facilities</p> <p>Program plans activities and their environment to align with early learning guidelines.</p> <p>Centers</p> <p>An ECERS or ITERS is conducted by an outside evaluator with an average score of 4.5 or above - no classroom below 4.0 on the subscales:</p> <ul style="list-style-type: none"> language & reasoning space & furnishing program structure activity interaction <p>Family and Group</p> <p>A FCCERS is conducted by an outside evaluator with a score of 4.5 or above on the subscales:</p> <ul style="list-style-type: none"> language & reasoning, space & furnishing, program structure activities Interaction. 	<p>All Facilities</p> <p>Program implements a department-approved curriculum (approach) aligned with the ELGs.</p> <p>Centers</p> <p>An ECERS or ITERS is conducted by an outside evaluator with an average score of 5.5 or above - no classroom below 5.0 - on the subscales:</p> <ul style="list-style-type: none"> language & reasoning space & furnishing program structure activity interaction <p>Family and Group</p> <p>A FCCERS is conducted by an outside evaluator with a score of 5.5 or above on the subscales:</p> <ul style="list-style-type: none"> language & reasoning, space & furnishing, program structure. activity interaction 	<p>OR Centers are accredited by NAEYC</p> <p>Family Home or Group facilities are accredited by NAFCC</p>
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<p>Family and Group providers, child care centers, preschools or Head Start programs meet Licensing Requirements</p> <p>Programs have the following documents available for use:</p> <ul style="list-style-type: none"> MN/ND Core Competencies MN/ND Birth to Three Early Learning Guidelines ND Early Learning Guidelines for 3-5 year olds. A Connection For Families And Agencies: Resources For ND Families With Young Children Ages Birth To 8. <p>Include a written list of topics covered during preadmission visit.</p>	<p>All Facilities The program offers at least one special event (parent meetings, parties, field trips) per year at a time that is convenient for most families</p> <p>Center Director completes 5 hours of training on family relationships as part of Core Knowledge course.</p> <p>Family licensee or Group supervisor completes 5 hours of training on family relationships as part of Core Knowledge course.</p>	<p>All Facilities Families have the opportunity to volunteer to support daily program activities.</p> <p>The program uses more than one mode of regular communication, tailored to family preferences (meetings, newsletters, website, communication boards, notes, letters, e-mail, phone calls).</p> <p>Program provides information to parents on how they can support their child's development at home.</p>	<p>All Facilities The program offers at least three support activities. (community resource manual, formal referral process to support services, home visits, social functions for families and caregivers, scholarship program, parent education)</p> <p>Centers Program establishes or maintains an advisory or governing board which includes parent representation.</p>	<p>All Facilities Opportunity exists for parents to evaluate the program and suggest changes (e.g. annual parent surveys or focus groups).</p> <p>Suggestions for change/improvement are considered by the provider.</p>
	<p>All Facilities The program has an orientation and intake procedure for new families, where information about the child's development, strengths, likes and dislikes are discussed.</p> <p>Family licensee or group supervisor has completed 15 hours of Growing Futures Professional Emphasis (Business Practices) or equivalent higher education coursework.</p> <p>The program has a written plan for assisting families if English is not their home language.</p>	<p>All Facilities The program provides:</p> <ul style="list-style-type: none"> for one formal conference per year at times that are convenient to working families; an introduction to the ELGs; and information on developmental milestones. <p>For children under age 3, daily communication sheets are sent home with parents to document:</p> <ul style="list-style-type: none"> feeding, sleeping, medication administration, child temperament, and diapering/toileting. <p>Children with special needs have individualized care plans developed cooperatively with parents</p>	<p>All Facilities The program provides:</p> <ul style="list-style-type: none"> for two formal conferences per year at times that are convenient to working families; includes samples of the child's work documenting progress; information on upcoming developmental milestones; and attainment of skill as outlined in the ND ELGs. <p>Children have individualized care plans developed cooperatively with parents.</p>	<p>All Facilities The program has a plan or process to support families during times of transition (e.g. between classrooms, into kindergarten, to other programs such as Head Start) including:</p> <ul style="list-style-type: none"> enrollment procedures and practices, visiting opportunities, and guidance on assisting the child with transition.
	<p>All Facilities Families are informed about community events and resources.</p> <p>The program completes a "business form" with the resource and referral program serving their area.</p>	<p>All Facilities The program develops and maintains a list of <u>local</u> resources and support services that are helpful to the provider and their families. (e.g. culturally relevant sources)</p> <p>The program uses their neighborhood and community as part of children's learning experiences (i.e. neighborhood walks, field trips, etc.)</p>	<p>All Facilities The program is knowledgeable about screening entities and opportunities.</p> <p>The program invites members of the community to share their interests and expertise.</p>	<p>All Facilities The program utilizes "volunteers" on a regular basis to enhance their programs. (i.e. foster grandparents, etc.)</p>
	<p>Centers The Center Director is a member of a professional early childhood organization.</p> <p>The Family licensee or Group supervisor is a member of a professional early childhood organization.</p> <p>All Facilities Have a copy of ND Early Childhood Century Code, Chapter 50-11.1</p>	<p>Centers The Center Director is a member of a local community organization in which they represent early childhood interests.</p> <p>Family and Group The Family licensee or Group supervisor is a member of a local community organization in which they represent early childhood interests</p>	<p>Centers The Center Director attends meetings and serves on committees of a professional early childhood organization.</p> <p>At least one staff member attends an approved professional early childhood conference each year.</p> <p>Program leadership:</p> <ul style="list-style-type: none"> is knowledgeable, about proposed early childhood policy changes; informs neighbors about the program, cooperates on neighborhood interests and needs, and invites involvement in the program. <p>Family and Group The Family licensee or Group supervisor serves on committees of a professional early childhood organization.</p>	<p>Centers The Center Director:</p> <ul style="list-style-type: none"> Attends meetings and serves on committees of a local community organization in which they represent early childhood interests; and Shares information with families, about proposed policy changes and their understanding of how it impacts children and families enrolled in their program <p>10% of staff members attend an approved professional early childhood conference each year.</p> <p>Family and Group The Family licensee or Group supervisor:</p> <ul style="list-style-type: none"> attends meetings and serves on committees of a local community organization in which they represent early childhood interests; and shares information with families, about proposed policy changes and their understanding of how it impacts children and families enrolled in their program

OR Centers are accredited by NAEYC
Family Home or Group facilities are accredited by NAEYC

Family / Specialist

Revised 12-16-08



B1

Core Knowledge Block

The Core Knowledge Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Core Knowledge Block requirements through either optional learning path outlined to the right.

Basic Child Care I - 6 hours total
 OLC Healthy Practices/Policies - 1.5 hr
 OLC Safe Practices/Policies - 1.5 hr
 OLC Illness Prevention/Mgmt - 1.5 hr
 OLC Food and Nutrition - 1.5 hr

Basic Child Care II - 4 hours total
 OLC Mandated Reporter - 1 hr
 OLC SIDS - 1 hr
 OLC Shaken Baby - 1 hr
 OLC Emergency Preparedness - 1 hr

Learning Envrmnts - 15 hours total
 OLC Ages and Stages - 2.5 hrs
 OLC Planning Routines - 2.5 hrs
 OLC Child-Focused Environmt - 4 hr
 OLC Child Focused Experiences - 6 hr

Interactions Childrn - 15 hours total
 OLC Positive Responses - 2 hr
 OLC Together in Care - 3 hr
 OLC Promoting Positive Relationships in the Child Care Setting - 2 hr
 F2F Positive Discipline - 6 hr
 OLC Behavior More Than Child - 2 hr

Family Relationships - 5 hours total
 OLC Building Partnerships with Families - 2.5 hr
 OLC Support Diverse Families - 2.5 hr

Core Knowledge Block Optional Learning Path: Right From the Start (RFS)

RFS is available through an application and selection process and includes the following core courses, electives and learning activities:

Basic Child Care I - 6 hours total
 OLC Healthy Practices/Policies - 1.5 hr
 OLC Safe Practices/Policies - 1.5 hr
 OLC Illness Prevention/Mgmt - 1.5 hr
 OLC Food and Nutrition - 1.5 hr

Basic Child Care II - 4 hours total
 OLC Mandated Reporter - 1 hr
 OLC SIDS - 1 hr
 OLC Shaken Baby - 1 hr
 OLC Emergency Preparedness - 1 hr

Right From the Start - 35 hours total
 DC/BLA RFS Modules
 F2F RFS Orientation
 OE FDCRS Rating Scale Observation (pre/post)
 TA Health and Safety Consultation
 TA Onsite Program Support

Optional Learning Path: ND CCR&R CDA Training Program

The Core Knowledge Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 1R**: Establishing the Environment - 45 hrs

Child Development Block

The Child Development Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Child Development Block requirements through the optional learning path outlined below.

Child Development:
 ETL Physical /Cognitive Dev - 16 hr
 ETL Develop Young Children's Language/Literacy - 16 hr
 ETL Soc Emot Dev in 1st 5 years - 16 hr
 ETL Observation and Assessment - 12 hr
 F2F 10 Steps to Positive Discipline - 8 hr

Optional Learning Path: ND CCR&R CDA Training Program

The Child Development Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 2R**: Child Growth and Development - 45 hr

Professional Emphasis Block

The Professional Emphasis Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Professional Development Block requirements through the optional learning path outlined below.

Family/Group I: Business Practices - 15 hr

ETL Working with Families - 16 hr
 ETL PITC: Essential Connections - 16 hr

Optional Learning Path: ND CCR&R CDA Training Program

The Professional Emphasis Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 3R**: Introduction to the Early Childhood Profession - 45 hr

Optional Specializations

Infant Toddler Specialization

Minimum Prerequisites: completion of Core Knowledge Block and Child Development Block requirements within the past 3 years

A Family/Group Specialist is a person who has completed a minimum of 120 hours of training, to include the minimum hours in each of block of training, and has a current CDA Credential.

Classroom Educator

Revised 12-16-08

B2

Core Knowledge Block

The Core Knowledge Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Core Knowledge Block requirements through either optional learning path outlined to the right.

JumpStart I - 6 hours total
 OLC Healthy Practices/Policies - 1.5 hr
 OLC Safe Practices/Policies - 1.5 hr
 OLC Illness Prevention/Mgmt - 1.5 hr
 OLC Food and Nutrition - 1.5 hr

JumpStart II - 4 hours total
 OLC Mandated Reporter - 1 hr
 OLC SIDS - 1 hr
 OLC Shaken Baby - 1 hr
 OLC Emergency Preparedness - 1 hr

Learning Envrmnts - 15 hours total
 OLC Ages and Stages - 2.5 hrs
 OLC Planning Routines - 2.5 hrs
 OLC Child-Focused Environmt - 4 hr
 OLC Child Focused Experiences - 6 hr

Interactions Chldrn - 15 hours total
 OLC Positive Responses - 2 hr
 OLC Together in Care - 3 hr
 OLC Promoting Positive Relationships in the Child Care Setting - 2 hr
 F2F Positive Discipline - 6 hr
 OLC Behavior More Than Child - 2 hr

Family Relationships - 5 hours total
 OLC Building Partnerships with Families - 2.5 hr
 OLC Support Diverse Families - 2.5 hr

Optional Learning Path: ND CCR&R CDA Training Program

The Core Knowledge Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 1R: Establishing the Environment** - 45 hrs

Child Development Block

The Child Development Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Child Development Block requirements through the optional learning path outlined below.

Child Development:
 ETL Physical /Cognitive Dev - 16 hr
 ETL Develop Young Children's Language/Literacy - 16 hr
 ETL Soc Emot Dev in 1st 5 years - 16 hr
 ETL Observation and Assessment - 12 hr
 F2F 10 Steps to Positive Discipline - 8 hr

Optional Learning Path: ND CCR&R CDA Training Program

The Child Development Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 2R: Child Growth and Development** - 45 hr

Professional Emphasis Block

The Professional Emphasis Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Professional Development Block requirements through the optional learning path outlined below.

Classroom Educator I: Professionalism - 15 hr

OLC Code of Ethics - 3 hr
 OLC Confidentiality - 1 hr
 OLC Leadership and Advocacy - 3 hr
 OLC Staff Relations - 3 hr
 OLC Program Planning - 3 hr
 OLC Record Keeping - 2 hr

ETL Working with Families - 16 hr
 ETL PITC: Essential Connections - 16 hr

Optional Learning Path: ND CCR&R CDA Training Program

The Professional Emphasis Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 3R: Introduction to the Early Childhood Profession** - 45 hr

Optional Specializations

Infant Toddler Specialization

Minimum Prerequisites: completion of Core Knowledge Block and Child Development Block requirements within the past 3 years

A Classroom Educator is a person who has completed a minimum of 120 hours of training, to include the minimum hours in each of block of training, and has a current CDA Credential.

Core Knowledge Block

The Core Knowledge Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Core Knowledge Block requirements through either optional learning path outlined to the right.

JumpStart I - 6 hours total
 OLC Healthy Practices/Policies - 1.5 hr
 OLC Safe Practices/Policies - 1.5 hr
 OLC Illness Prevention/Mgmt - 1.5 hr
 OLC Food and Nutrition - 1.5 hr

JumpStart II - 4 hours total
 OLC Mandated Reporter - 1 hr
 OLC SIDS - 1 hr
 OLC Shaken Baby - 1 hr
 OLC Emergency Preparedness - 1 hr

Learning Envrmnts - 15 hours total
 OLC Ages and Stages - 2.5 hrs
 OLC Planning Routines - 2.5 hrs
 OLC Child-Focused Environmt - 4 hr
 OLC Child Focused Experiences - 6 hr

Interactions Chldrn - 15 hours total
 OLC Positive Responses - 2 hr
 OLC Together in Care - 3 hr
 OLC Promoting Positive Relationships in the Child Care Setting - 2 hr
 F2F Positive Discipline - 6 hr
 OLC Behavior More Than Child - 2 hr

Family Relationships - 5 hours total
 OLC Building Partnerships with Families - 2.5 hr
 OLC Support Diverse Families - 2.5 hr

Optional Learning Path:

The Core Knowledge Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 1R: Establishing the Environment** - 45 hrs

Child Development Block

The Child Development Block includes a minimum of 45 hours selected from the following core courses. Individuals may also fulfill the Child Development Block requirements through the optional learning path outlined below.

Child Development
 ETL Physical /Cognitive Dev - 16 hr
 ETL Develop Young Children's Language/Literacy - 16 hr
 ETL Soc Emot Dev in 1st 5 years - 16 hr
 ETL Observation and Assessment - 12 hr
 F2F 10 Steps to Positive Discipline - 8 hr

Optional Learning Path:

The Child Development Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 2R: Child Growth and Development** - 45 hr

Professional Emphasis Block

The Professional Emphasis Block includes a minimum of 30 hours selected from the following core courses. Individuals may also fulfill the Professional Development Block requirements through the optional learning path outlined below.

Management Matters - 20 hr
Professionalism - 12 hr
 OLC Code of Ethics - 3 hr
 OLC Confidentiality - 1 hr
 OLC Leadership and Advocacy - 3 hr
 OLC Intro to Rating Scales - 3 hr
 OLC Community Resources/Making Rfrls

Optional Learning Path:

The Professional Emphasis Block as well as specific components of the national CDA program may be fulfilled by completing the following bundled course:

DC/BLA **CDA Module 3R: Introduction to the Early Childhood Profession** - 45 hr

Optional Specializations

Infant Toddler Specialization

Minimum Prerequisites:
 completion of Core Knowledge Block and Child Development Block requirements within the past 3 years

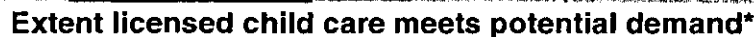
Center Director Specialization

Minimum Prerequisite: Current CDA/Associates/Bachelors degree, and completion of Core Knowledge and Child Development Blocks within the past 3 years

Center Director Specialization I - 30 hours total
 ILC PTC for Directors: Coaching for Quality - 15 hr
 ILC Reflective Supervision (PCAN) - 15 hr

Center Director Specialization II - 30 hours total
 ILC/A Portfolio - 30 hr
 TA Technical Assistance
 OE Observation and Assessment:

7-29-08



● 0-10% ⊗ 11-25% ⊙ 26-50% ○ 50-60%

All facts, figures and numbers taken from the Child Care in North Dakota 2007 Report, conducted by Child Care Resource and Referral www.ndchildcare.org

HB 1418 Testimony
House Education Committee
Wednesday, January 28, 2009

Good Morning Chairman Kelsch and Members of the Committee.

My name is Linda Reinicke. I am the Child Care Resource & Referral Program Director in western ND and employed by Lutheran Social Services of North Dakota. Child Care Resource & Referral (CCR&R) was established by the Legislature in 1992 to help parents find child care and provide training and program support to the child care industry. The Department of Human Services (DHS) currently funds two non-profit agencies to deliver CCR&R services—Lakes & Prairies Community Action Partnership (eastern ND) and Lutheran Social Services of ND (western ND).

I am here at the request of Representative Hawken to explain the components of HB 1418 and, in general terms, its implementation.

House Bill 1418 funds three major supports for the child care industry and weaves them into one cohesive child care system;

1. Professional development training for the early childhood workforce
2. Quality rating and improvement system
3. Capacity building—increasing child care spaces by starting new programs or expanding existing programs

These three components follow the major segments of the bill. One item not included in the fiscal note is the provision of financial incentives or loan forgiveness for workers completing degrees (lines 16 and 17). Senate Bill 2296 has been introduced and addresses this issue.

1. Workforce development

The workforce development component (page one, line 10) of the bill can serve as many as 3,000 child care workers and will cost \$2,355,000. It will:

- Expand on-line and face-to-face training capacity. Some of this work has already begun. Last legislative session, you allocated funds to begin on-line learning for child care providers. CCR&R was contracted to
 - Develop learning pathways (distributed by Linda Lembke)
 - Put on-line technology and software in place
 - Develop 10 hours of on-line child care orientation training.

Funding in HB 1418 would build on this work by:

- Adding on-demand training. Coursework will be developed/purchased as identified in the learning pathways document
 - Supporting the posting of 50 (25 per year) 15-hour interactive on-line courses (some courses would be duplicated)
 - Delivering 100 face-to-face courses (50 per year)
- Establish a training and trainer approval committee. All coursework will be reviewed and approved by an objective committee of higher education early childhood instructors. This will be the quality control aspect of the system and will hold trainers and training to high standards setting the stage for child care coursework to articulate into two- and four-year degrees. CCR&R has been working with the Higher Education Early Childhood Consortium to begin this process
 - Establish an early childhood registry that holds the provider's training information and serves as a clearing house for all approved early childhood training. The registry will enable each early childhood professional to search for all available training courses, check their training record, and track their progress on the learning pathways
 - Deliver free and low-cost training, training incentives, and Child Development Association credential scholarships. The system encourages individuals to reach beyond the current training requirements for licensed child care providers (nine to twelve hours) by offering:

- Free and low-cost trainings (both face-to-face and on-line)
- Incentives (\$100 after the completion of core trainings—15 hours each)
- And, for interested individuals, scholarships to cover Child Development Associate Credential validation fees, a credential created and awarded by the National Association for the Education of Young Children to anyone (whether high school graduate or doctorate degree) interested in becoming better prepared to work with young children.

2. Quality improvement and rating system – technical assistance

The second component of the bill, the quality improvement and rating system (page one, line 18), will cost \$10,590,000 and will serve 400 child care programs (based on a 25% participation rate or 400 programs achieving a level 4 or 5). This section will:

- Fund an entity, apart from CCR&R and county licensing, to conduct objective program assessments, award star ratings, and aggressively promote the star ratings to child care consumers and the public (on-line posting).
- Support a tiered child care reimbursement system in which reimbursement levels will increase for families using three, four and five star rated programs (calculations based on 10% of children enrolled in 25% of all child care programs). A tiered system will enable low-income families to access high rated programs.
- Provide support to existing child care programs volunteering to participate in the project through regular consultation visits and grants. Child care programs will not be able to meet high program standards without significant on-site consultation and financial resources to make program improvements. Program consultants will work regularly with programs to assess program strengths and challenges, work with the provider to develop an improvement plan and apply funding to execute the plan. Grants up to \$2,500 for in-home providers and \$20,000 for centers will be used to address program challenges (e.g. egress windows, fences, outdoor play spaces, early learning materials, etc.). Scholarships will be available

to encourage more programs to become accredited. Currently, only 1% of child care programs in ND hold national program accreditations compared to 95% of all military child care.

- Pay a per child quality support subsidy to programs at levels three, four, and five. When programs have worked hard to achieve high program scores, this bill will help them maintain their high rating. A per child subsidy ranging from \$350 to \$500 based on license type will be paid annually to the program
- Contract an evaluator to measure the effectiveness of the star rating system and determine the effectiveness of the outputs and outcomes. This bill funds an accountability and outcomes study to be completed by an objective entity.

3. Capacity building

The capacity building component of HB 1418 (page two, line 8) totals \$1,650,000 and makes available in-home start-up grants up to \$2,500 and \$50,000 for centers.

Funding applications must be tied to a viable child care business plan and serve an area with an identified child care need.

Looking at the system from the industry's perspective:

An in-home child care providers will see:

Access to free training tied to Child Development Associate Credential (CDA)

Year 1&2	\$ 100+	\$100 for each 15-hour block of core training
Year 2	\$ 500	CDA scholarship to cover validation fee
	\$ 2,500	to meet high standards (limit 2 times)
Year 3	\$ 2,100	annual support at Level 4 (\$350 per child<6 years)
Year 4	\$ 2,100	annual support at Level 4 (\$350 per child<6 years)

Centers will see:

Access to free training tied to Child Development Associate Credential (CDA)

Year 1	\$ 250	Center director bonus for director credential
Year 1&2	\$ 1,800+	\$100 for each 15-hour block of core training x 18 staff
Year 2	\$ 9,000	18 CDA scholarship to cover validation fee
Year 2	\$20,000	Grant to meet high standards
Year 3	\$40,000	annual support at Level 4 (\$500 per child<6 years)
Year 4	\$40,000	annual support at Level 4 (\$500 per child<6 years)
<i>Annual support for center = \$1.00 increase per hour per staff person</i>		

Consultation and program improvement grants can have a significant impact on the program's ability to meet higher standards. CCR&R has managed a simplified and limited version of a program improvement project over the past five years. Initial assessment scores of 81 infant-toddler classrooms in child care centers showed a significant need for improvement:

- 6% rated high enough to protect health and safety and support children's learning and development
- 18% were inadequate with basic health and safety needs not met; no warmth or support from adults, no learning encouraged
- 76% rated mediocre with children's basic health and safety needs met; a little warmth and support provided by adults, and few learning experiences

After intensive consultation and training and a small grant award used to purchase needed resources, programs increased their scores by an average of 20% over a six month period. CCR&R also manages a similar program with in-home child care providers which reports similar successful outcomes.

To help you get a better sense of the size of the child care industry, the size of the workforce, and the number of children they serve, I've attached three county-specific data sheets. It may help put the fiscal note in perspective, a total of \$14,595,000.

I appreciate the opportunity to present this information. I will stand for any questions.

Linda Reinicke
CCR&R Program Director
lreinicke@lssnd.org 530-2501 (office) 226-2510 (cell)

Cost of Licensed Child Care in North Dakota²

County	Average Annual Cost of Child Care					Average Annual Cost of Child Care					Median Income of Families with Children Ages 0-17, 2000	% of Income for One Infant in Family/ Group
	Licensed Family/Group Programs					Licensed Center Programs						
	Ages 0 to 11 months	12 to 24 months	Age 2	Ages 3 to 5	School-Age	Ages 0 to 11 months	12 to 24 months	Age 2	Ages 3 to 5	School-Age		
Adams	\$ 3,690	\$ 3,690	\$ 3,668	\$ 3,578	\$ 3,623	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,250	10%
Barnes	\$ 4,860	\$ 4,931	\$ 4,699	\$ 4,606	\$ 4,578	\$ 4,946	\$ 4,946	\$ 4,592	\$ 4,400	\$ 4,400	\$ 42,679	13%
Benson	\$ 4,514	\$ 4,514	\$ 4,334	\$ 4,334	\$ 4,334	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 3,375	\$ 28,458	12%
Billings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,417	0%
Bottineau	\$ 5,099	\$ 5,099	\$ 4,893	\$ 4,851	\$ 5,408	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,595	14%
Bowman	\$ 5,580	\$ 5,220	\$ 5,220	\$ 5,220	\$ 5,220	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 42,708	15%
Burke	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,727	12%
Burleigh	\$ 5,588	\$ 5,546	\$ 5,389	\$ 5,333	\$ 5,206	\$ 7,384	\$ 7,308	\$ 6,944	\$ 6,521	\$ 5,904	\$ 53,062	15%
Cass	\$ 5,733	\$ 5,676	\$ 5,291	\$ 5,164	\$ 4,785	\$ 6,903	\$ 6,875	\$ 6,405	\$ 5,858	\$ 5,168	\$ 51,288	16%
Cavalier	\$ 5,513	\$ 5,513	\$ 5,513	\$ 5,513	\$ 5,513	\$ 5,500	\$ 5,500	\$ 4,750	\$ 5,625	\$ 5,625	\$ 44,844	15%
Dickey	\$ 4,557	\$ 4,573	\$ 4,369	\$ 4,350	\$ 4,332	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,147	13%
Divide	\$ 6,188	\$ 5,063	\$ 5,063	\$ 5,063	\$ 5,063	\$ 6,750	\$ 6,750	\$ 6,188	\$ 6,188	\$ 3,938	\$ 37,292	17%
Dunn	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,750	0%
Eddy	\$ 5,243	\$ 5,243	\$ 5,130	\$ 5,130	\$ 5,130	\$ 2,813	\$ 2,813	\$ 2,813	\$ 2,813	\$ 2,813	\$ 43,875	14%
Emmons	\$ 4,523	\$ 4,523	\$ 4,433	\$ 4,275	\$ 4,568	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,841	12%
Foster	\$ 5,265	\$ 5,265	\$ 5,265	\$ 5,265	\$ 5,265	\$ 5,513	\$ 5,513	\$ 5,513	\$ 5,513	\$ 5,513	\$ 47,841	15%
Golden Valley	\$ 4,573	\$ 4,573	\$ 4,573	\$ 4,573	\$ 4,151	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,365	13%
Grand Forks	\$ 5,461	\$ 5,482	\$ 5,330	\$ 5,163	\$ 4,873	\$ 6,914	\$ 6,771	\$ 6,281	\$ 5,874	\$ 5,151	\$ 46,123	15%
Grant	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,500	10%
Griggs	\$ 5,158	\$ 5,158	\$ 5,050	\$ 5,050	\$ 5,050	\$ 5,850	\$ 5,850	\$ 5,850	\$ 5,625	\$ 5,063	\$ 41,458	14%
Hettinger	\$ 4,365	\$ 4,365	\$ 4,365	\$ 4,365	\$ 4,365	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,050	12%
Kidder	\$ 4,725	\$ 4,725	\$ 4,725	\$ 4,725	\$ 4,883	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,578	13%
Lamoure	\$ 4,680	\$ 4,680	\$ 4,478	\$ 4,478	\$ 4,410	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,328	13%
Logan	\$ 4,095	\$ 4,095	\$ 4,095	\$ 4,095	\$ 4,095	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,982	11%
McHenry	\$ 4,475	\$ 4,475	\$ 4,397	\$ 4,397	\$ 4,412	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,684	12%
McIntosh	\$ 4,500	\$ 4,500	\$ 4,410	\$ 4,410	\$ 4,410	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,911	12%
McKenzie	\$ 4,455	\$ 4,455	\$ 4,455	\$ 4,455	\$ 4,455	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,856	12%
McLean	\$ 5,525	\$ 5,525	\$ 5,525	\$ 5,525	\$ 5,445	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 42,415	15%
Mercer	\$ 5,625	\$ 5,625	\$ 5,625	\$ 5,625	\$ 5,625	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,707	16%
Morton	\$ 4,915	\$ 4,897	\$ 4,829	\$ 4,799	\$ 4,838	\$ 5,569	\$ 5,569	\$ 5,507	\$ 5,174	\$ 5,068	\$ 45,468	14%
Mountrail	\$ 4,676	\$ 4,553	\$ 4,553	\$ 4,553	\$ 4,553	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,901	13%
Nelson	\$ 4,389	\$ 4,389	\$ 4,228	\$ 4,228	\$ 3,523	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,729	12%
Oliver	\$ 6,813	\$ 6,813	\$ 6,813	\$ 6,813	\$ 6,813	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,147	19%

Supply of Licensed Child Care and Size of Workforce²

County	Licensed Family/Group Programs						Licensed Center Programs					
	Total Programs	Licensed Capacity	Open before 7:00 a.m.	Open beyond 6:00 p.m.	Open on week-ends	Size of Workforce	Total Programs	Licensed Capacity	Open before 7:00 a.m.	Open beyond 6:00 p.m.	Open on week-ends	Size of Workforce
North Dakota	1,229	14,527	429	121	42	1,553	150	11,382	72	14	7	2,060
Adams	8	113	6	1	0	19	0	0	0	0	0	0
Barnes	14	165	7	1	1	20	3	208	3	0	0	24
Benson	5	57	0	0	0	8	2	105	0	0	0	16
Billings	0	0	0	0	0	0	0	0	0	0	0	0
Bottineau	14	174	1	3	3	12	0	0	0	0	0	0
Bowman	4	71	1	0	0	5	0	0	0	0	0	0
Burke	2	36	0	0	0	2	0	0	0	0	0	0
Burleigh	178	1764	46	16	3	181	21	1872	11	0	0	292
Cass	286	3247	81	13	8	400	51	4514	24	3	1	748
Cavaller	5	56	1	1	0	6	1	60	0	0	0	16
Dickey	18	286	3	0	0	32	0	0	0	0	0	0
Divide	1	18	0	0	0	1	1	45	0	0	0	3
Dunn	1	18	0	0	0	4	0	0	0	0	0	0
Eddy	5	50	0	0	0	5	1	30	1	1	1	11
Emmons	9	107	0	2	0	8	0	0	0	0	0	0
Foster	5	59	2	1	0	5	1	50	0	0	0	8
Golden Valley	4	61	1	1	0	4	0	0	0	0	0	0
Grand Forks	121	1280	58	23	2	130	13	1476	7	1	0	312
Grant	2	25	1	0	0	4	0	0	0	0	0	0
Griggs	5	62	1	1	1	12	1	33	0	0	0	8
Hettinger	4	66	2	1	0	7	0	0	0	0	0	0
Kidder	3	48	2	1	0	8	0	0	0	0	0	0
Lamoure	9	112	2	0	0	12	0	0	0	0	0	0
Logan	4	60	2	2	0	6	0	0	0	0	0	0
McHenry	11	169	3	1	0	11	0	0	0	0	0	0
McIntosh	6	75	2	1	0	6	0	0	0	0	0	0
McKenzie	2	29	0	0	0	3	0	0	0	0	0	0
McLean	10	132	3	0	0	7	0	0	0	0	0	0
Mercer	11	163	6	0	0	9	0	0	0	0	0	0
Morton	55	592	24	1	1	57	7	530	4	1	0	124
Mountrail	6	92	1	0	0	19	0	0	0	0	0	0
Nelson	6	63	3	1	0	9	0	0	0	0	0	0
Oliver	1	18	0	0	0	2	0	0	0	0	0	0
Pembina	10	134	2	0	1	18	2	168	0	0	0	13
Pierce	6	96	5	1	1	6	1	50	1	0	0	9
Ramsey	33	420	19	10	2	33	4	339	8	3	2	46
Ransom	9	138	8	0	0	19	0	0	0	0	0	0
Renville	3	37	0	0	0	5	0	0	0	0	0	0
Richland	43	498	18	1	1	57	2	120	1	1	0	29
Rolette	8	102	3	1	1	11	13	105	0	0	0	11
Sargent	10	129	5	1	0	9	0	0	0	0	0	0
Sheridan	2	30	0	0	0	2	0	0	0	0	0	0
Sioux	1	13	0	0	0	1	0	0	0	0	0	0
Slope	0	0	0	0	0	0	0	0	0	0	0	0
Stark	71	866	34	13	5	89	0	0	0	0	0	0
Steele	0	0	0	0	0	0	0	0	0	0	0	0
Stutsman	42	447	22	2	2	50	5	326	3	0	0	44
Towner	3	46	1	1	0	8	0	0	0	0	0	0
Traill	11	135	2	1	0	18	2	136	0	0	0	26
Walsh	16	211	5	4	1	18	4	143	0	0	0	22
Ward	105	1450	36	11	7	141	13	992	8	3	2	281
Wells	8	113	1	1	1	10	1	45	1	1	1	8
Williams	33	394	9	3	1	44	1	35	0	0	0	9

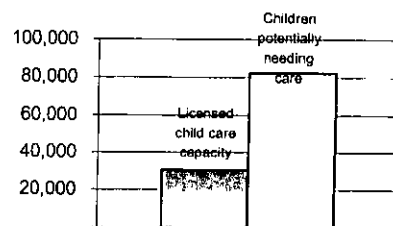
Supply of Child Care and Size of Workforce (continued from page 9)

County	School-Age						Total					
	Total Programs	Licensed Capacity	Open before 7:00 a.m.	Open beyond 6:00 p.m.	Open on week-ends	Size of Workforce	Total Programs	Licensed Capacity	Open before 7:00 a.m.	Open beyond 6:00 p.m.	Open on week-ends	Size of Workforce
North Dakota	53	4,288	7	-	-	343	1,432	30,197	508	135	49	3,956
Adams	0	0	0	0	0	0	8	113	6	1	0	19
Barnes	0	0	0	0	0	0	17	373	10	1	1	44
Benson	0	0	0	0	0	0	7	162	0	0	0	24
Billings	0	0	0	0	0	0	0	0	0	0	0	0
Bottineau	0	0	0	0	0	0	14	174	1	3	3	12
Bowman	0	0	0	0	0	0	4	71	1	0	0	5
Burke	0	0	0	0	0	0	2	36	0	0	0	2
Burleigh	3	685	0	0	0	123	202	4321	57	16	3	596
Cass	23	1533	3	0	0	163	360	9294	108	16	9	1311
Cavalier	0	0	0	0	0	0	6	116	1	1	0	22
Dickey	0	0	0	0	0	0	18	286	3	0	0	32
Divide	0	0	0	0	0	0	2	63	0	0	0	4
Dunn	0	0	0	0	0	0	1	18	0	0	0	4
Eddy	0	0	0	0	0	0	6	80	1	1	1	16
Emmons	0	0	0	0	0	0	9	107	0	2	0	8
Foster	0	0	0	0	0	0	6	109	2	1	0	13
Golden Valley	0	0	0	0	0	0	4	61	1	1	0	4
Grand Forks	12	1587	2	0	0	12	146	4343	67	24	2	454
Grant	0	0	0	0	0	0	2	25	1	0	0	4
Griggs	0	0	0	0	0	0	6	95	1	1	1	20
Hettinger	0	0	0	0	0	0	4	66	2	1	0	7
Kidder	0	0	0	0	0	0	3	48	2	1	0	8
Lamoure	0	0	0	0	0	0	9	112	2	0	0	12
Logan	0	0	0	0	0	0	4	60	2	2	0	6
McHenry	0	0	0	0	0	0	11	169	3	1	0	11
McIntosh	0	0	0	0	0	0	6	75	2	1	0	6
McKenzie	0	0	0	0	0	0	2	29	0	0	0	3
McLean	0	0	0	0	0	0	10	132	3	0	0	7
Mercer	0	0	0	0	0	0	11	163	6	0	0	9
Morton	0	0	0	0	0	0	62	1122	28	2	1	181
Mountrail	0	0	0	0	0	0	6	92	1	0	0	19
Nelson	0	0	0	0	0	0	6	63	3	1	0	9
Oliver	0	0	0	0	0	0	1	18	0	0	0	2
Pembina	0	0	0	0	0	0	12	302	2	0	1	31
Pierce	0	0	0	0	0	0	7	146	6	1	1	15
Ramsey	3	90	0	0	0	10	40	849	27	13	4	89
Ransom	0	0	0	0	0	0	9	138	8	0	0	19
Renville	0	0	0	0	0	0	3	37	0	0	0	5
Richland	2	65	0	0	0	0	47	683	19	2	1	86
Rolette	0	0	0	0	0	0	21	207	3	1	1	22
Sargent	0	0	0	0	0	0	10	129	5	1	0	9
Sheridan	0	0	0	0	0	0	2	30	0	0	0	2
Sioux	0	0	0	0	0	0	1	13	0	0	0	1
Slope	0	0	0	0	0	0	0	0	0	0	0	0
Stark	0	0	0	0	0	0	71	866	34	13	5	89
Steele	0	0	0	0	0	0	0	0	0	0	0	0
Stutsman	4	75	0	0	0	9	51	848	25	2	2	103
Towner	1	40	0	0	0	4	4	86	1	1	0	12
Traill	2	55	0	0	0	12	15	326	2	1	0	56
Walsh	0	0	0	0	0	0	20	354	5	4	1	40
Ward	3	158	2	0	0	10	121	2600	46	14	9	432
Wells	0	0	0	0	0	0	9	158	2	2	2	18
Williams	0	0	0	0	0	0	34	429	9	3	1	53

Potential Demand for Child Care

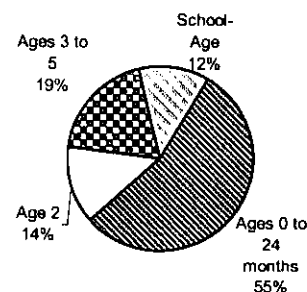
County	Children Ages 0 to 5 ¹	Children Ages 6 to 12 ¹	% of Women with Children Ages 0 to 6 in Labor Force ¹	% Women with Children Ages 6 to 17 in Labor Force ¹	Children Ages 0 to 5 potentially needing child care	Children Ages 6 to 12 potentially needing child care	Capacity of licensed child care ²	Extent licensed care meets potential demand
North Dakota	43,340	52,199	76.1%	84.9%	32,806	44,282	30,197	39%
Adams	99	182	84.3%	86.4%	83	157	113	47%
Barnes	628	798	77.1%	86.7%	484	692	373	32%
Benson	798	821	67.5%	72.3%	539	594	162	14%
Billings	46	52	69.0%	81.6%	32	42	-	0%
Bottineau	320	473	79.6%	86.7%	255	410	174	26%
Bowman	159	232	92.3%	92.6%	147	215	71	20%
Burke	99	138	83.0%	92.0%	82	127	36	17%
Burleigh	4,810	5,899	79.5%	86.9%	3,824	5,126	4,321	48%
Cass	9,782	10,205	77.0%	86.2%	7,536	8,801	9,294	57%
Cavalier	204	301	70.8%	87.9%	144	264	116	28%
Dickey	396	442	77.2%	92.1%	306	407	286	40%
Divide	89	137	76.5%	91.0%	68	125	63	33%
Dunn	181	299	66.2%	87.0%	120	260	18	5%
Eddy	143	195	69.5%	83.7%	99	163	80	30%
Emmons	198	342	82.2%	88.0%	163	301	107	23%
Foster	218	297	87.2%	82.3%	190	244	109	25%
Golden Valley	90	161	71.8%	85.7%	65	138	61	30%
Grand Forks	4,598	4,958	71.3%	83.6%	3,277	4,146	4,343	59%
Grant	104	183	78.7%	83.2%	82	152	25	11%
Griggs	111	175	75.7%	95.9%	84	168	95	38%
Hettinger	102	176	67.3%	80.0%	69	141	66	32%
Kidder	136	173	77.1%	80.6%	105	139	48	20%
Lamoure	239	310	70.3%	84.2%	168	261	112	26%
Logan	108	156	83.5%	81.2%	90	127	60	28%
McHenry	304	410	73.0%	81.7%	222	335	169	30%
McIntosh	125	183	89.0%	87.8%	111	161	75	28%
McKenzie	337	546	67.9%	80.4%	229	439	29	4%
McLean	415	650	70.3%	76.6%	292	498	132	17%
Mercer	429	703	67.8%	80.3%	291	565	163	19%
Morton	1,694	2,289	83.6%	82.6%	1,416	1,891	1,122	34%
Mountrail	507	602	73.2%	76.3%	371	459	92	11%
Nelson	146	202	77.3%	86.8%	113	175	63	22%
Oliver	87	144	72.7%	82.8%	63	119	18	10%
Pembina	428	582	72.3%	84.7%	309	493	302	38%
Pierce	236	351	78.5%	89.4%	185	314	146	29%
Ramsey	795	937	86.2%	84.6%	685	792	849	57%
Ransom	363	820	71.4%	85.9%	259	705	138	14%
Renville	141	174	86.2%	86.6%	122	151	37	14%
Richland	1,140	1,412	80.8%	85.8%	921	1,211	683	32%
Rolette	1,565	1,555	61.6%	81.5%	965	1,267	207	9%
Sargent	249	364	81.5%	81.1%	203	295	129	26%
Sheridan	55	97	57.7%	65.8%	32	64	30	31%
Sioux	511	555	67.8%	73.7%	346	409	13	2%
Slope	53	53	81.3%	60.7%	43	32	0	0%
Stark	1,369	1,847	81.2%	84.6%	1,112	1,563	866	32%
Steele	84	171	75.9%	89.0%	64	152	0	0%
Stutsman	1,189	1,507	81.2%	89.7%	965	1,352	848	37%
Towner	114	172	81.6%	89.0%	93	153	86	35%
Traill	484	663	75.9%	83.5%	367	553	326	35%
Walsh	740	920	79.7%	86.6%	590	797	354	26%
Ward	4,706	5,259	71.0%	84.3%	3,341	4,433	2,600	33%
Wells	211	309	80.9%	86.2%	171	266	158	36%
Williams	1,205	1,617	75.7%	88.8%	912	1,436	429	18%

Children Ages 0 to 5 (2006 Kids Count)	47,101
Children Ages 6 to 12 (2006 Kids Count)	54,705
% of Women with Children Ages 0 to 6 in Labor Force	76.1%
% of Women with Children Ages 6 to 17 in Labor Force	84.9%
Children Ages 0 to 5 potentially needing child care	35,844
Children Ages 6 to 12 potentially needing child care	46,445
Capacity of licensed child care	30,502



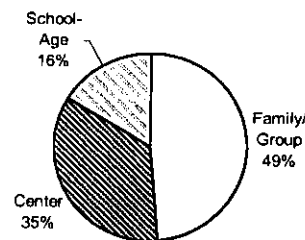
Referral Requests (July, 2007 to June, 2008)

Total Children needing care (requested through CCR&R)	9,117
Ages 0 to 24 months	5,007
Age 2	1,249
Ages 3 to 5	1,736
School-Age (includes kindergarten)	1,125
Total children needing care before 7:00 a.m.	2,116
Total children needing care beyond 6:00 p.m.	785
Total children needing care Saturdays or Sundays	520



Licensed Child Care Program Type and Capacity

	<u>Fam/Grp</u>	<u>Center</u>	<u>School-Age*</u>	<u>Total</u>
Number of Programs	1,236	128	55	1,419
Licensed Capacity	14,792	10,710	5,000	30,502
Open before 7:00 a.m.	390	75	28	493
Open beyond 6:00 p.m.	88	12	-	100
Open on weekends	39	5	-	44
Size of Workforce	1,721	2,004	414	4,139



* School-age care numbers reflect only programs licensed as before and after school programs. School-age children are also enrolled in family/group programs and child care centers.

Annual Cost for Licensed Child Care

<u>Family/Group</u>	<u>Highest</u>		<u>Center</u>	<u>Highest</u>	
	<u>Average</u>	<u>Reported Rate</u>		<u>Average</u>	<u>Reported Rate</u>
Ages 0 to 11 months	\$ 5,652.00	\$ 9,360.00	Ages 0 to 11 months	\$6,849.00	\$9,945.00
12 to 24 months	\$ 5,618.00	\$ 9,360.00	12 to 24 months	\$6,809.00	\$9,945.00
Age 2	\$ 5,404.00	\$ 9,360.00	Age 2	\$6,366.00	\$9,594.00
Ages 3 to 5	\$ 5,331.00	\$ 9,360.00	Ages 3 to 5	\$5,966.00	\$9,594.00
School-Age (full-time)	\$ 5,137.00	\$ 9,360.00	School-Age (full-time)	\$5,289.00	\$9,945.00

E. Median Income of Families with Children Ages 0-17, 2005

\$59,926.00

ND CCR&R Services

★ For Parents

- Helpful consultation on searching for child care and evaluating care options
- Customized lists of child care programs that match a family's needs
- Web-based search for child care 24/7 at www.ndchildcare.org
- Links to programs offering financial assistance to pay for child care

★ For Child Care Professionals

- Meaningful training opportunities including workshops, conferences and courses for caregivers, teachers and administrators
- On-line training options
- Resource materials and lending library of teaching resource books and videos on working with children and families
- Technical assistance on resolving child-related or family-related child care issues

★ For Child Care Programs

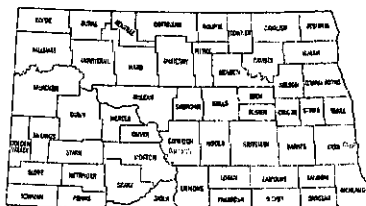
- Technical assistance on starting and operating a licensed child care program
- Assistance in filling vacancies
- Assessment-based quality improvement programs
- Advice from trained child care health consultants

★ For Communities and Employers

- Current data on child care supply and demand
- Child care recruitment and retention strategies
- Consultation on employer child care benefits



Western ND Contact
 888-223-1510
 701-530-2501
lreinicke@lssnd.org



Eastern ND Contact
 800-452-3646 X7025
 218-299-7025
lindal@lakesandprairies.net



Attachment 6

HB 1418

*Same
given to
Senate
Human Services
and
Senate
Approps*

Testimony of Bill Shalhoob
Economic Development Association of North Dakota
HB 1418
January 28 2009

Madam Chairman and members of the committee, my name is Bill Shalhoob. I am representing the Economic Development Association of North Dakota (EDND).

EDND is the voice of the state's economic development community and provides networking for its 80 members, which include development organizations, communities, businesses and state agencies. Our mission is to increase economic opportunities for residents of the state by supporting primary sector growth, professionalism among economic development practitioners and cooperation among development organizations. With economic growth, however, comes an increasing need to provide child care for the workforce in communities of all sizes across North Dakota. By providing child care we create opportunities for working families to realize their full potential and at the same time increase our state's productivity and workforce. Therefore, we are asking you to support HB 1418.

The Governor took the first step in addressing the problem through the introduction of SB 2225, a matching grant program that will start to solve infrastructure issues. Some members of EDND are here to provide testimony about the programming needs identified in HB 1418.

The problem will persist until a program is developed that goes to the roots of the problem, providing adequate child care for working parents in North Dakota.

EDND believes HB 1418 will aid development in North Dakota and start to address a persistent development need in our state. We urge a do pass.

Attachment 7
HB 1418

Good Morning Rep Kelsch and members of the Education Committee,

My name is Shannon Lang. I'm here this morning to ask for your support of House Bill 1418. I work as a child care director at the YMCA in Fargo for the last 12 years. I supervise over 20 full time and part time staff and have contact with over 100 families. I am currently President of Fargo child care directors' organization, called Area Preschool Advocates. I am here today to represent this group, which has a membership of twenty seven child care directors.

In the past 2 years I have had a turnover of 60% of my staff each year. In 2007, I had 3 out of 4 lead teachers leave after having children because they could not afford to work in child care and also have a child in childcare. They were able to stay home and do family childcare for the same income level. In the fall of 2008, I again had 3 out of 4 lead teachers leave because they had the opportunity to take paraprofessional jobs in the school districts and make more working part time then they could working full time in the Early Childhood field. At the YMCA we pay our full time staff an average hourly wage of \$9.70 plus we offer health, dental, vision insurance, paid time off and we put money aside for staff retirement. The average hourly wage for childcare in the state of ND in 2008 according to Job Service of ND's wages for ND was \$8.64. We offer much more than other childcares in the state can offer and we still have a high turnover of staff.

Our staff are citizens of ND who have chosen to stay in our state and work with the future of ND. But their choice is being taken away with needing to make more money in other fields to pay their finances. Many of my colleagues in Fargo and through out the state are also struggling with finding and hiring employees at low wages.

Turnover is the key contributor to the lack of quality in care. The turnover in staff is extremely difficult on the children and families. The relationships children form with their teachers is core to social and emotional development. High turnover and untrained staff members reduce the quality of care that we can offer and puts a strain on the children, families and other staff members.

Recruiting staff is a costly and painstakingly difficult, with an average of 4-6 weeks to fill a position. We do not and can not hire just anyone. We look for education and experience. There have been months that have gone by that we have not had an application or when there is an applicant who will be willing to work for \$9.70 an hour when they can start as a cashier at a retail store or a fast food restaurant and make \$10 an hour. The average hourly wage through out the state of ND is \$15.90. There is a very low profit in childcare due to our high expenses for staff required by staff to child ratios. We must maintain appropriate staff-child ratios to maintain quality care and most importantly, for the safety of our children.

House Bill 1418 will provide incentives to the child care workforce. By offering financial incentives to staff as they meet qualifications, the workforce will stabilize. The current staff will be provided trainings that will improve the education of the workforce and build the education level. The staff will be able to afford the training with the assistance of this funding. As the staff becomes educated, they will then move through the Professional Development Levels to qualify for additional stipends. These stipends will be associated with the level of education they receive. The possibility of loan forgiveness for people working in this field will help recruit staff with college degrees.

The passage of this bill will not only improve the training and education level of the caregivers of young children. This bill will help to educate parents on their options for child care, using a voluntary rating system of quality. Other components of the bill will directly effect the funding to the child care programs if they strive to meet quality standards.

We, the Area Preschool Advocates, encourage you to pass this bill with a recommendation of do pass.

Thank you for your time and attention, I would be happy to answer any questions you may have at this time.

Shannon Lang
1125 Oak Street North
Fargo, ND

IN SUPPORT OF HB 1418

I am a retired kindergarten teacher who saw the importance of how children are cared for prior to entering school. Children who came from homes or child care facilities that stimulated and nurtured them, did well. But, some arrived with little experience to help them in the world. Their language was delayed, and they had trouble expressing themselves. It was difficult for them to focus, and they were behind in basic skills. Some parents were unaware of what needs children have, and some were so stressed by life circumstances that they were unable to concentrate on parenting. I also saw parents who were unable to find adequate daycare, due to poverty, or because they worked unusual shifts. They were grateful to anyone who would keep an eye on their children while they worked, and didn't seem to realize that "a warm body" doesn't necessarily provide nurturing and stimulation.

I now work as a lay guardian ad litem, representing children in Juvenile Court in neglect and deprivation cases. I have seen children removed from a home in which there was severe deprivation. These children were behind in their growth and development, only to begin to blossom after a few months of nurturing and play experiences in a loving foster home. But, it takes years to overcome the all of the effects of deprivation. Children in elementary and high school sometimes lag, because they never got a "head start" years earlier.

We can't wait for children to get to school before they have the environment they need to grow and prosper. Day care is an economic necessity for many families today. The future of our society depends on good child care for our children. This bill would provide a way for quality childcare to become feasible for many children, because it would provide training and technical assistance for workers who often can't afford this improvement on their own. It would provide financial incentives and opportunities for providers to give their clients a good start in life. It would provide supports for new child care facilities. Parents want this, and we all should be supporting young families. We know what constitutes good child care, and there is research that supports it. Many other countries already have quality care for children. We need to make it happen in North Dakota.

Janet Merrill,
1110 West Highland Acres Road, Bismarck, ND 58501 (701)258-8495

House Bill 1418 Testimony
January 28, 2009

It was with deep appreciation and more than a slight bit of relief when years ago I witnessed the great state of North Dakota fund public Kindergartens. This important act of courage and understanding by the legislators at that time, brought the entire state to an awareness of the importance of quality early childhood education.

As a Kindergarten teacher and later on a Head Start teacher, it was always with excitement when I stepped into these classrooms. I found those whirling little bodies of enthusiasm always open to the next book, or the next play dough experience or those blocks calling to be assembled into creative houses, bridges or corrals. In parent teacher conversations, we shared experiences, questions and thanks to my continuing University course work and active memberships in the Associations for the Education of Young Children, I was able to share the best practices on the ever emerging research in early childhood education.

Through the years, I watched these young children grow and have children of their own. Needless to say, they were able to pass on their experiences in these quality programs to their own children.

I have had a stroke of good fortune to be able to continue my fascination with young children in my present position as Contracted Early Childhood Program Assessor for Lutheran Social Services and Child Care Resource and Referral. I am more than ever aware of the importance of quality programs.

When I heard about HB 1418, I smiled and sighed with relief. It addresses the concerns that I have about quality programs for our young children and their families. I smiled because I remember those past legislators who gave attention and support to funding public Kindergartens. I sighed with relief because I see another opportunity for present legislators to extend further quality early childhood education with HB 1418. Thank you.

Carol Quill
3081 Hwy. 1806
Mandan, ND 58554
701-663-2110

January 27, 2009

HB 1418

To House Education Chairperson Rae Ann Kelsch and Committee Members,

I am currently a kindergarten teacher in the Bismarck Public School System. I have been teaching kindergarten for 20 years in the great state of North Dakota. Early childhood is my passion and I love working with and seeing five and six year-olds develop a love for learning.


Investing in good early childhood programs makes sense for our state. These programs include; nurturing/caring environments, a loving atmosphere, rich language experiences, and positively modeled play. Beginning with infants and moving to toddlers, careful and gentle touch and guidance, along with verbal exchanges help children learn communication skills. Language modeling and exchange is vital in the development of a child. Well-educated staff should be trained in all areas of a child's development; including social, emotional and cognitive areas.

Quality early childhood settings must of course, meet the basic needs of each child. These would include good nutrition, a safe environment, and a quiet/sleep area. They should also offer the child experiences that let them explore, imagine, and create. Providing structure within that setting that lovingly sets limits will let each child know the expectations and give them security.

I see children that have been lovingly cared for at home or in a child-care setting come to my kindergarten classroom. They have been exposed to books, language, and experiences that help them adjust to a larger setting with high expectations for learning. They come in with the background knowledge to succeed in a classroom. I also see

children that come to my classroom with almost no experiences outside the home, little access to books, and little guidance in social and academic expectations. These latter students are already way behind many of the others that are ready to focus and learn.

Research has shown that early intervention can have a tremendous impact on learning. I fully believe that statement and support efforts to increase funding for quality early childhood programs throughout North Dakota (infants-2nd grade).

A handwritten signature in cursive script, reading "Deb Ahmann".

Deb Ahmann,

Kindergarten Teacher

Moses Elementary

Bismarck, ND

Attachment 9
HB 1418

Madam Chair, and members of the committee, my name is Todd Hamilton. My wife and I live here in Bismarck. I am in favor of this bill because it addresses two of my three main concerns as a parent and participant in our local childcare system.

My wife and I have two children in daycare. As parents, we all want the best for our children. Unfortunately, the state of our current childcare system does not provide that peace of mind.

Selecting a quality childcare provider is probably one of the toughest decisions facing a new parent. In our case, my wife and I continually struggled over this overwhelming decision. The development of a quality rating system for licensed early childhood facilities would be an invaluable resource to parents looking for a quality childcare facility for their children. This bill provides such a system. The bill would also provide assistance, support and incentives to facilities participating in the program. At our childcare facility, the only source of income to the center is the parents. In order to maintain quality care for all children, assistance needs to be available for ours, and all quality providers.

One of the biggest problems I see in our daycare, is the large turnover in daycare providers. It is disheartening to see your child bond with a provider, then learn that they have suddenly decided to move on. This bill provides opportunities and support for those who truly want to follow the path of early childhood development. As a business or organization, I think it would be wonderful to be able to hire from a pool of workers who really want to follow a career path in child development. This bill addresses that very problem.

I believe this bill would have a direct, positive impact on parents, organizations and businesses providing child care, or wanting to provide child care, and persons wanting to choose a career path in child care. My only concern is for our current childcare providers. I mentioned before, it was disheartening to see a good child care provider move on. It is even more disheartening when this person is an accredited provider, or has a college degree and truly loves their job. But due to the lack of pay, they must seek a higher paying job elsewhere, even though this is not their desire.

My belief is that the many positive aspects of this bill **will** give our childcare providers the incentives and support to increase the wages of those quality employees who demonstrate their abilities and are committed to their profession.

In conclusion, I believe the health and welfare of our children is one of the biggest concerns facing our nation. I leave you with this quote from the National Scientific Council Center on the Developing Child at Harvard University. "Today's children will become tomorrow's citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk." I believe this is a wise investment in our children's future. I ask for your consideration and passage of this bill. Madame Chair.

*Sent to
Govt
Human Services*

HB 1418

House Education Committee

January 28, 2009

*Attachment 10
HB 1418*

Chairman Kelsch and members of the House Education Committee, I am Paul Ronningen, Executive Director of the National Association of Social Workers (NASW) North Dakota Chapter and also the State Coordinator for the Children's Defense Fund (CDF). Thank you for the opportunity to provide testimony **in support of HB 1418** for both NASW and the Children's Defense Fund.

As background, I recently retired from the Department of Human Services where I served as the Director of Children and Family Services. This Division oversees the licensing of child care and contracts with Child Care Resource and Referral for training of child care providers and locating child care for parents.

Over the past several years, the need for child care has been accentuated by the closure of child care facilities and the inability of parents to locate quality child care in their area. Without child care, parents are unable to work or are forced into a patchwork of informal care. This inconsistency in care is difficult for the children and hard on parents. North Dakota depends on these parents to participate in the work force. For instance, seventy six (76%) of mothers with children six and under are employed. This rate of employment climbs to 85% for mothers with children from six to 17 years of age. These employment rates for mothers are one of the highest in the nation.

HB 1418 will enable the Department to assist providers with additional training, along with support and start up grants for new providers. In addition, this bill will enable the Department to establish a voluntary rating system for child care. This type of assistance is desperately needed to provide quality child care for North Dakota's working families!

The Children's Defense Fund and NASW are therefore pleased to **support HB 1418**. It provides additional tools to the Department, to solve our current child care crisis.

Attachment
11

Good Morning Rep. Kelsch and members of the Education Committee,

It is with great pleasure that I have the opportunity to speak with you about House Bill 1418. My name is Lorrie Thoemke; I am the Chief Operating Officer of the YMCA of Cass and Clay Counties in Fargo. I am representing the YMCA's of North Dakota. The YMCA is the largest provider of child care in the state of North Dakota. We operate over twenty three child care facilities.

House Bill 1418 will provide direct support to child care programs to help them with a base to afford to maintain our programs. The margin of profit and loss in child care is very narrow. Seventy percent of the expenditure for child care programs is staffing costs. The nature of the child care business causes a small margin of error. Families that can't pay their bill, a family that loses their job or a sudden change in needs, are all reasons for the fluctuating enrollment of the program. These changes cause difficult cash flow problems for programs.

House Bill 1418 will provide financial support to child care programs that meet higher quality standards. The child care industry has such standards in place. Accreditation, meeting standards above those set by the state of ND licensing regulations, would be the highest level of quality recognized in the bill. This voluntary system of improvement would allow programs to work towards accreditation, while still providing some funding to make program improvements.

The bill will give higher quality programs a higher reimbursement from the child care assistance payments, which will help parents who choose higher quality programs and the cost will be met by the assistance payments.

The bill will provide the necessary technical assistance and support to individuals wanting to expand existing capacity or build new child care programs. This bill provides for the necessary funding for opening new child care programs in addition to helping existing ones continue offering quality programming.

This legislation tackles an issue that is complex. The state needs to have child care for their workers. The workers want quality care. The profession needs financial support to stay in operation. We feel that the state needs to provide the support that meets all the needs for the profession, keeping in mind needs of families and businesses. This bill will provide state funding to programs that meet high quality standards. The tax payer dollars will only be going to the programs that are dedicated to the field of early childhood education.

I encourage you to pass House Bill with a do pass to change the way that our state support the child care industry.

Lorrie Thoemke
YMCA of Cass and Clay Counties
400 1st Avenue South
Fargo, ND

Attachment 12

Little Hands, Loving Hearts Child Development Center, Inc.
 3705 11th St. S.W. Minot, N.D. 58701
 P.O. Box 194 Minot, N.D. 58702
 (701) 852-5454 hlh@sr.com

"Reflecting the light of God's love by embracing children and their families
 and encouraging growth in mind, body, and spirit."

Feb. 2, 2009

Dear Honorable Representatives and Education Committee Members,

As board members of Little Hands, Loving Hearts Child Development Center, Inc., and citizen of North Dakota, we are very concerned about the lack of availability and quality of child care in Minot and the surrounding region!

We have been working for nearly three years to open a Christian-based, educational child care center and have overcome many obstacles as we near our goal. We look forward to making a real difference concerning the crisis in our area. The full passage of House Bill # 1418 would greatly enhance our chances of success in serving the hard-working young families in our area!

The need is great as exemplified by our current waiting list of nearly 200 children. We will be licensed for 49 children ages 0-5 yrs. Parents are desperate for care and shouldn't have to settle for less than "best practices" care due to unavailability. We intend to strive for the highest ratings that Bill #1418 will initiate, but we would definitely require financial assistance to accomplish our goals. State funds for continuing education, higher salaries, and start-up and operation capital would be a powerful first step in prioritizing our littlest citizens!

We urge you to fully fund and pass House Bill #1418! We thank you for the investment you'll be making in our most precious resource, our children, and the future of North Dakota!

Respectfully,

Trustin Hall 1215 25th Place Minot, ND 58703

Jill Bede 707 6th Ave NE Minot, ND 58703

Margie Marshall 1601 128th St SW Burlington ND 58722

Ronda Renswold 1304 33rd Ave SW Minot, ND 58701

Paulette Vetter 4121 Cty Rd 19 S Minot ND 58701

Patti DeLox 912 15th Ave SE Minot ND 58701

Kim Martin 709 25th Ave NW Minot, ND 58703

Funding for Child Care

Stimulus Child Care Development Block Grants	\$3,644,000
Capacity money in Governor's Budget-Commerce	3,500,000 (currently\$2,000,000)
Remaining dollars in DHS	500,000
Total	\$7,644,000

Other money for visiting nurses in Title V

Authority to accept additional funds that maybe come available

HB 1418 Testimony
Senate Human Services Committee
Monday, March 9, 2009

Good Morning Chairman Lee and Members of the Committee.

My name is Linda Reinicke. I am the Child Care Resource & Referral Program Director in western ND and employed by Lutheran Social Services of North Dakota. Child Care Resource & Referral (CCR&R) was established by the Legislature in 1992 to help parents find child care and provide training and program support to the child care industry. The Department of Human Services (DHS) currently funds two non-profit agencies to deliver CCR&R services—Lakes & Prairies Community Action Partnership (eastern ND) and Lutheran Social Services of ND (western ND).

I am here at the request of Representative Hawken to explain the components of HB 1418 and, in general terms, its implementation. But, first, to give the bill a context, a bit of information on the child care industry.

Parents select from two major types of care arrangements: 1) care provided by regulated facilities or 2) care provided by friends or family members. If individuals care for six or more children, including their own under 12 years, they are required by state law to be licensed. Licensed providers receive annual inspections and must comply with minimum health and safety regulations. My comments and the data address regulated care.

Types of regulated child care

<u>Family providers*</u>	no more than 7 children	401 family providers in ND
<u>Group providers*</u>	no more than 18 children	825 group providers in ND
<u>Centers</u>	19 or more children	133 centers

*Primarily residential-based

A total of 1,482 programs have the capacity to care for 31,000 children.

Child care supply and demand data

North Dakota's current supply of child care does not adequately meet the potential demand. *See Attachment A for county-specific supply and demand data.*

In addition to building an adequate supply of child care, the state struggles to retain programs. *See Attachment B for child care retention data.*

Cass County started 2008 with 378 programs and ended the year with 374, a net loss of four programs. That doesn't seem so out of line—only a 1% loss. But, if we drill deeper into the numbers, 46 programs (12%) closed in Fargo in 12 months, and 935 children lost their child care arrangements.

Burleigh County started 2008 with 208 programs and ended the year with 197 programs, a net loss of 11 (5%) programs. Throughout the year, 35 (17%) programs closed impacting 406 children.

Emmons County started 2008 with 10 programs and ended the year with 8. Two programs closed, none was added and 25 children had to be relocated. Emmons lost 20% of their programs and 20% of licensing capacity.

Some counties fared better, some worse. In 2008:

- 3 counties had 100% turnover (Ransom, Sioux, and Steel)
- 1 county had 50% turnover (Kidder)
- 10 counties had 20-33% turnover
- 19 counties had 8-14% turnover
- 20 counties did not have any turnover

Two things account for much of the turnover--lack of training and resources.

- Lack of training. Providers, at all licensing levels, start without any pre-service training and don't have support (mentors) to help with all the many aspects of running a child care business (best business practices, environment,

activities, parent relationships). Child care programs need to gear up quickly to meet the needs of children. Programs operated by providers who do not have the training, skills and expertise to immediately accommodate children's needs lose quality and fail to provide the level of care parents expect

- Lack of resources. Providers have limited financial resources to establish child care facilities, purchase necessary equipment, pay adequate salaries. To provide child care, one does not need the Cadillac of equipment or facilities. Most providers, however, limp along with not enough equipment and resources and, what they may have is woefully inadequate. Tight budgets seldom allow for major investments. As an example, many programs struggle with plumbing that is appropriate for large groups of children. This is a picture of a sink used to diaper, wash hands, and prepare infant formula for 30 infants and toddlers.



Impact of provider turnover on program quality

The turnover data tells the story of an unstable industry which, ultimately, impacts program quality. CCR&R's limited work with infant-toddler centers tells the story about program quality. Initial program assessments of 113 infant-toddler classrooms show:

6% rated good (7 programs caring for 79 infants/toddlers)

- Health and safety needs fully met
- Close adult-child relationships
- Children are learning and engaged

76% rated mediocre (84 programs caring for 1,003 infants/toddlers)

- Basic health and safety needs met
- Some warmth and support observed
- Few learning experiences

18% rated poor (20 programs caring for 238 infants/toddlers)

- Health and safety needs not met
- No adult warmth or support observed
- Learning not encouraged

After intensive training, an investment of \$1,000, and consultation with the infant-toddler classroom caregivers for six months, a second program assessment showed an average increase of 15% in program quality.

House Bill 1418 has been designed to address the industry's instability and lack of quality through provider recruitment, training and retention. The delivery system has been modeled after a successful child care recruitment project implemented by the military in 15 civilian communities throughout the nation to meet the child care needs of soldiers being deployed to Afghanistan and Iraq.

The key to the military's success has been the resources to establish and maintain programs, intensive training, on-site technical assistance and mentoring. HB 1418 replicates these same types of supports for new child care programs, both home-based and center programs: no-cost, accessible training; on-site technical assistance; and start-up grants for materials and furnishings.

HB 1418 will fund three components designed to grow and stabilize the child care industry:

1. Expansion of the child care training system
2. Quality improvement projects
3. Capacity building grants

1. Workforce training

HB 1418 will expand the availability of training to 3,000 providers by:

- Expanding on-line and face-to-face training. Some of this work has already begun. Last legislative session, you funded CCR&R to:
 - Develop learning pathways (*see Attachment C*)
 - Put on-line technology and software in place
 - Develop 10 hours of on-line child care orientation training.

CCR&R completed the above. HB 1418 will build on this work by increasing options for on-demand training. Coursework will be developed and/or purchased as identified in the learning pathways document

- Establishing a training and trainer approval committee. All coursework will be reviewed and approved by an objective committee of higher education early childhood instructors. This will be the quality control aspect of the system and will hold trainers and training to high standards setting the stage for child care coursework to articulate into two- and four-year degrees. CCR&R has been working with the Higher Education Early Childhood Consortium to begin this process
- Establishing an early childhood registry that holds the provider's training information and serves as a clearing house for all approved early childhood training. The registry will enable each early childhood professional to search for all available training courses, check their training record, and track their progress on the learning pathways

2. Provider recruitment and retention projects

HB 1418 will implement a recruitment, training and retention projects for family/ group providers and centers. Examples follow:

Family Child Care Example

Maria wants to start child care in her home in a rural North Dakota town. Maria has two children of her own, has no specific training, has never run a business, and needs cribs, high chairs, a double stroller, books and games to get going. If she participated in the Family Child Care Quality Improvement Project, she would:

- Receive a start-up grant of \$2,500 to install a fence, buy equipment, and purchase some business software
- Agree to complying with the following
 - Monthly visits for one year by an early childhood specialist who will help her implement a daily schedule, age-appropriate activities and assist her with organizing her space for young children. Visits from a child care nurse consultant to help her establish sanitation procedures to reduce the spread of illness and assure safety in the child care setting.
 - Completion of 120 hours of core training and/or becoming accredited
 - Completion, approval, and monitoring of a business plan
 - Maintaining a high program assessment score
- Upon successfully completing these requirements, she will receive a retention grant of up to \$2,500 – Maria will use this money to put in an egress window in her basement so she can use that space for a separate child care area. This will allow her to increase her capacity from 7 to 12 children. (Any program that does not maintain these requirements will be expected to return all resources purchased with grant dollars.)

<u>Family Child Care Project Value</u>	
Recruitment grants	\$2,500
Training requirement	\$1,400
Program accreditation	\$ 500
Program upgrades (after one year)	\$2,500

Recruitment grants	\$2,500
Training requirement	\$1,400
Program accreditation	\$ 500
Program upgrades (after one year)	\$2,500

Child Care Center Example

ABC Center in an urban area has been in business for three years. It is licensed for 80 children and they have an enrollment of about 70 children. ABC Center struggles to recruit staff who can work full time and who have the skills and temperament to work with young children on a daily basis. At the end of the month, they rarely have the funds to buy the supplies needed in each of the classrooms. Parents are beginning to complain about the center's shabbiness and the director/owner is frustrated with the lack of profit. Through the Center Quality Improvement Project, this program would be eligible for:

- Receive a start-up grant of \$10,000. ABC Center will use this money for carpet replacement, furnish classrooms with cribs and high chairs, child size tables and chairs, art supplies, books, games, puppets, and will make general repairs to the facility
- Agree to complying with the following
 - Monthly visits for one year by an early childhood specialist who will help the center prioritize areas for improvement and will develop an action plan to address critical issues. Visits from a child care nurse consultant to help the center care for children with special needs, and to establish and enforce illness policies.
 - Completion of 120 hours of core training for four staff and/or becoming accredited
 - Specialized assistance from a business consultant to complete and implement a business plan to maximize revenue and find cost savings
 - Achieving a high program assessment score
- Upon successfully completing these requirements, the center is eligible for a grant up to \$30,000, based on licensed capacity – ABC Center will use this money to install an outdoor play area and make a down payment on a van to transport school-age children.
- Any program that does not maintain these requirements will be expected to return all resources purchased with grant dollars.

Child Care Centers Project Value

Recruitment grants	\$10,000
Training requirement	\$ 5,600
Program accreditation	\$ 5,000
Program upgrades (after one year)	\$30,000

3. Capacity building

The final component will fund program (large group and center) start-up or expansion. CCR&R Child Care Business Center will work with communities and prospective child care businesses owners to identify child care challenges (conducting community child care assessments) and develop business plans. Grants up to \$50,000 will be available to those submitting a viable business plan and serving an area with an identified need. Funding applications will be reviewed by local business experts and recipients must agree to monthly consultation visits, attending training, and maintain high program assessment scores.

House Bill 1418 outcomes:

- Train current (3,000) and future early childhood workers.
- Stabilize existing programs and increase program quality
- Assist new programs to start and stay in the business

House Bill 1418 budget, *Attachment D*, has been prepared at three different funding levels—higher funding levels will serve more programs.

I appreciate the opportunity to present this information. I will stand for any questions.

Linda Reinicke

CCR&R Program Director

lreinicke@lssnd.org

530-2501 (office) 226-2510 (cell)

North Dakota Child Care Retention and Stability 2008

Programs							Spaces						
County	Start of 2008	Gained in 2008	Lost in 2008	End of 2008	Net Gain/Loss	Program Turnover	County	Start of 2008	Gained in 2008	Lost in 2008	End of 2008	Net Gain/Loss	Space Turnover
Adams	9	1	1	9	0	11%	Adams	154	7	18	143	(11)	12%
Barnes	16	3	4	15	-1	25%	Barnes	374	130	146	358	(16)	39%
Benson	7	-	1	6	-1	14%	Benson	85	-	7	78	-	8%
Billings	-	-	-	-	0	0%	Billings	-	-	-	-	-	0%
Bottineau	16	3	4	15	-1	25%	Bottineau	191	40	36	195	4	19%
Bowman	4	1	-	5	1	0%	Bowman	70	7	-	77	7	0%
Burke	3	-	-	3	0	0%	Burke	37	-	-	37	-	0%
Burleigh	208	24	35	197	-11	17%	Burleigh	4,551	212	406	4,357	(194)	9%
Cass	378	42	46	374	-4	12%	Cass	10,003	584	935	9,652	(351)	9%
Cavalier	7	-	1	6	-1	14%	Cavalier	128	-	12	116	(12)	9%
Dickey	18	2	4	16	-2	22%	Dickey	191	67	61	197	6	32%
Divide	2	-	-	2	0	0%	Divide	63	-	-	63	-	0%
Dunn	1	1	-	2	1	0%	Dunn	18	13	-	31	13	0%
Eddy	8	1	1	8	0	13%	Eddy	114	18	14	118	4	12%
Emmons	10	-	2	8	-2	20%	Emmons	119	-	25	94	(25)	21%
Foster	6	3	2	7	1	33%	Foster	77	54	68	63	(14)	88%
Golden Vall	4	-	-	4	0	0%	Golden Vall	61	-	-	61	-	0%
Grand Forks	148	16	17	147	-1	11%	Grand Forks	4,089	212	172	4,129	40	4%
Grant	2	-	-	2	0	0%	Grant	25	-	-	25	-	0%
Griggs	5	-	-	5	0	0%	Griggs	88	-	-	88	-	0%
Hettinger	4	-	-	4	0	0%	Hettinger	66	-	-	66	-	0%
Kidder	2	2	1	3	1	50%	Kidder	36	30	18	48	12	50%
LaMoure	9	2	1	10	1	11%	LaMoure	142	24	10	156	14	7%
Logan	4	-	-	4	0	0%	Logan	65	-	-	65	-	0%
McHenry	10	2	1	11	1	10%	McHenry	155	25	12	168	13	8%
McIntosh	6	1	-	7	1	0%	McIntosh	75	18	-	93	18	0%
McKenzie	4	-	-	4	0	0%	McKenzie	92	-	-	92	-	0%
McLean	13	1	2	12	-1	15%	McLean	146	18	24	140	(6)	16%
Mercer	12	-	-	12	0	0%	Mercer	189	-	-	189	-	0%
Morton	63	5	12	56	-7	19%	Morton	1,077	40	152	965	(112)	14%
Mountrail	9	3	1	11	2	11%	Mountrail	138	48	18	168	30	13%
Nelson	7	-	-	7	0	0%	Nelson	85	-	-	85	-	0%
Oliver	2	-	-	2	0	0%	Oliver	35	-	-	35	-	0%

Programs							Spaces						
County	Start of 2008	Gained in 2008	Lost in 2008	End of 2008	Net Gain/Loss	Program Turnover	County	Start of 2008	Gained in 2008	Lost in 2008	End of 2008	Net Gain/Loss	Space Turnover
Pembina	14	-	2	12	-2	14%	Pembina	296	-	25	271	(25)	8%
Pierce	7	1	2	6	-1	29%	Pierce	133	18	21	130	(3)	16%
Ramsey	39	6	7	38	-1	18%	Ramsey	902	72	70	904	2	8%
Ransom	1	-	2	(1)	-2	200%	Ransom	12	-	28	(16)	(28)	233%
Renville	4	1	-	5	1	0%	Renville	50	7	-	57	7	0%
Richland	45	4	5	44	-1	11%	Richland	692	83	83	692	-	12%
Rolette	8	2	2	8	0	25%	Rolette	187	21	26	182	(5)	14%
Sargent	10	1	-	11	1	0%	Sargent	127	7	-	134	7	0%
Sheridan	1	1	-	2	1	0%	Sheridan	12	14	-	26	14	0%
Sioux	1	-	1	-	-1	100%	Sioux	13	-	13	-	(13)	100%
Slope	-	-	-	-	0	0%	Slope	-	-	-	-	-	0%
Stark	77	8	10	75	-2	13%	Stark	990	211	125	1,076	86	13%
Steele	1	1	1	1	0	100%	Steele	13	18	13	18	5	100%
Stutsman	58	10	8	60	2	14%	Stutsman	1,155	98	83	1,170	15	7%
Towner	3	1	1	3	0	33%	Towner	46	7	18	35	(11)	39%
Traill	16	2	-	18	2	0%	Traill	337	14	-	351	14	0%
Walsh	18	5	4	19	1	22%	Walsh	299	49	56	292	(7)	19%
Ward	131	31	21	141	10	16%	Ward	2,427	328	331	2,424	(3)	14%
Wells	10	1	1	10	0	10%	Wells	149	7	7	149	-	5%
Williams	39	6	11	34	-5	28%	Williams	506	91	128	469	(37)	25%
North Dakota	1,482	194	214	1,462	-20	14%	North Dakota	31,085	2,592	3,161	30,516	(569)	10%

HB 1418 Budget - Child Care Capacity Building Pilots

14% Served	HB 1418 Budget at \$6,784,000	Per Pilot Cost	Biennium Outputs	Biennium Total
	Training system and supports		Implements and sustains last phase of on-line workforce training system. Increased training accessibility for 3,000 providers	\$ 1,060,000
	Family/Group recruitment, training and retention (40 providers per pilot)	\$ 472,000 per pilot per biennium	4 family/group pilots One for each quadrant of the state Total 160 family/group providers	\$ 1,888,000
	Center training and retention (20 centers per pilot)	\$ 1,268,000 per pilot per biennium	2 center pilots One for each half of the state Total 40 centers	\$ 2,536,000
	Center capacity building		Grants up to \$50,000 for start-up and/or expansion	\$ 1,300,000
	Total per Biennium		Serves 200 programs (14% of licensed providers)	\$ 6,784,000

23% Served	HB 1418 Budget at \$10,264,000	Per Pilot Cost	Biennium Outputs	Biennium
	Training system and supports		Implements and sustains last phase of on-line workforce training system. Increased training accessibility for 3,000 providers	\$ 1,060,000
	Family/Group recruitment, training and retention (40 providers per pilot)	\$ 472,000 per pilot per biennium	6 family/group pilots One in Minot. One in Grand Forks. Two in Bismarck. Two in Fargo Total 240 family/group providers	\$ 2,832,000
	Center training and retention (20 centers per pilot)	\$ 1,268,000 per pilot per biennium	4 center pilots One for western ND. Three for eastern ND. Total 80 centers	\$ 5,072,000
	Center capacity building		Grants up to \$50,000 for start-up and/or expansion	\$ 1,300,000
	Total per Biennium		Serves 320 programs (23% of licensed providers)	\$ 10,264,000

36% Served	HB 1418 Budget at \$13,420,000	Per Pilot Cost	Biennium Outputs	Biennium
	Training system and supports		Implements and sustains last phase of on-line workforce training system. Increased training accessibility for 3,000 providers	\$ 1,060,000
	Family/Group recruitment, training and retention (40 providers per pilot)	\$ 472,000 per pilot per biennium	10 family/group pilots Two in Minot. Two in Grand Forks. Two in Bismarck. Four in Fargo Total 400 family/group providers	\$ 4,720,000
	Center training and retention (20 centers per pilot)	\$ 1,268,000 per pilot per biennium	5 center pilots Two for western ND. Three for eastern ND. Total 100 centers	\$ 6,340,000
	Center capacity building		Grants up to \$50,000 for start-up and/or expansion	\$ 1,300,000
	Total per Biennium		Serves 500 programs (36% of licensed providers)	\$ 13,420,000

Pilots grouped for caseload management and economies of scale

One Family/group Pilot = 40 programs

One Center P 3 programs

Senate Human Services Committee

Monday, March 9, 2009

Madam Chair and members of the Committee. For the record I am Blake Crosby, and I am the Manager of the Business Center for North Dakota Child Care Resource and Referral. With support from a foundation grant, I work with the child care industry on business practices, financial concerns, and business plans. I also work with communities that have a child care situation which is impacting their workforce, economic development, and their ability to attract new businesses.

I am here in support of 1418. This bill is about workforce. It's pretty simple—if Mom and Dad can't find child care, either Mom or Dad can't work. This bill is also about economic development. Lack of child care is concerning many communities. 1418 works on increasing accessibility to child care by increasing capacity and, building stable child care in North Dakota communities. At the end of my testimony I have attached a list of those communities that have asked us for assistance of one form or another in the past 15 months. As you can readily see, child care is an issue.

In 2008; 256, or about 1 in 5, child care programs closed. That forced 4000 North Dakota employees to scramble to make new arrangements. Surveys CCR&R have done showed that finding new child care took time away from work such that workers were forced to use vacation, sick days or unpaid leave.

Economic developers from around the state are finding that questions about availability of child care top the list of the most common questions asked as they seek to attract new businesses. This confirms the research done by the Minneapolis Federal Reserve which showed that accessible child care is important in attracting new businesses. Child care enables communities to attract new businesses, existing businesses to be successful, families to earn a living, and children to grow into productive citizens.

The child care business model is broken. As an example, a church affiliated, very well run, child care center in one of our largest cities serves infants and toddlers of many low-income families. The church provides free rent, free utilities, and yet it takes an annual cash infusion from the congregation of \$25,000 to break even. Again, the child care business model is broken. We need a better model.

That better model is 1418 which is designed upon a model the military has tested and confirmed. To make sure soldiers were ready and able to serve in Iraq and Afghanistan, the military recruited, trained, and monitored quality providers in communities next to military bases. North Dakota needs to take that model, test it in urban and rural settings and offer a turn-key, shovel-ready process to communities that find themselves in a child care crisis.

To do that, we need to cast as wide a net as possible and involve an optimum number of communities and providers so we know the process will work in communities of all sizes. Increased accessibility through increased capacity and stability will be the final goal.

An added benefit, beyond child care that works for communities, is the sound investment on any dollars applied to this project. The Minneapolis Federal Reserve 9th District's research I mentioned earlier showed a return on investment (ROI) of anywhere from \$4 for every \$1 invested, to \$16 for every \$1 invested. One more reason why funding 1418 makes sense.

Child Care Resource and Referral has had requests for assistance from the following communities since January of 2008.

Reynolds, Grand Forks, Thompson, Hatton, Northwood, Manvel, Grafton, Park River, St Thomas, Crystal, Cavalier, Tolna, Lakota, Devils Lake, Cando, Fort Totten, Maddock, Leeds, Rolla, Minto, Arvilla, Walhalla, Belcourt, Michigan, Drayton, Carrington, Fargo, West Fargo, Wahpeton, Kindred, Cassleton, Cooperstown, Grafton, Gwinner, Hannaford, Lisbon, Valley City, Jamestown, Oakes, Hope, New Rockford, Bismarck, Washburn, Williston, Ray, Crosby, Watford City, Minot, Bowman, Stanley, Hazen, Rugby, Dickinson, Ellendale, and Ashley

Date: March 9, 2009

To: Senator Judy Lee, Chair of the Senate Human Services Committee

From: Barb Arnold-Tengesdal

Re: HB 1418- Support of original version 90431.0100

HB 1418 is the most critical piece of legislation affecting early childhood development programs in our state. In this bill, is the platform that must undergird our childcare system by which parents and communities have come to rely on as a support for a viable workforce. This bill is the backbone of an industry that is not regulated by any system of standards except for a voluntary program that examines minimal health and safety for children in out-of-home placements. The original version of this bill was discussed by the childcare industry for two years. Not always easy conversations to have with differing opinions, but nonetheless, important ones for collaboration and consensus building. In trying to get this bill through crossover, the essential element of the bill constructed from a two year planning process was lost in translation! Gone is the **Quality Rating System**, and in it's place is a neutered version of it called a "quality improvement process" (section 1- number 2).

The Quality Rating System identified in the original bill under section 1, number 2 is the accountability mechanism that levels the playing field for all early child development programs. It is measurable, sets specific indicators of quality, rates the programs who participate and provides an avenue for each to see exactly how they can improve and move up to a higher level. It is also a way for you as legislators to see if the money identified for childcare is really making a difference or not. Without this rating system, we can come back and tell you we did a good job of training people, or that the turnover rate is less than two years ago, but without this system,

a system that was agreed upon by the field itself, we cannot prove the dollars were well spent. The QRS measures all programs. Head Start, Pre-K, infant-toddler, afterschool, private and public childcare. You name it, all can participate in this system of self-study, support, training and be measured on a scale that is uniform for all.

This is not a fiscally neutral bill. We all know that. We can't hide the fact that a combination of money both federal and state is needed to jumpstart this system. But, it is important and necessary if we are to begin to make the investments in early childhood that Dr. Perry talked about last Monday evening at the Growing Futures Summit. We must have a quality system of care and education if we are going to invest in our youngest children. We must keep the early childhood field accountable for what we do and how we spend public money. This bill is essential to the infrastructure that must be developed for the future investments required by both state and federal governments, and the private industry sectors. I believe a minimum of \$3 million is needed for the training system identified in section 1, number 1 of the bill and \$2.5 million for the Quality Rating System identified in the original section 1, number 2 of the bill. Capacity building should stay in SB 2225 being heard later today. The CCR&R's already does a great job of supporting start-up businesses and must be funded to continue this work. I believe the leaving SB 2225 with economic development for building programs is important in linking the childcare industry with the economic development engines of our communities.

Please consider, bringing back the original version of this bill that was lost in translation, negotiation and other political maneuverings that had to take place to make it through crossover. You asked our field to work together and come up with a plan.... We did! The Quality Rating System was the most critical element. Please add it back into this bill.

Written Comments in support of HB1418

Chairperson Judy Lee and members of the Senate Human Services Committee,

Being unable to attend the hearing of HB1418 before your committee scheduled for March 9th, I am submitting this testimony in support of HB1418.

Since 2002, I have been employed as the secretary of Hettinger Area Chamber of Commerce and Adams County Development Corporation. For 26 years prior to that, I was a licensed child care in our Hettinger home. I retired from child care for health reasons. From 1986 until the present I have served on various DHS Children and Family Services committees concerning child care and young children.

Across North Dakota in the cities as well as rural areas, there is a shortage of child care. This is true in Hettinger as well especially for part time care, infant and toddler care and for those parents doing shift work. Our largest employer is West River Regional Medical Center with over 200 employees. Many positions involve shift work. It is very frustrating for WRRMC when they recruit a new employee; only to find out the person can not take the position because of the inability to obtain child care.

Child care plays an important role in economic growth and is a critical part of workforce development. Employees need child care they can trust so they can be at work on a consistent basis and be confident that their child is receiving good care enabling them to concentrate on their job responsibilities. Without adequate and trustworthy child care, existing businesses are limited in recruiting needed workers, and communities are not able to actively seek to attract new businesses.

HB1418 if passed with the level of funding requested, would positively address child care accessibility, stability and quality by expanding the availability of child care training, assisting new child care programs to start and stay in business and helping more existing child care programs to become and remain financially sound. An adequate and stable child care community is a vital component in economic growth for North Dakota.

I am the president of ND Child Care Providers, Inc. a statewide organization consisting of membership from child care professionals, local child care associations and interested persons. NDCCPI supports passage of HB1418 with full funding so as to positively impact as many licensed child care facilities state wide as possible, and therefore benefiting economic development in North Dakota. We ask you to recommend passage of HB1418 to the full Senate.

Earleen Friez, NDCCPI President – 701-567-2822 or email ndccpi@ndsupernet.com

From: Lee, Judy E.
Sent: Monday, March 09, 2009 11:19 PM
To: NDLA, S HMS
Subject: FW: HB 1418

More copies, please, if we don't already have them.

Senator Judy Lee
1822 Brentwood Court
West Fargo, ND 58078
home phone: 701-282-6512
e-mail: jlee@nd.gov

From: intern intern [mailto:intern@ywcacassclay.org]
Sent: Monday, March 09, 2009 9:08 AM
To: Lee, Judy E.
Subject: HB 1418

March 09, 2009

North Dakota Senate Human Service Committee
600 East Boulevard Avenue
Bismarck, ND

Dear Chairperson Lee:

On behalf of the Fargo-Area Preschool Advocates, I am writing to you to express our support for H.B. 1418.

Fargo is facing a crisis with six centers closing in 2008; the crisis is not limited to Fargo. Minot has a crisis as well. The Mayor of Minot has developed a task force to look at child care due to the city's largest child care center closing. Rural communities are struggling as well, centers are not readily available and fewer families are taking in children because of low wages and high stress. As North Dakota continues to increase our population the availability of quality child care becomes a crucial deciding factor to those young families moving here from out of state. According to ND Kids Count our state is only meeting 39% of our potential child care needs. We need more quality child care.

Parents are feeling and will continue to feel the financial burden of child care Facilities need to raise rates to make budgets. On average a young family with two children in child care can expect to pay up to \$1100 per month for their child care fees. This is more than the average mortgage payment. Early Childhood facilities are a unique business. A child care director can not simply add another child or two when budgets get tight to make ends meet. North Dakota has great teacher to child ratios and if a director has the space to add a child they have to add a teacher also in order to stay in ratio; one child's tuition does not cover the teacher's salary.

When planning a budget providers need to take into consideration capacity as well as rate increases. If rates become too much of a burden for families and they need to find alternative care it affects the bottom line. A planned budget for 89% capacity and an actual budget of 87% capacity, results in a bottom line in the red. If providers continually fail to meet their budget, they will close. Their closure adds to the burden of less

availability for working parents, possible job loss for one of the parents and job loss for the staff employed at the closed center.

The early education industry needs the quality improvement process to help providers by providing children the most stimulating and safest environment. Science has proven over and over again that children's brain development is the most crucial in the first five years of life. Children whether agreed upon or not are in child care. That care needs to be quality to ensure the strongest development for North Dakota's children and North's Dakota's future.

The need has never been greater in our community the time to act is now. Please support H.B. 1418. Thank you.

Sincerely,

Linda Sakrismo, 2009 Issues Committee Chair for Area Preschool Advocates

/

HB 1418
Senate Appropriations Committee
Tuesday, March 24, 2009

Chairman Holmberg and Members of the Committee:

I am Linda Reinicke, Child Care Resource & Referral Program Director for Lutheran Social Services of ND. I represent the statewide Child Care Resource & Referral Network managed by LSS/ND (western ND) and Lakes and Prairies Community Action Partnership (eastern ND). I am here at the request of Representative Hawken to explain the components of HB 1418 and, in general terms, its implementation.

CCR&R works with all aspects of child care industry. We help:

- Families find child care
- New child care business owners start their programs
- The workforce increase knowledge and skills through training and consultation
- Businesses and communities address child care issues

CCR&R has a finger on the pulse of the child care industry. As an example, during this flood emergency, CCR&R

- Provided information to all child care programs on protecting their businesses and implementing their emergency preparedness plans
 - Serves as the hub for frequently changing child care information.
- Yesterday in Fargo, two child care centers determined they could no longer stay open leaving 120 children without care, CCR&R responded by identifying other child care programs that had the space to accommodate the children and staff of the closed facilities. CCR&R regularly maintains precise information on the supply of and demand for child care

To give the bill a context, I want to share a bit of information and data regarding the child care industry.

Child care supply and demand data

Parents select from two major types of care arrangements: 1) care provided by regulated facilities or 2) care provided by friends or family members. If individuals care for six or more children, including their own under 12 years, they are required by state law to be licensed. Licensed providers receive annual inspections and must comply with minimum health and safety regulations. My comments and the data address regulated care.

Types of regulated child care

<u>Family providers*</u>	no more than 7 children	401 family providers in ND
<u>Group providers*</u>	no more than 18 children	825 group providers in ND
<u>Centers</u>	19 or more children	133 centers

*Primarily residential-based

A total of 1,359 programs have the capacity to care for 31,000 children.

North Dakota's current supply of child care does not adequately meet the potential demand. The attached map identifies the counties most impacted by a child care shortage. All areas of the state need more care; however, the counties in red indicate a wide discrepancy between the potential need and the availability of licensed care.

Child care program turnover data

In addition to building an adequate supply of child care, the state struggles to retain programs. The industry has a constant churning of program closures and new programs opening leaving many working parents scrambling for care.

Cass County started 2008 with 378 programs and ended the year with 374, a net loss of four programs. That doesn't seem so out of line—only a 1% loss. But, if we drill deeper into the numbers, 46 programs (12%) closed in Fargo in 12 months, and 935 children lost their child care arrangements.

Burleigh County started 2008 with 208 programs and ended the year with 197 programs, a net loss of 11 (5%) programs. Throughout the year, 35 (17%) programs closed impacting 406 children.

Adams County	Programs	Child Spaces
Total beginning 2008	9	154
Gain	1	7
Loss	1	18
Net gain/loss	0	-11
% turnover	11%	12%

18 children had to be relocated

Barnes County	Programs	Child Spaces
Total beginning 2008	16	374
Gain	3	130
Loss	4	146
Net gain/loss	-1	-16
% turnover	25%	39%

146 children had to be relocated

Burleigh County	Programs	Child Spaces
Total beginning 2008	208	4,551
Gain	24	212
Loss	35	406
Net gain/loss	-11	-194
% turnover	17%	9%

406 children had to be relocated

Cass County	Programs	Child Spaces
Total beginning 2008	378	10,003
Gain	42	584
Loss	46	935
Net gain/loss	-4	-351
% turnover	12%	9%

935 children had to be relocated

Morton County	Programs	Child Spaces
Total beginning 2008	63	1,077
Gain	5	40
Loss	12	152
Net gain/loss	-7	-112
% turnover	19%	14%

152 children had to be relocated

Stark County	Programs	Child Spaces
Total beginning 2008	77	990
Gain	8	211
Loss	10	125
Net gain/loss	-2	86
% turnover	13%	13%

125 children had to be relocated

Steele County	Programs	Child Spaces
Total beginning 2008	1	13
Gain	1	18
Loss	1	13
Net gain/loss	0	5
% turnover	100%	100%

13 children had to be relocated

Ward County	Programs	Child Spaces
Total beginning 2008	131	2,427
Gain	31	328
Loss	21	331
Net gain/loss	10	-3
% turnover	16%	14%

331 children had to be relocated

Child care program quality

Two things account for much of the turnover--lack of training and resources.

- Lack of training. Providers, at all licensing levels, start without any pre-service training and don't have support (mentors) to help with all the many aspects of running a child care business (best business practices, environment, activities, parent relationships). Child care programs need to gear up quickly to meet the needs of children. Programs operated by providers who do not have the training, skills and expertise to immediately accommodate children's needs lose quality and fail to provide the level of care parents expect
- Lack of resources. Providers have limited financial resources to establish child care facilities, purchase necessary equipment, pay adequate salaries. To provide child care, one does not need the Cadillac of equipment or facilities. Most providers, however, limp along with not enough equipment and resources and, what they may have is woefully inadequate. Tight budgets seldom allow for major investments. As an example, many programs struggle with plumbing that is appropriate for large groups of children. This is a picture of a sink used to diaper, wash hands, and prepare infant formula for 30 infants and toddlers.



The turnover data tells the story of an unstable industry which, ultimately, impacts program quality. CCR&R's limited work with infant-toddler child care rooms tells the story about program quality. Initial program assessments of 113 infant-toddler programs over a six-year period show:

6% rated good (7 programs caring for 79 infants/toddlers)

- Health and safety needs fully met
- Close adult-child relationships
- Children are learning and engaged

76% rated mediocre (84 programs caring for 1,003 infants/toddlers)

- Basic health and safety needs met
- Some warmth and support observed
- Few learning experiences

18% rated poor (20 programs caring for 238 infants/toddlers)

- Health and safety needs not met
- No adult warmth or support observed
- Learning not encouraged

After intensive training, an investment of \$1,000, and consultation with the infant-toddler classroom caregivers for six months, a second program assessment showed an average increase of 15% in program quality.

HB 1418: a child care recruitment, training, and retention pilot

House Bill 1418 will pilot a program designed to increase the availability of quality care and stabilize turnover through provider recruitment, training and retention.

The pilot has been modeled after a successful child care recruitment project implemented by the military in 15 civilian communities throughout the nation to meet the child care needs of soldiers being deployed to Afghanistan and Iraq.

The key to the military's success has been:

1. Resources to recruit providers into the business
2. Intense training requirements
3. Monthly on-site technical assistance and mentoring
4. Resources to maintain program quality
5. An expectation that programs will become accredited

1. HB 1418 will deliver on-line training to the child care workforce to 3,000 providers by expanding on-line training. Last legislative session, you funded CCR&R to put on-line technology and software in place. We completed that and now can move to the next level—development and/or purchase of curriculum and management of on-line child care workforce training system that can be accessed by any child care provider, anywhere, any time.

CCR&R developed learning pathways for providers interested in becoming credentialed or attaining a higher education degree and, along with the Department of Human Services, has been working with the ND Early Childhood Higher Education Consortium to ensure articulation of coursework.

2. HB 1418 will provide program recruitment and retention grants for family/group providers and centers. Examples follow:

A family child care provider (licensed for seven children) wants to start child care in her home in a rural community. She has no specific training, has never run a business, and needs cribs, high chairs, and a double stroller. If she participated in the pilot, she would:

- Receive a start-up grant of \$2,500 for a fence and equipment
- Agree to complying with the following
 - Monthly visits for one year by an early childhood specialist
 - Completion of 120 hours of core training and/or becoming accredited
 - Completion, approval, and monitoring of a business plan
 - Maintaining a high program assessment score
- Upon successfully completing these requirements, she will receive \$2,500 to put in an egress window in her basement so she can use that space for a separate child care area. This will allow her to increase her capacity from 7 to 12 children.

A center in an urban area has been in business for three years and struggles to recruit staff who can work full time and who have the skills and temperament to work with young children on a daily basis. At the end of the month, they rarely have the funds to buy needed supplies. The center will:

- Receive a start-up grant of \$10,000 for carpet replacement, cribs and high chairs, child size tables and chairs, and general repairs to the facility
- Agree to complying with the following
 - Monthly visits for one year by an early childhood specialist
 - Four staff completing 120 hours of training and/or accreditation
 - Specialized assistance from a business consultant to complete and implement a business plan to maximize revenue and find cost savings
 - Achieving a high program assessment score
- After completing requirements, receive \$30,000 (based on licensed capacity) to install an outdoor play area

Any program that does not maintain these requirements will be expected to return all resources purchased with grant dollars.

3. HB 1418 will establish a capacity building grant program for building and renovation of larger child care programs

The pilot's final component will fund start-up or expansion for large groups and centers. CCR&R Child Care Business Center will work with communities and prospective child care businesses owners to identify child care challenges (conducting community child care assessments) and develop business plans. Grants up to \$50,000 will be available to those submitting a viable business plan and serving an area with an identified need. Funding applications will be reviewed by local business experts and recipients must agree to monthly consultation visits, attending training, and maintain high program assessment scores.

All licensed programs will be eligible to participate:

1. Small and large child care programs (programs in residences and centers)
2. New and existing programs
3. Rural and urban (the smallest of towns)
4. For-profit and non-profit programs

House Bill 1418 outcomes:

- Train current (3,000) and future early childhood workers.
- Recruit new programs in urban and rural settings
- Stabilize existing programs and increase program quality
- Expand licensing capacity

House Bill 1418 pilot project budget (attached) has been prepared at three different funding levels—all three levels serve all sections of the state but to varying degrees.

- The training component remains constant in all three funding levels and will require on-going appropriations
- The recruitment and retention grants will operate as a pilot for this biennium
- For economies of scale, expenses have been determined in groups of 40 family child care providers and 20 centers
- The minimum pilot budget (\$6.7 million) allows for one family child care pilot in each quadrant of the state and one center pilot in each half of the state

I appreciate the opportunity to present this information. I will stand for any questions.

Linda Reinicke

CCR&R Program Director

Lutheran Social Services of ND

lreinicke@lssnd.org

530-2501 (office) 226-2510 (cell)

Senate Appropriations Committee

Tuesday, March 24 2009

Chairman Holmberg and members of the Committee. For the record I am Blake Crosby, and I am the Manager of the Business Center for North Dakota Child Care Resource and Referral. With support from a foundation grant, I work with the child care industry on business practices, financial stability, and business plans. I also work with communities that have a child care situation which is impacting their workforce, economic development, and their ability to attract new businesses.

I am here in support of 1418. This bill is about workforce. It's pretty simple—if Mom and Dad can't find child care, either Mom or Dad can't work. This bill is also about economic development. Lack of child care is effecting many communities. As a case in point I will use the city of Ashley. They lost a family of four due to lack of child care. That cost the school system their foundation aid and the city a housing start and 2 employees. We just can't afford to let that happen even with our budget surplus. 1418 works on increasing accessibility to child care by increasing capacity and, building stable child care in North Dakota communities.

At the end of my testimony I have attached a list of those communities that have asked us for assistance of one form or another in the past 15 months. As you can readily see, child care is an issue.

In 2008; 256, or about 1 in 5, child care programs closed. That forced 4000 North Dakota employees to scramble to make new arrangements. Surveys CCR&R have done showed that finding new child care took time away from work such that workers were forced to use vacation, sick days or unpaid leave.

Economic developers from around the state are finding that questions about availability of child care top the list of the most common questions asked as they seek to attract new businesses. This confirms the research done by the Minneapolis Federal Reserve which showed that accessible child care is important in attracting new businesses. Child care enables communities to attract new businesses, existing businesses to be successful, families to earn a decent living, and children to grow into productive citizens.

The child care business model is broken. As an example, a church affiliated, very well run, child care center in one of our largest cities serves infants and toddlers of many low-income families. The church provides free rent, free utilities, and yet it takes an annual cash infusion from the congregation of nearly \$50,000 to break even! Again, the child care business model is broken. We need a better model.

That better model is the pilot projects which 1418 will fund. 1418 is designed upon a model the military has tested and confirmed. To make sure soldiers were ready and able to serve in Iraq and Afghanistan, the military recruited, trained, and monitored quality providers in communities next to military bases. North Dakota needs to take that model, test it in urban and rural settings and offer a turn-key, shovel-ready process to communities that find themselves in a child care crisis.

To do that, we need to cast as wide a net as possible and involve an optimum number of communities and providers so we know the process will work in communities of all sizes. Increased accessibility through increased capacity and stability will be the final goal.

An added benefit, beyond child care that works for communities, is the sound investment on any dollars applied to this project.

The Minneapolis Federal Reserve 9th District's research I mentioned earlier showed a return on investment (ROI) of anywhere from \$4 for every \$1 invested, to \$16 for every \$1 invested. One more reason why funding 1418 makes sense.

Thank you for your time. I will stand for any questions.

Child Care Resource and Referral has had requests for assistance from the following communities since January of 2008.

Reynolds, Grand Forks, Thompson, Hatton, Northwood, Manvel, Grafton, Park River, St Thomas, Crystal, Cavalier, Tolna, Lakota, Devils Lake, Cando, Fort Totten, Maddock, Leeds, Rolla, Minto, Arvilla, Walhalla, Belcourt, Michigan, Drayton, Carrington, Fargo, West Fargo, Wahpeton, Kindred, Cassleton, Cooperstown, Grafton, Gwinner, Hannaford, Lisbon, Valley City, Jamestown, Oakes, Hope, New Rockford, Bismarck, Washburn, Williston, Ray, Crosby, Watford City, Minot, Bowman, Stanley, Hazen, Rugby, Dickinson, Ellendale, and Ashley.

Good Morning, I am David Nix, a Board Member on the Child Care Center Board at the First Presbyterian Church, in Bismarck. Thank you for the opportunity to speak to the Appropriation Committee.

I come to you this morning with two conflicting positions concerning child care in North Dakota. The first position reflects the current state of child care and honestly makes me mad as hell. Let me explain.

Child care should be: convenient to all who need it; affordable so parents can put their children in it; and of a high quality such that the infant, toddler or child will be nurtured in a consistently positive, caring environment by a professionally prepared child care staff. Unfortunately many child care facilities in North Dakota do not meet one or more of these criteria.

In these important first years of physical, emotional and mental development a child and parents need to know that the above criteria are being met. Currently we are in an upside down situation. Workers can be paid 8, 9, 10 dollars or MORE with little or no training to handle such things as hair, steering wheels, and a variety of consumer stuff, yet we leave our infants, toddlers and children, in many cases in the hands of ill trained and poorly paid staff. The Director of our child care center is finding it very difficult to hire experienced, trained staff for 6, 7 or 8 dollars an hour. Recently a newly hired full time staff person left after one week because her former employer offered her a job with a higher wage and benefits.

Unfortunately we, as citizens of the state cannot simply wave a magic wand and wish these problems would disappear. They will not and they will become only worse and more difficult to correct if nothing is done now while state funds are available. It takes creative thinking, energy, foresight, commitment and yes, it takes money.

And that brings me to my other side. A side that says anger will not solve these concerns, but hope, smart-progressive legislation and hard work will. HB 1418 provides the tools, incentives, and money for child care centers in the state of North Dakota to meet reasonable standards of performance by staff, to insure a quality caring environment and to supplement staff salaries to reduce the high staff turnover rates.

Now is the time for North Dakota to step up and show the rest of the country that we are a leader in providing high quality child care for our working families. Let's get it done now! Thank you for your time.

Public Testimony on HB 1418
Senate Appropriations Committee
3-24-09

Chairman Holmberg and Member of the Senate Appropriations Committee:

My name is Roxane Romanick and I live in Bismarck, ND. I appear before you today as a parent of a child with special needs and as a private citizen. I am in support of HB 1418 and urge your support for the needed funding to accomplish the tasks set out in the legislation. My purpose in testifying today is to get you to consider why this bill is important for all children, but particularly so for children with special needs.

My husband and I have worked hard to make sure that our daughter, who has Down syndrome, has access to every experience that any other child would have within the realities of their families and their communities. Because of her diagnosis, we don't have the luxury of taking her access for granted. We are constantly faced with having to decide if we tell people she has Down syndrome before we sign her up for an activity or let her to go a birthday party.

One of the very first experiences of this happened when she was a tiny infant and we started to hunt for child care for her. I had a full page of failed attempts to find child care for her. Often I heard that the child care provider had never had a child with Down syndrome or a disability and wasn't sure they could "handle it". Emotionally exhausted, I switched to not telling the provider that she had Down syndrome but I'd get off the phone and think how unfair that was to everyone, especially to Elizabeth because it seemed that I was denying a part of her (and I loved every intimate bit of her). I didn't realize how very draining it would be for me to get people to understand how very unique and yet similar she was at the same time.

I found it ironic at the time to hear that someone thought that they couldn't "handle" having a child with Down syndrome, because I was thinking the same thing and I didn't have a choice in the matter at all. What I have come to find out about many people is that if they have not had experience with children or persons with significant disabilities, their reluctance is based on their own feelings of incompetence.

I had the opportunity to be part of last year's Health and Safety Summit for child care providers in the Bismarck and Dickinson area. I presented on some of the tools necessary to identify children with developmental concerns and also to support young children with disabilities in child care. I was also part of a parent panel that shared their experiences with child care and their children with special needs. Several weeks later, I was at an indoor playground and a woman approached me and asked if I had presented at the summit. She got teary and said that after she heard the family stories she realized that she had made a mistake about not accepting children with special needs into her child care and that her reluctance had been about her fear in her own capacity. She went on to note that after hearing the parents' stories, she realized that parents don't have the option of saying "no" and neither should she.

I want people like that woman thinking they can create an environment in their child care for any child and I would like to see her supported as best as we can. We need to help child care providers create environments that work for any child that they potentially welcome. In the disability world, we call this "universal design" so that even starting at birth, children with disabilities or developmental/health care concerns can go to child care with their siblings and other children (with or without disabilities).

In a ND Kids Count study, conducted in 2008, behavior problems (51% of the children dismissed) were the number one reason for children being asked to leave child care. For children who have little speech and language skills, may be sensory involved, or be frustrated by motor or hearing/vision difficulties, the use of a behavioral response may be the only response that they have available to them. This statistic is extremely telling about how unstable and at-risk placements are for children with special needs.

I talked about "universal design" earlier and I'd like to make reference to this once again. Strategies like predictable routines, use of alternative communication (i.e. sign language), positive behavioral supports, making sure that everyone can independently get everywhere, and health care plans help all children succeed, not just children with special needs. Using some of these strategies does not come naturally so child care providers need access to information to strive towards creating a welcoming place for all children. This can happen in group trainings, on-line educational opportunities, or one-on-one consultations with a trainer or early childhood specialist. Support for this legislation is a start to insure that all providers can be trained and supported with the thought in mind that we will provide access to the most vulnerable child.

Why not make it easy on everyone and separate out little kids with disabilities into special daycares or schools? Won't they get better and more direct intervention and care if we can just focus on their needs? No...kids need to be kids and need to live in their communities together – learning that everyone has worth no matter what challenges they are dealt. Elizabeth went to a regular home daycare and after one year of segregated preschool, we moved her out to a community preschool. At the time, we decided that the early childhood special education preschool offered her lots in the way of skill development, but nothing in the way of real world experiences.

Now Elizabeth's in a regular 3rd grade classroom, on a competitive dance team, and swims in regular swim lessons at the Y. Does she need some specialized supports in those activities? Yes and for that I'm very thankful for everyone that has expertise about how to help her learn among her peers. But here's the truth of the matter, because of how we've implemented supports, many other children have benefited as well – these are not isolated investments. I'm sure many of you have used automatic door openers and understand that investments in access help everyone. Is inclusion and integration the best option for Elizabeth? Sometimes it's not easy – when her peers ignore her or chose to make fun of her instead of trying to understand her, when providers don't want to try or lack the skills - but I think she's stronger for the experience and more ready to be independent in the world that she has to live in.

We need to invest in quality child care in North Dakota. We want families to stay here and we want to insure that ND children have the greatest start to developing their potential...not just typical children but all children. Please help that effort with the needed funding.

Thank you for your time.

Roxane Romanick
830 Longhorn Dr.
Bismarck, ND 58503
701-258-7421
romanick@bis.midco.net