

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2186

2007 SENATE HUMAN SERVICES

SB 2186

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 1-15-07

Recorder Job Number: 1083

Committee Clerk Signature *Mary K Monson*

Minutes:

Senator J. Lee, Chairman, opened the hearing on SB 2186 relating to early childhood care workforce development and department of human services establishment of a quality improvement rating system for early childhood care facilities.

Senator J. Lee noted there is a fiscal note attached which indicates for this biennium \$2,825,000 in general fund expenditures and just about \$6,000,000 for the next biennium.

Senator Rich Wardner (Dist. 37, Dickinson) brought SB 2186 to the committee speaking in favor of it. When people come to his community, one of the first questions they ask is about education. They want to know about the school systems, the quality of education in the community, and many times they want to know about early education opportunities. They had an economic forecaster from the Federal Reserve come to their community and spoke to them about the importance of early childhood development and economic development.

Dickinson has a group in their community called Success by Six that is working to improve the early childhood education in their community. It has a two pronged effect in their community.

First, it helps recruit families and workforce to our communities. It relates to quality of life. It also has benefits when you get the young people started early that pay when they get older.

They are less likely to become at risk so we are being proactive and addressing the situation up front rather than being reactive and dealing with some of the situations later.

Senator Dever asked Sen. Wardner if he was familiar with what training is available now.

Senator Wardner said all he knows is that it is limited and through the Dept. of Human Services.

Senator Mathern (District 11) testified in favor of SB 2186. He stressed the needs for child care. His primary reason for sponsoring this bill is the effect of brain development up to six years of age. We have one chance and that's in the early years to make sure a child is all he or she can be. This bill gives the opportunity to upgrade the service so it is the best as possible.

Senator Dever asked if appropriations will work on the dollars if this committee sends it down to them.

Sen. Mathern said it will be tough but, if the Human Services Committee says it is important, he will work hard to get it through appropriations.

Rep. Kathy Hawken (Dist. 46) testified in favor of SB 2186. This is an important issue on so many levels and certainly the development of the children. The last interim has been spent looking at this from all different angles and where do you start. This isn't the whole answer but it is a start. She said she would provide the committee with copies of information on growing futures in ND which shows how this is an economic development. (Attachment #1)

Lorrie Thoemke (President, ND Association for the Education of Young Children) spoke for the association in favor of SB 2186. (Attachment #2)

Senator Warner asked her to elaborate on their 45 hour training program. From a rural district there are always concerns about having to travel great distances.

Ms. Thoemke explained that part of the 45 hours will be distance learning classes whether it is done on the internet and there is money to support mentors to go out and work with care providers so there is also on site consultation. They are taking into consideration the fact that we are a rural state. They want to reach the whole state.

Senator Heckaman first asked about the fiscal notes attached. Is that taking into consideration some of the funding that is already designated for those kinds of program or is this money up and above those programs?

Ms. Thoemke said this would be above and beyond those funds that are already available.

Senator Heckaman said she liked this program immensely, but also was concerned about the small communities. Would this deter any of the small day cares from operating?

Ms. Thoemke said it would actually help them dramatically.

Senator Heckaman showed concern for those providers who are sole providers and have to go take the training. The services are needed but what happens in the meantime when that provider needs to go train?

Ms. Thoemke said it is a voluntary program. They want to build incentives as far as dollars to help them get the training, provide it on site in their home so they don't need to leave, and hopefully using the internet and other training packages.

Senator Dever was curious as to what training is available now and if training would be a requirement for licensure.

Ms. Thoemke said there is a lot of training available now through the local childcare resource and referral offices. This would be a more complete systemized package and they would be able to get a certificate or other assurances to help them get grants to help their program.

ND does have some training requirements now. These training packages would count towards those training hours.

Senator Heckaman asked how they planned to work with agencies such as tribal agencies.

Ms Thoemke said they haven't started to coordinate those, but they do have the support of those agencies to put the Growing Futures Professional Development Plan into place.

Scott Crane (United Way, Fargo) testified in favor of SB 2186. (Attachment #3)

Senator Heckaman asked if bordering states are willing to coordinate any services. For example, in the Fargo-Moorhead area, is MN on board with some similar to this.

Mr. Crane understood that MN does have a quality system proposal in front of the legislature.

Senator Heckaman asked if there is any opportunity for us to combine service training in those cities.

Mr. Crane thought so as long as the standards are similar.

Senator Warner said he understood the training components of this program are voluntary. He asked if the quality standards would also be voluntary.

Mr. Crane, speaking as a funder, said if a child care center came to them looking for funding and wasn't participating, that would be a pretty strong statement that they would not, at that point, choose to fund the program.

Michelle Dressler Johnson (A Director at a local Early Childhood Learning Center) spoke in favor of SB 2186. (Attachment #4)

Roxanne Johnson (Professional Group Childcare Business Owner in Bismarck) spoke in favor of SB 2186. (Attachment #5)

Senator J. Lee asked Ms. Johnson how she would carry the flag and be a cheerleader for this program.

Roxanne Johnson said she became treasurer for the association to take advantage of that, to take her business to a level where she can stand in front of another provider and say..."Look

at what I have done". Her goal is to inspire other providers and she can't do that unless she has the tools that this bill will offer her.

Barb Arnold-Tengesdal (University of Mary) spoke in favor of SB 2186. (Attachment #6)

Verle Reinicke representing himself testified in support of SB 2186. He is in favor of anything we can do to enhance children's development.

Larry Bernhardt (President of the County Social Service Directors Association) testified both in support and somewhat neutral. In support, because County Social Service Directors believe in quality child care and if this bill is passed, it will attract new providers. There is a definite need in all communities across the state for more quality child care providers.

He had two concerns for the committee to consider. First, on page 2 subsection 2b, he questioned how the incentive payments would be carried out with regard to the child care assistance payments that are made today. He hoped the committee would add to the end of the sentence in 2b..."or family provider". He didn't want it to be exclusive for centers or groups. Then in the last section, page 2 section 3 line 24, he hoped the committee would consider adding..."a private nonprofit or public".

Nancy Sand (NDEA) spoke in support of the development and implementation of the program that is proposed in SB 2186. This program coupled with the very real possibility of increasing opportunities for kindergarten in this state would do well for the children of ND and our future.

Sophia Preszler (Bismarck) spoke in opposition to SB 2186.

Paul Ronningen (Director, Children and Family Services, DHS) spoke in a neutral position.

(Attachment #7 includes Growing Futures – ND Early Childhood Professional Development)

Senator J. Lee asked if anyone would elaborate on the budget.

Linda Lembke (President-elect of NDAYC Association) said these are projections at this point. The intention is that the work the Professional Development Committee has moved forward in the plan would continue their work to strategize with those details. (Meter 70:15)

Senator J. Lee asked her to respond to a question by Senator Dever about the significantly higher fiscal note for the next biennium.

Ms. Lembke said there are a lot of kids in a formal child care setting and they hope to bring more of those they know are in informal settings that may or may not be working for them. It will take a lot of focus and a lot of dollars to really integrate this as much as they would like and it will take those incentive grants. (Meter 72:00)

Senator J. Lee asked where they would start. How does their group see this starting and where do they see the priorities lie.

Ms. Lembke responded that there has been consensus building around the intent in this bill. They are very cognizant that these are interrelated parts that support each other. There is also consensus that they need to focus on the workforce. It's difficult to attract a workforce. They can't develop a workforce without tools so they know they need to get that going first so they can build the availability of the workforce. Without some of the incentives, that will be more difficult.

The hearing on SB 2186 was closed.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 1-17-07

Recorder Job Number: 1300

Committee Clerk Signature *Mary K Monson*

Minutes:

Senator J. Lee, Chairman, opened SB 2186 for discussion on the sheet with the revised priorities. (Attachment 8) The committee looked at 1a and 1b as being part of the startup costs.

Senator J. Lee asked the committee what they thought would be needed to launch this, to just get it going.

Senator Dever was curious about the many different ways child care is funded now. He thought one of those would be funding for CCR&R for training and resources and referral services they provide. Another would be low income, single parent families, get up to 90% of their child care paid.

Discussion took place concerning the fiscal note. This is the big area that will have objection. It's not realistic that they will get \$2.8 million for this. There is going to be a philosophical difference of opinion about whether or not it is the government's responsibility to provide child care. There is concern that if the minimum wage bill passes it will hurt them.

Senator Dever felt the committee should develop a philosophy within the governor's budget because there are things not being funded to the limit of inflation. This is outside of the governor's budget.

SB 2186
1-17-07

There was some frustration shown with this bill.

One of the issues is more of a quality issue. Examples were given of the importance of child care. The concept is supported.

Senator J. Lee recessed the committee work on SB 2186.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 1-22-07

Recorder Job Number: 1607

Committee Clerk Signature

Mary K. Monson

Minutes:

Senator J. Lee, Chairman, opened SB 2186 for discussion. She reported that this proposal is noble but it is something that wouldn't be implemented in any kind of prolonged fashion right at the beginning. There must be existing programs that child care workers can find that could be made available so that somebody already in a business could, at their convenience, take those classes. There also may be some interactive opportunities because there are several different vehicles for that. She said if they provided an incentive to begin some of that work now and then see in the next session where it has come. She asked the committee what their thoughts were. If they passed it the way it is, it would never make it through appropriations with the kind of fiscal note it has.

If the bill doesn't pass, who gets hurt?

Nothing changes. What they are saying is that we have to enhance the childcare workforce in order to encourage new jobs and keep people in the state and the pay for them has to be greater. What that comes down to is a subsidy for child care.

Part of this discussion is..."does the state have a responsibility about child care?"

Are there any other initiatives out there on the lines of economic development that address child care? It is good for the economy because it is an important component of a good

workforce but it takes money to do it. Fargo-Moorhead and Dickinson are working with private funding sources to enhance early childhood. More and more businesses recognize the benefit of childcare and maybe it is more appropriate to fund privately.

The state has a small component in this in that the kindergarten or school programs are enhanced if the children are prepared and ready to learn when they enter school.

The committee wondered if P16 was addressing this in their proposal. They also talked about parent responsibilities.

Instead of funding all of this now maybe more studying needs to be done to determine what is already available and how that can be enhanced. It might make more sense to target money toward means tested programs.

Paul Ronningen's testimony talks about the work that has been done since 2000 and the things that are already going on and the posting of the professional development plan on their website. Some of the things might already be in place. If it's already there, why not put the money into those programs to help them grow.

Senator J. Lee asked for Mr. Ronningen to come and answer questions from the committee. She asked him where we are and what really needs to be done to make sure it continues to work.

Mr. Ronningen said the dept. has been working with the early childhood providers over the last several years to take a look at how they can put together a unified training system that would actually lead to some kind of certificate or degree. Early childhood advocates make the point that this is the 10th largest industry in ND and if you take different increments of training, it ought to lead to something. What has been done with the early childhood community of

structuring and linking higher ed to the department to the early childhood community to make a sound foundation to move forward. The department does have money going into the resource

and referral network that is currently operating. The federal dollars are going down by \$166 thousand a year. If that is replaced, it will keep the current activities going and wouldn't necessarily give the building blocks to what the early childhood community is suggesting in this bill.

Discussion followed on what programs are available at Devils Lake, for instance, and why some of those on line classes couldn't be transferred over to be used. ND really needs to be looking at going on line. It takes money and technology to get that linkage in place.

Mr. Ronningen answered questions about other types of child care issues in the legislature and what is left after reducing funding. The amount left would be about \$1.7 million. It would be reduced by a little less than 10%.

Mr. Ronningen was asked if adding more money to his budget would be the same kind of thing. He said, essentially, all the money would be flowing through his division. (Meter 33:58) Senator J. Lee felt there is a responsibility, no matter what our career may be, to continue to improve how we do things. Some things don't always have to apply towards additional degree time.

Mr. Ronningen introduced Dr. Linda Jagielo and Linda Rorman who were available to answer questions.

(Meter 41:00) An informal discussion followed on what was necessary in order to move something forward that is separate from what the department is already doing or if they should enhance something the department is doing if they chose a different place to put the money.

Also discussed was maintaining what is already there and maybe tweaking it a little. Priorities were discussed—restoring the \$166,000, distant based, core training, the quality rating system.

Senator J. Lee asked the representatives from the department if they would revisit this and bring back some concepts for the committee. The committee was in agreement that the \$166,000 should be put back in and there was consensus that \$350,000 would be the best that could be done.

Senator J. Lee recessed the discussion on SB 2186.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 1-24-07

Recorder Job Number: 1828

Committee Clerk Signature

Mary K Monson

Minutes:

Senator J. Lee opened SB 2186 for discussion.

Paul Ronningen (Director, Children and Family Services Division, DHS) reported back to the committee with information that had been requested on January 22, 2007. (Attachment #9)

Senator Dever asked what will happen with the \$200,000. How are child care providers going to see a difference?

Mr. Ronningen replied that they are hoping to develop, not only on line educational opportunities, but take a look at other ways of doing some distant learning that will deliver additional training around the state in different formats.

Senator Warner asked Linda Reinicke what she felt about what the committee was doing.

Ms. Reinicke said this would help the existing providers access training at any time.

She went on to explain the different levels that would be available. Part of the intent is to give them training on how to take on line training. The first phase will be ND specific.

Senator Erbele asked how much this will grow after the first stage.

Ms. Reinicke responded that as the child care community completes training and requires additional training, they will either have to develop additional training to be specific to the child

care community in ND and challenge them to keep them going or continue to make links that will help them continue their professional development.

There was discussion on child care in ND being a private business, some are for profit and some are non profit. They are caring for children under a regulated system.

Senator J. Lee recessed the discussion on SB 2186

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 1-31-07

Recorder Job Number: 2360, 2363

Committee Clerk Signature

Mary K. Morrison

Minutes:

Senator J. Lee, Chairman, opened SB 2186 for discussion and asked Paul Ronningen to appear to refresh their memories and answer any questions.

Paul Ronningen reminded the committee that at the last discussion the concept of having a price tag of \$366,221 for SB 2186 was talked about. The dept. has not prepared a fiscal note with that in mind but they can if the committee wishes. His presentation at that time included the \$166,221 to back fill the federal dollars that are anticipated to be lost and the \$200,000 for an overall appropriation to begin the professional development plan. They also talked about striking some of the language in the bill to line up that fiscal note with language in the bill.

Attachment B included a listing on how that \$200,000 would be spent within the professional development plan.

Senator Warner moved to accept the Ronningen amendment dated 1-24-07.

The motion was seconded by Senator Heckaman. Roll call vote 6-0-0. Amendment accepted.

Discussion took place on needing a different fiscal note. (Meter 9:00)

Mr. Ronningen said he could go back to the dept. and ask for a fiscal note to be prepared that would align with the amendments.

Senator Dever didn't see how the amendments addressed the \$166,000.

Mr. Ronningen said that he was anticipating asking for a fiscal note that would ask for the \$366,000. The bill really gives them the parameters of moving forward with professional development. The fiscal note would put the money in to do what they can. He said he would come back with a fiscal note in hand or with information that said it would be covered.

Job #2363

Senator J. Lee reported that she received a call from Paul Ronningen saying that the amendments that were provided on SB 2186 will do what they need to do.

Senator Warner moved a Do Pass as amended and rerefer to Appropriations.

There was discussion on the need for a new fiscal note to address the \$166,000. (Meter 1:38)

The motion was seconded by Senator Pomeroy.

Senator Erbele said, if they were talking priorities, this bill was not a priority for him so he would not be supporting it.

Roll call vote 4-2-0. Motion passed. Carrier is Senator J. Lee.

FISCAL NOTE
Requested by Legislative Council
04/20/2007

Amendment to: Reengrossed
SB 2186

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$166,221	\$3,397,370	\$166,221	\$3,397,370
Appropriations						

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

2005-2007 Biennium			2007-2009 Biennium			2009-2011 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).*

The bill provides for early childhood care transition assistance. This bill allows the department to establish a statewide system to build systematic early childhood workforce voluntary training, which may include distance learning formats, a professional registry, certificates, and specialization.

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 Bill directs the Department to provide early child care transition assistance to pay for a portion of the cost of childcare for families that are no longer eligible to receive TANF grants due to earnings from employment. The bill also allows the department to establish a statewide system to build systematic early childhood workforce voluntary training which may include distance learning formats, a professional registry, certificates, and specializations.

It also includes funds for the purpose of replacing the reduction in the childcare development funds.

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.*

The amounts reflected above include the cost to provide childcare benefits for up to six months following the loss of TANF grant benefits and the cost to develop the early childhood workforce training and professional registry. The bill also includes \$166,221 of general funds to replace the reduction in childcare development funds.

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 appropriation in this bill for the early childcare transition assistance program is \$1,491,210. The total cost of this

program is estimated to be \$2,897,370, however SB2012 already includes an appropriation of \$1,406,160 for this program. The bill also includes an appropriation of \$500,000 for the early childhood workforce training and an appropriation of \$166,221 to offset the childcare development funds reduction.

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	04/20/2007

FISCAL NOTE

Requested by Legislative Council

03/28/2007

Amendment to: Reengrossed
SB 2186

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$166,221	\$4,563,591	\$166,221	\$4,563,591
Appropriations						

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

2005-2007 Biennium			2007-2009 Biennium			2009-2011 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).*

The bill provides for early childhood care transition assistance. This bill also provides for early childhood care workforce development, and the establishment of a quality improvement rating system and a quality improvement program for early childhood care facilities and home based care.

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 Bill directs the Department to provide early child care transition assistance to pay for a portion of the cost of childcare for families that are no longer eligible to receive TANF grants due to earnings from employment. The bill also directs the Department to establish a statewide system to build systematic training opportunities for the early childhood care and education workforce to voluntarily attain focused training resulting in certificates, specializations, licensure, and degrees in early childhood development and education. The department will also develop and maintain a professional registry for the early childhood care workforce, a quality rating system for licensed early childhood facilities, and a quality improvement program for center and home-based child care programs. The department shall provide program and technical assistance to any early childhood facility that attempts to meet the quality improvement and rating system criteria.

It also includes funds for the purpose of replacing the reduction in the childcare development funds.

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.*

The amounts reflected above include the cost to provide child care benefits for six months following the loss of TANF grant benefits. The costs to develop the training, the professional registry, the quality rating system for early childhood facilities, and the quality improvement program for center and home-based child care programs. The bill also includes \$166,221 of general funds to replace the reduction in childcare development funds.

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 appropriation in this bill for the early childcare transition assistance program is \$1,491,210. The total cost of this program estimated to be \$2,897,370, however SB2012 already includes an appropriation of \$1,406,160 for this program. An appropriation of \$1,500,000 for early childhood workforce development, the establishment of a quality rating system, and a quality improvement program is also included in this bill. This bill also includes an appropriation of \$166,221 to offset the childcare development funds reduction.

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	03/28/2007

FISCAL NOTE
Requested by Legislative Council
03/23/2007

Amendment to: Reengrossed
SB 2186

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$166,221	\$2,897,370	\$166,221	\$2,897,370
Appropriations				(\$1,406,160)		

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

2005-2007 Biennium			2007-2009 Biennium			2009-2011 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).*

The Bill provides for early childhood care transition assistance.

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 Bill directs the Department to provide early child care transition assistance to pay for a portion of the cost of child care for families that are no longer eligible to receive TANF grants due to earnings from employment.

It also includes funds for the purpose of replacing the reduction in the child care development funds.

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.*

The amount reflected above includes the cost to provide child care benefits for six months following the loss of TANF grant benefits.

The bill also includes \$166,221 of general funds to replace the reduction in child care development funds.

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 appropriation in this bill for the early child care transition assistance program is \$2,897,370, however SB2012 already includes an appropriation of \$1,406,160 for this program.

This bill also includes an appropriation of \$166,221 to offset the child care development funds reduction.

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	03/23/2007

FISCAL NOTE
Requested by Legislative Council
02/15/2007

Amendment to: Engrossed
 SB 2186

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$1,900,000		\$1,900,000	
Appropriations						

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

2005-2007 Biennium			2007-2009 Biennium			2009-2011 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).*

The Bill provides for early childhood care workforce development, and the establishment of a quality improvement rating system and a quality improvement program for early childhood care facilities and home based care.

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 bill directs the Department to establish a statewide system to build systematic training opportunities for the early childhood care and education workforce to voluntarily attain focused training resulting in certificates, specializations, licensure, and degrees in early childhood development and education. The department will also develop and maintain a professional registry for the early childhood care workforce and a technical assistance program for early childhood care providers. This bill also directs the department to develop a quality rating system for licensed early childhood facilities and a quality improvement program for center and home-based child care programs. The department shall provide program and technical assistance to any early childhood facility that attempts to meet the quality improvement and rating system criteria.

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.*

The amount listed above includes the cost to develop the training, the professional registry, the program and technical assistance support program for early childhood providers, the quality rating system for early childhood facilities, and the quality improvement program for center and home-based child care programs.

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.*

This bill contains an appropriation of \$1,900,000 for the 2007-2009 Biennium.

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	02/16/2007

FISCAL NOTE

Requested by Legislative Council

02/02/2007

Amendment to: SB 2186

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$366,221		\$316,221	
Appropriations			\$366,221		\$316,221	

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

2005-2007 Biennium			2007-2009 Biennium			2009-2011 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).*

The Bill provides for early childhood care workforce development and the development 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.*

The bill directs the Department to establish a statewide system to build systematic training opportunities for the early childhood care and education workforce to voluntarily attain focused training resulting in certificates, specializations, licensure, and degrees in early childhood development and education. It also directs the Department to develop a quality rating system for licensed early childhood facilities, which may be used as an informational tool for parents and other public officials.

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.*

The expenditure amounts listed above include the one-time purchase of software and equipment (\$50,000). It also includes \$316,221 to maintain a statewide early childhood resource and referral network and to develop training materials, a registry and a quality improvement rating system.

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 would need general fund appropriations of \$366,221 for the 2007-2009 biennium and \$316,221 for the 2009-2011 biennium.

Name: Debra A. McDermott	Agency: Dept of Human Services
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Phone Number: 328-3695

Date Prepared: 02/02/2007

FISCAL NOTE
Requested by Legislative Council
01/11/2007

Bill/Resolution No.: SB 2186

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$2,825,000		\$5,990,000	
Appropriations			\$2,825,000		\$5,990,000	

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

2005-2007 Biennium			2007-2009 Biennium			2009-2011 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).*

The Bill provides for early childhood care workforce development 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.*

The bill directs the Department to provide opportunities for the early childhood care and education workforce to voluntarily and systematically attain focused training resulting in certificates, specializations, licensure, and degrees in early childhood development and education. It also directs the Department to develop a quality rating system for licensed early childhood facilities, which may be used as an informational tool for parents and other public officials. The bill also allows the Department to provide financial incentives to early childhood care facilities that participate in the rating system.

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.*

The expenditures amounts listed above include the one-time purchase of software to be used in developing training content and materials as well as a registry (\$1,000,000), the cost of providing scholarships and incentive awards for 600 individuals per year (\$540,000), reimbursement for CDA assessments and accreditation fees (\$160,000) and incentive awards (\$1,125,000.)

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 would need general fund appropriations of \$2,825,000 for the 2007-2009

biennium and \$5,990,000 for the 2009-2011 biennium.

Name:	Brenda M. Weisz	Agency:	DHS
Phone Number:	328-2397	Date Prepared:	01/12/2007

Date: 1-31-07

Roll Call Vote #: 2

2007 SENATE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. SB 2186

Senate HUMAN SERVICES Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken DP / amended / approp.

Motion Made By Sen. Warner Seconded By Sen. Pomeroy

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

Total (Yes) 4 No 2

Absent 0

Floor Assignment Senator J. Lee

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

REPORT OF STANDING COMMITTEE

SB 2186: 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 (4 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). SB 2186 was placed on the Sixth order on the calendar.

Page 1, line 8, remove "- Quality improvement and rating system - Technical"

Page 1, line 9, remove "assistance"

Page 1, line 10, after "department" insert ", in consultation with higher education officials,"

Page 1, remove lines 20 through 23

Page 2, remove lines 1 through 4

Page 2, line 5, remove "a."

Page 2, line 7, remove "and implement"

Page 2, line 10, remove "The system may include:"

Page 2, remove lines 11 through 25

Renumber accordingly

2007 SENATE APPROPRIATIONS

SB 2186

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2186

Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 02-08-07

Recorder Job Number: 3100

Committee Clerk Signature



Minutes:

Chairman Holmberg opened the hearing on SB 2186.

Senator Rich Wardner, District 37, Dickinson, introduced SB 2186 which deals with strengthening preschool education.

Senator Tim Mathern, District 11, Fargo, discussed the fiscal note of SB 2186 and that this will benefit the future of education. He then showed a short film about the ten things a child needs and the learning age of age 0 – 6.

Barb Arnold Tengesdal, ND Association for the Education of Young Children (NDAEYC), presented written testimony (1) requesting an amendment to the fiscal note of SB 2186.

Linda Reinicke, Director, Child Care Resource and Referral Program (CCR&R), presented written testimony (2, 3) in support of SB 2186 discussing the 0-6 age group and the importance of their early education and the need for staff development. She also discussed the proposal of an amendment increasing the fiscal note. She also distributed a child care industry challenges.

Questions were raised regarding how ND compares with other industrial countries of the world, why there is no report from the Department of Commerce and Job Services because we need to deal with the whole picture, and the discussion of the shortages throughout the state.

Page 2

Senate Appropriations Committee

Bill/Resolution No. 2186

Hearing Date: 02-008-07

Kim Dressler, Executive Director, United Way, Dickinson, presented written testimony (4) in support of SB 2186 discussing the United Way involvement in early childhood development and the need for more facilities for early child care.

Chairman Holmberg closed the hearing on SB 2186.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2186

Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 02-12-07

Recorder Job Number: 3415

Committee Clerk Signature

Alice DeLuzo

Minutes:

Chairman Holmberg opened the discussion on SB 2186. He asked Senator Wardner if amendments had been completed.

Senator Wardner explained the amendments and passed them out.

Chairman Holmberg stated the committee would come back to SB 2186 later. Discussion closed.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2186

Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 02/13/07

Recorder Job Number: 3470

Committee Clerk Signature



Minutes:

Chairman Holmberg opened the hearing on SB 2186.

Senator Wardner discussed the possibility of an amendment 0202.

Senator Wardner moved the amendment .0202 be adopted. **Senator Fischer** seconded.

There was discussion. An oral vote was taken, the amendment carried.

Senator Wardner moved a do pass on SB 2186 as amended. **Senator Robinson** seconded. Discussion followed. The result was 9 yes, 5 no, 0 absent. The motion carried and **Senator Lee** will carry the bill.

Chairman Holmberg closed the hearing on SB 2186.

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2186

Page 1, line 4, after "facilities" insert "and program and business technical assistance for early childhood care providers; and to provide an appropriation"

Page 1, line 8, after "development" insert "- Quality Improvement - Technical assistance"

Page 1, line 12, after the underscored comma insert "credentials."

Page 1, after line 19, insert:

"c. Development and implementation of a technical assistance program for early childhood care providers."

Page 2, after line 2, insert:

- "3. The department shall establish a quality improvement program for center and home-based child care programs which may include accreditation and quality enhancement plans.
- "4. The department shall provide program and business technical assistance and support to any early childhood facility that attempts to meet the quality improvement and rating system criteria. The department may contract with a private nonprofit organization to provide technical assistance under this subsection.

SECTION 2. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$1,900,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 1 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment adds an appropriation of \$1,900,000 from the general fund for the Department of Human Services to implement this Act.

Date: 2/13/07
 Roll Call Vote #: 1

2007 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2186

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken DP as amend

Motion Made By Wardner Seconded By Robinson

Senators	Yes	No	Senators	Yes	No
Senator Ray Holmberg, Chrm		✓	Senator Aaron Krauter	✓	
Senator Bill Bowman, V Chrm		✓	Senator Elroy N. Lindaas	✓	
Senator Tony Grindberg, V Chrm	✓		Senator Tim Mathern	✓	
Senator Randel Christmann		✓	Senator Larry J. Robinson	✓	
Senator Tom Fischer		✓	Senator Tom Seymour	✓	
Senator Ralph L. Kilzer	✓	✓	Senator Harvey Tallackson	✓	
Senator Karen K. Krebsbach	✓				
Senator Rich Wardner	✓				

Total (Yes) 9 No 5

Absent _____

Floor Assignment HMS

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

REPORT OF STANDING COMMITTEE (410)
February 14, 2007 8:18 a.m.

Module No: SR-31-3171
Carrier: J. Lee
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2186, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)
recommends **DO PASS** (9 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING).
Engrossed SB 2186 was placed on the Eleventh order on the calendar.

2007 HOUSE HUMAN SERVICES

SB 2186

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

House Human Services Committee

Check here for Conference Committee

Hearing Date: February 27, 2007

Recorder Job Number: 3972

Committee Clerk Signature



Minutes:

Chairman Price: We will open the hearing on SB 2186.

Senator Rich Wardner, District 37 Dickinson, ND: This bill is about kids, but also about economic development, about quality of place. That is one thing we strive for in our communities in ND, because we want people to come and live in our towns. That is the job of the chamber. When people come to the chamber, the first thing they ask about is education, and what is available. This bill starts the process.

Representative Pam Gullison, District 26 SE ND: This is comprehensive approach to child care in the state. One of my interim committees was economic development. We held meetings and hearings all over the state with regards as to what is it going to take in this state to move forward in this state with out economic development, and grow the states economy? Another major piece that came in every stop was the challenge of quality child care to support that work force.

Representative Kathy Hawken, District 46, Fargo, ND: In place of a testimony we watch a video on 10 things every child needs. The first 3 years of their lives there are rapid changes. The brain cells develop from 1-3 years. The brain is not developed at birth. What is done early on is very important. They need loveable ways to connect, how you touch them, and

how you talk to them. Children who have no activity, or pictures or experiences will have a smaller brain. If a child has no experiences they don't grow. Children reach their peak at 3. From 3-5 they began to lose 40% of the cells.

Barb Arnold-Tengesdal, representing the ND Association for the Education of Young Children: See attached testimony.

Dr. Roberta Shreve, retired Early Childhood Teacher Educator, and past director and teacher in Early Childhood Program: See attached testimony, and attached resolution.

Linda Reinicke, Child care Resource & Referral program Director in western ND: See attached testimony:

Chairman Price: On the 50 centers that went to this project Bush Foundation, how much money did you get?

Ms. Reinicke: On an annual basis we invite 30 centers, and about 24 family child care homes to participate. We budget \$1,000.00 for each center and \$500.00 for family child care. The Bush Foundation funds those, which comes to about \$45,000.00. We have about 6 FTE's in our state funded by the Bush Foundation. That is being scaled back.

Chairman Price: Could you borrow so you don't have to start from square 1 with everything?

Dr. Shreve: We are wonderful at borrowing. We look at other states to see what they have done. Yes we do borrow.

Representative Schneider: How do you envision Higher Ed's role in child development?

Ms Tengesdal: This is developing this system and we are looking forward to working resource referral to move non credit training to credit training. Some don't want the credit but it adds up and they should get college credit for it.

Representative Potter: how do you see the rating system with the Department of Human Services?

Ms Tengesdal: There are 28 other states that currently have quality rating systems.

Department of Human Services would bring the players together to talk about how that would work, do we make it voluntary, do we make legal licensing, and give credit.

Chairman Price: How many states are using the star rating?

Ms. Tengesdal: We know professionally every state has to have a professional on their planning committee.

JoAnn Brager, Director of West River Head Start centers: See attached testimony. We do not have consistent quality care.

Representative Kaldor: Are you saying Grandparents don't make good health care providers?

Ms. Brager: Grandparents are the best providers ever. It is not the grandparents that bother me, it is the live in whom ever.

Nancy Sand, Director of NDEA: I think that the programs that have been outlined for you here will be a wonderful compliment to what you are trying to do for K-12 education. We urge a do pass.

Jan Vieth, Director of ING Early Learning Center in Minot: See attached testimony.

Kim Dressler, I represent United Way of Dickinson: See attached testimony. This would be important to providers and children.

Shelly Hauge, Director of child's Hope Learning Center in Bismarck: See attached testimony. We need help.

Representative Kaldor brought testimony from **Dr. Carol Enger of Mayville State University.**

Testimony from **Paul Ronningen, Director, Children and Family Services with Department of Human Services** dropped off.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

House Human Services Committee

Check here for Conference Committee

Hearing Date: March 13, 2007

Recorder Job Number: 5012 & 5013

Committee Clerk Signature

Judy Dechock

Minutes:

Chairman Price: Take out SB 2186 for discussion. I will explain the happening of the bill.

See attached. And we will go over the Senate amendments. I am not sure where the 221.00 came. See attached. They basically changed out the quality improvement technical assistance, and just started down the road with the first two making a state wide early childhood resource network, and soft ware, and where some of the training would be.

Representative Conrad: I have had several economic development type people come to our town and talk about the fact that they need child care, and not sure how to get that started in there some town. If they don't have child care they will have a hard time getting the work force for companies to come in and be developed. I don't know if we go down the development of the quality rating system, which would give some direction to develop corporations in small towns.

Rep. Price: What the child care system really needs is reimbursement for child care. Parents can't afford to pay more.

Rep. Weisz: There are issues in child care. The main issue is what we are paying. I don't know that this really address the problem. I move a do not pass seconded by **Rep Damschen**.

Rep. Porter: On page 2 of Mr. Ronningen's testimony it talks the department is clearly not budgeted for these activities.

The committee continues to go through and discusses Mr. Ronningin's testimony.

Rep. Potter: I would like to resist the motion. Early childhood education throughout the US is spreading more and more. I think for ND getting as they say in a lot of the testimonies that they have been working on this for years and it is trying to get some regulating going for child care and have parents know through this regulation what they are really getting with their child care. I think it is an important thing, and we should try our best to do some supporting off getting some sort of regulation.

Representative Conrad: If we don't do this, who will? The foundations have shot their wad on this. They have done this for many years in ND. The Bush Foundation told them will not fund anymore until the state of ND makes some effort in this regard. This industry employs a lot of people and they are dependant on in order to get their workers, to get their work force. If the state doesn't do it we won't develop with the rest of the country. I think we have to make some step forward in this area. So many of these kids are not getting what they need because their Mother's are out working.

Rep. Damschen: I have a concern with the whole process. Who decides who is fit to care for kids? If both parents work than they will have to make a decision on more than what this bill is going to do. You make a choice to have a career. If they would do the math and see if it pays. I am not sold on the State providing the care either, or subsidizing.

Rep. Kaldor: this is a statistic that has been bothering me for some time. ND is still as a percentage of mothers with young children working outside of the home are higher than the national average. Many of the parents are working more than one job. This is an issue we will face now and in the future. Sometimes I don't know if it is a choice. Maybe if we can do this

we could mitigate the need for prison cells. This is that area where an ounce of prevention is worth a pound of cure.

Representative Schneider: This is serious legislation. We absolutely can't do a do not pass. These people are a good portion of our work force, and it is a work force that is underpaid, and one of the highest turn over rates. Who suffers, our children. I think we need to do some level of funding.

Rep. Damschen: I feel like we are enable ling the destruction of family. Why aren't we paying child care provider enough? If we are not is the answer for the State to pay them? I don't necessarily want to pay for someone's child care necessarily. It is a parent's decision.

Chairman Price: None of this money goes to pay for the provider. The roll was taken with 7 yeas, 5 nays, and 0 absent. **Representative Pietsch** to carry the bill to the floor.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

House Human Services Committee

Check here for Conference Committee

Hearing Date: March 20, 2007

Recorder Job Number: 5348

Committee Clerk Signature



Minutes:

Chairman Price asked the committee to consider SB 2186. She asked them to reconsider their actions on SB 2186.

Representative Schneider made a motion to reconsider SB 2186.

Representative Hofstad seconded the motion.

Chairman Price took a voice vote. The motion carried. She passed out an amendment from the Department of Human Services. She said she had told the committee early on that they were trying to come up with some other ideas to get more dollars in the child care provider's hands. See attached amendment marked #1. If you turn to page 2, when they go off of TANF to work, many times they don't start in the highest dollar amount job and currently we do fund or provide subsidies for up to three months for the people coming off of total assistance to work for three months of subsidized child care and this proposal would extend it to six months. To do that it would take about 1.5 million dollars additional in federal funds to move that forward. The recipients would get in the form of a debit card. We have been told they currently do not have anybody on restrictions for not using the debit cards appropriately to pay for child care and those types of things. There is another proposal to draw down some TANF dollars. Representative Wieland has another seven hundred seventy thousand that he is

looking to tape into for child protective services. There is being some money being drawn down from the TANF. The department said they were only willing to go down about three million as they want to keep a safety net in TANF so that if things change we don't jeopardize the active TANF cases.

Representative Conrad asked what the second piece of this does to the bill.

Chairman Price said they would definitely want to replace any lost funds in the federal fund so this is one of the proposals that came in. I just asked them to send me something on TANF if we wanted to use some of those funds. If you are going to do some nurses' things, that would be great. There is also something that they are looking to do on the reservation for training more of the Native Americans to become child care providers.

Representative Conrad said what about the bill as it is written.

Chairman Price said as it is right now, she hasn't put it together because I just got this but I think it is basically just taking this.

Representative Kaldor said he didn't have any problems with the amendments but one concern he had is the CC&R. One of the things as he understands is that they are going to have an eighteen thousand dollar but probably a forty eight thousand dollar drop from last biennium in that particular program. Even though that is not a great deal of money, it is an issue that is going to make it difficult for them to proceed at the point they are now. Is there any way that we can get some of that back in?

Representative Weisz said that it might be easier to adopt these amendments one at a time. He made a motion to accept the first amendment.

Representative Hatlestad seconded the motion.

Chairman Price called for a voice vote and the motion carried.

Representative Weisz explained his amendment. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221.00, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009.

Representative Conrad said these dollars would just replace the mistake the department made or that was made so it doesn't keep the programs going,

Chairman Price read an email. \$166,221.00 reduction in child care development fund grants which is in line with Representative Weisz' amendment, will be reflected in the contract for the CC&R's next biennium. The reduction leaves 1.7 million for the contract for 2007 – 2009. So they are still getting 1.7 million. The reduction of \$166,221 reflects the elimination of the

EFT's. If we put the money back in, it will put the two EFT's back in.

Representative Potter asked with the current amendment that is on the floor and I know that we passed the previous amendment for the transition assistance for child care, I am still concerned and questioning what we have in mind. Does any of this address the training that we heard about or the registry that we heard about?

Chairman Price said she got another breakdown from Linda Reineke and it said in the first \$315,000.00, \$166,221.00 was to maintain their current program. The other \$150,000 was to management of distance training. Really the only thing that we have done on this list so far if we pass the amendment is to address the \$166,221.00 of the first \$315,000.00. We are not into the other pieces of it yet.

Representative Potter asked if there would be more amendments. I just don't know what else might be coming.

Chairman Price said she had asked the department to keep looking for more things beyond what I have told you so far and Linda Reineke told me of some possibilities that we may be able to use TANF dollars to fund some of these things that they have talked about with nurses and such. I asked her to find out what states have done and how they have done it. We want to take that to the department and to appropriations because we will not have that answer today obviously.

Representative Potter said that would be very helpful and she was very enthusiastic about this. It would be very good for the child care providers that the training is very important.

Representative Conrad asked how much was left in the TANF that had not been committed or discussed.

Chairman Price said that was one of the reasons she was going back to appropriations to find out exactly what we have left. I know we have taken the \$400,000 and Representative Wieland has the amount for the child protection services and we are taking 1.5 million. They could not tell me the exact dollar amount but they thought it was around eight. They were not sure if Brenda was comfortable at three or four or what she needed as a cushion. They need to find that out. They have not given me a solid number so it is still a moving target all the way through appropriations.

Representative Conrad said so you are just going down that list that you passed out.

Chairman Price said yet. (See attached SB 2186 prioritized budget.)

Representative Kaldor said it looks we are changing our committee recommendation so that means that we are moving in the right direction. It is important to restore what they lost.

Representative Weisz made a motion to move the amendments.

Representative Uglem seconded the motion.

Chairman Price called a voice vote. The motion carried.

Representative Kaldor made a motion for a **do pass as amended and referred to appropriations.**

Representative Hatlestad seconded the motion.

Chairman Price asked the clerk to call the roll on a **do pass as amended and referred to appropriations on SB 2186.** Let the record show there were 11 yes, 0 no with 1 absent.

Representative Conrad will carry this bill to the floor.

Date: 3/13
Roll Call Vote #:

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. "Click here to type Bill/Resolution No."

House HUMAN SERVICES SB 2186 Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do not pass

Motion Made By Rep. Weisz Seconded By Rep. Damschen

Representatives	Yes	No	Representatives	Yes	No
Clara Sue Price - Chairman		<input checked="" type="checkbox"/>	Kari L Conrad		<input checked="" type="checkbox"/>
Vonnie Pietsch - Vice Chairman	<input checked="" type="checkbox"/>		Lee Kaldor		<input checked="" type="checkbox"/>
Chuck Damschen	<input checked="" type="checkbox"/>		Louise Potter		<input checked="" type="checkbox"/>
Patrick R. Hatlestad	<input checked="" type="checkbox"/>		Jasper Schneider		<input checked="" type="checkbox"/>
Curt Hofstad	<input checked="" type="checkbox"/>				
Todd Porter	<input checked="" type="checkbox"/>				
Gerry Uglen	<input checked="" type="checkbox"/>				
Robin Weisz	<input checked="" type="checkbox"/>				

Total (Yes) 7 "Click here to type Yes Vote" No 5 "Click here to type No Vote"

Absent 0

Floor Assignment Rep. Pietsch

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

REPORT OF STANDING COMMITTEE (410)
March 14, 2007 9:13 a.m.

Module No: HR-48-5231
Carrier: Pietsch
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2186, as reengrossed: Human Services Committee (Rep. Price, Chairman)
recommends **DO NOT PASS** (7 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING).
Reengrossed SB 2186 was placed on the Fourteenth order on the calendar.

Date: 3/30
Roll Call Vote #: /

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. "Click here to type Bill/Resolution No."

House HUMAN SERVICES SB 2186 Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Reconsider Action

Motion Made By Rep. Schneider Seconded By Rep. Hofstad

Representatives	Yes	No	Representatives	Yes	No
Clara Sue Price – Chairman			Kari L Conrad		
Vonnie Pietsch – Vice Chairman			Lee Kaldor		
Chuck Damschen			Louise Potter		
Patrick R. Hatlestad			Jasper Schneider		
Curt Hofstad					
Todd Porter					
Gerry Uglem					
Robin Weisz					

Total (Yes) 11 "Click here to type Yes Vote" No 0 "Click here to type No Vote"

Absent 1

Floor Assignment Rep. _____

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

Date: 3/20
Roll Call Vote #: 2

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. "Click here to type Bill/Resolution No."

House HUMAN SERVICES S.B. 2186 Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken None Amendments

Motion Made By Rep. Weisz Seconded By Rep. Hatlestad

Representatives	Yes	No	Representatives	Yes	No
Clara Sue Price - Chairman			Kari L Conrad		
Vonnie Pietsch - Vice Chairman			Lee Kaldor		
Chuck Damschen			Louise Potter		
Patrick R. Hatlestad			Jasper Schneider		
Curt Hofstad					
Todd Porter					
Gerry Uglem					
Robin Weisz					

Total (Yes) 11 "Click here to type Yes Vote" No 0 "Click here to type No Vote"

Absent 1

Floor Assignment Rep. _____

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

Date: 3/20
Roll Call Vote #: 3

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. "Click here to type Bill/Resolution No."

House HUMAN SERVICES 2186 Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken move Amendments

Motion Made By Rep. Weisz Seconded By Rep. Uglen

Representatives	Yes	No	Representatives	Yes	No
Clara Sue Price – Chairman			Kari L Conrad		
Vonnie Pietsch – Vice Chairman			Lee Kaldor		
Chuck Damschen			Louise Potter		
Patrick R. Hatlestad			Jasper Schneider		
Curt Hofstad					
Todd Porter					
Gerry Uglen					
Robin Weisz					

Total (Yes) 11 "Click here to type Yes Vote" No 2 "Click here to type No Vote"

Absent 1

Floor Assignment Rep. _____

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

Date: 3/20
Roll Call Vote #: 4

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. "Click here to type Bill/Resolution No."

House HUMAN SERVICES SB 2186 Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken No pers as amended RR/asp

Motion Made By Rep. Kaldor Seconded By Rep. Hattestad

Representatives	Yes	No	Representatives	Yes	No
Clara Sue Price - Chairman	✓		Kari L Conrad	✓	
Vonnie Pietsch - Vice Chairman	✓		Lee Kaldor	✓	
Chuck Damschen	✓		Louise Potter	✓	
Patrick R. Hattestad	✓		Jasper Schneider	✓	
Curt Hofstad	✓				
Todd Porter					
Gerry Uglen	✓				
Robin Weisz	✓				

Total (Yes) 11 "Click here to type Yes Vote" No 0 "Click here to type No Vote"

Absent 1

Floor Assignment Rep. Conrad

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

REPORT OF STANDING COMMITTEE

SB 2186, as reengrossed: Human Services Committee (Rep. Price, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (11 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Reengrossed SB 2186 was placed on the Sixth order on the calendar.

Page 1, line 1, replace "50-11.1" with "50-09"

Page 1, line 2, replace "workforce development and department of" with "transition assistance for child care"

Page 1, remove line 3

Page 1, line 4, remove "facilities and program and business technical assistance for early childhood care providers"

Page 1, replace lines 7 through 24 with:

"**SECTION 1.** A new section to chapter 50-09 of the North Dakota Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall establish a program of transition assistance to pay a portion of the cost of child care for families that lose eligibility, and remain ineligible, for benefits under section 50-09-29 due to earnings from employment. This program must:

1. Provide benefits for up to the six months following the loss of benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered "assistance" for purposes of title 45, Code of Federal Regulations, part 260, section 31, or any substantially similar federal regulation that may replace title 45, Code of Federal Regulations, part 260, section 31."

Page 2, remove lines 1 through 12

Page 2, line 13, replace "in the" with "from special funds derived from federal funds and other income from temporary assistance for needy families program"

Page 2, line 14, remove "general fund in the state treasury, not otherwise appropriated" and replace "\$1,900,000" with "\$2,897,370"

Page 2, after line 17, insert:

"**SECTION 3. APPROPRIATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

2007 HOUSE APPROPRIATIONS

SB 2186

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

House Appropriations Committee

Check here for Conference Committee

Hearing Date: March 23, 2007

Recorder Job Number: 5525

Committee Clerk Signature

Minutes:

Rep. Price: The bill in front of you SB 2186 has to do with early child care resource referral program and early childhood assistance. The bill is in dramatically different form than the first time it went to the house floor. Originally this bill had a different tone to it. It came out of the committee with a do not pass. It went back to committee and we did make some changes to the bill. It now has a do pass out of committee. Section 1 of the bill as it currently is, what we had done is asked the department and the player's to come up with something a little bit creative or some other option that we could use to put some money in the pockets of the providers. Under law it is currently funded by Temporary Assistance for Needy Families (TANF). When a TANF recipient begins employment we will allow them three months transitional childcare assistance. That is currently in the budget, it has not changed. What happens in section 1 of the bill is we have amended it to say that it can be funded up to six months. The money is in the bill for that. We left it for up to six months because on the recommendation of the department saying that if for some reason there is a dramatic increase in our TANF load or things changed, they can make it 5 or 4 months, or even go back to the 3 if that is necessary. Now in section 2, what happened was this was one of those last minute amendments and I do apologize. I may have to ask you to make a change on line 20. On line 20 it says \$2,897,370. That is the potential cost for all six months. We don't need to put the

first three months in that section. We only really need to put the money for the second three months there. That figure should read \$1,491,210. That is to fund months 4, 5, and 6. These are all TANF dollars. They are all federal dollars and there is no general fund dollar match.

Rep. Svedjan: Do you have an amendment?

Rep. Price: No.

Rep. Svedjan: So it is a verbal amendment?

Rep. Price: That is the only thing that will change. We found that mistake just before the bill hit the floor. We didn't want to take it back to committee and delay it getting to you. Section 3 is the other part of the bill. This is to replace the money that is lost in the reduction of funds in the federal childcare development block grant. They currently are receiving about \$1.866 million.

This has dropped to \$1.7 million. Section 3 is the sum of \$166,221 that is to replace those federal funds. That will continue to fund the two FTE's that are currently in the program.

Rep. Svedjan: Are there any questions? I would request that we first take up the proposed amendment. It clarifies the dollar amount on line 20. I understand this to be a simple change that would just change the number and nothing else.

Rep. Price: That is correct and it was a last minute amendment that put all six months when it should have just been three months worth of money. It is \$1,491,210.

Rep. Klein: I move the amendment.

Rep. Kreidt: I Second that.

Rep. Svedjan: Is there any discussion? If not we will take a voice vote on the do pass motion on the amendment. All in favor say 'aye' all opposed say 'no'. The motion carries.

Rep. Hawken: I would like to further amendment SB 2186. In the amendments the language that would allow for the work force development component where we moved, we would like to add those back in. This is not general fund dollars. The money that was originally in here was it

is not at this point. This is not a technically correct amendment just like the one we just did. It is certainly the essence of what would be done. It would be done with the correct knowledge. It utilizes money to go ahead with the development of the work force development technical assistance component of the original bill of 2186.

Rep. Martinson: I second that.

Rep. Svedjan: Again I am referring you to this. This is not in the appropriate form and style. To try to expedite this, what you are talking about here is if I understand this, is just section 2.

Rep. Hawken: Right, section 1 is what we just voted on.

Rep. Svedjan: We didn't vote on section 1.

Rep. Hawken: I thought we were doing technical assistance. We need all of them. I am incorrect.

Rep. Svedjan: What you want to do here, based on your handout, is to amend in section 2 as it is shown on your handout?

Rep. Hawken: Section 1 language is already in. What we need to add is the section 2 and then how the appropriation would be done.

Rep. Svedjan: We just changed the number on line 20, on the re engrossed bill. So the number that is shown in section 3 on your handout is now incorrect?

Rep. Hawken: I think it is a different use. I'm not positive. That is part of the reason that I was waiting for the regular amendments. It is all from TANF.

Rep. Svedjan: It is all from TANF but what I'm wondering what.

Rep. Hawken: The one is on the repayment. This one would be to use the portion of this to do the quality improvement. I'm getting a yes on explaining that right.

Rep. Svedjan: My point of reference is to the numbers shown in your handout, the \$2.897 million, we just changed that to \$1.491, 210.

Rep. Hawken: That is for the assistance portion. That is what that amendment was. The amendment that we just voted on doesn't deal with these items.

Rep. Gulleason: Section 2 and 3 would be the necessary language to be able to include the workforce development piece and direct that appropriation correctly.

Rep. Skarphol: I guess I have a question because in the proposed amendment you are distributing \$1.397 million in one direction and \$1.5 in the other. If the number is in reality only \$1.491 it doesn't work. We are trying to make it work.

Rep. Gulleason: That is why I suggested that we adopt this whole section 2 and 3 language out of this one. It does add that \$1.5 million for implementing this portion of the amendment.

Rep. Svedjan: So we are talking here about 2 separate appropriations?

Rep. Gulleason: Correct.

Rep. Svedjan: I just wanted to make sure. We are still talking about the use of TANF funds here. On your handout section 2 and section 3 involves the appropriation to carry out section 2.

Rep. Gulleason: Correct.

Rep. Svedjan: And on the re-engrossed bill in section 2 is the appropriation to carry out section 1 on the re-engrossed bill.

Rep. Gulleason: Correct.

Rep. Nelson: In the proposed amendment it looks to me that we aren't fully funding months 4, 5, and 6 then. There is about \$100,000 shortfall from the amendment that we just passed.

Rep. Svedjan: There are two separate appropriations here.

Rep. Nelson: I understand that but the \$1.5 million is for this workforce development component. The other two numbers don't match. There is about \$100,000 difference. I don't know if that is significant or not, that is my question.

Rep. Svedjan: I see. You are saying that they don't equal \$2.8 million. Are they supposed to?

Rep. Nelson: Well in the amendment we just passed the number was \$1.491 million. I am comparing that with the \$1.397. There is \$100,000.

Rep. Svedjan: You shouldn't do that because there are two separate appropriations for two separate and distinct purposes. You are saying that the two amounts should be the same. Even though they are appropriated to two separate and distinct purposes.

Rep. Nelson: I thought you had me totally confused. What I am saying is that I thought in the previous motion we made, the \$1.491 million that was funded to section 1 of that bill. Now we are taking \$1.397 and funding section 1 of the bill.

Rep. Pollert: I am just going back to past history. The bill in the policy committee was \$1.9 million. Then the talk was it was going to go down to general funds then add the TANF dollars in. Now my assumption is that we are trying to go from the \$166,000 up to the \$1.5 million plus the \$1.49 million. That is what you are trying to do, right?

Rep. Hawken: Right.

Rep. Pollert: You are trying to use TANF dollars through the whole thing?

Rep. Hawken: Yes.

Rep. Pollert: I am not an expert at human services or writing the correct format. This may not be totally correct. The way that Rep. Pollert still explained that, I believe correct.

Rep. Svedjan: Can you help sort that out for us?

Roxanne Woeste: First of all the bill as it sits with house amendments, just adopted an amendment to change the appropriation on line 20 to \$1,491,210. If I'm correct Rep. Hawken is asking to further amend to add the underlined language from the handout in section 2. In association with that language we are going to add an appropriation of \$1.5 million from federal funds to the department. You should just disregard what you see at the beginning of

section 3. The language in section 2 plus the \$1.5 million appropriation of federal funds to the department would be an addition to what is currently sitting in that bill.

Rep. Carlson: It's on the same topic but it is a little different. I understand that this bill has had many lives in the process here. I just want to understand if this is considered by the department of legitimate use for the money so we won't have a problem with that later?

Rep. Svedjan: Yes this is a legitimate use.

Rep. Carlson: There are people shaking their heads.

Rep. Pollert: In the first part it was thought that it does. There might be a question mark on whether this is true or not. I don't know if you have to have continuous language saying that if this cannot be approved for TANF dollars that the act can't go unless you want to spend the general dollars. If you are going to adopt this, I think that is what you have to do.

Rep. Hawken: We have done that and 30% of TANF dollars can be moved to be utilized in this type of program. We did check in on this.

Rep. Wald: Is this new money that we just received from the Feds or are we simply rearranging the furniture here? What is going on?

Rep. Svedjan: No there is carry over TANF money. I believe that is in the neighborhood of \$8 million dollars. This would be coming from that source. It is unused TANF money.

Rep. Carlson: Just another question. I'm not adverse to what we are doing here but if we establish these programs I'm assuming that we want to keep doing them. Are we assuming that this is a good permanent source for future biennium's to use for this program as well?

Rep. Hawken: Part of this is getting the framework set up. That would be a one time expenditure. The ongoing expenses we would have to look at in two years.

Rep. Svedjan: This appropriation is only good for two years?

Rep. Carlson: Correct.

Rep. Pollert: If this is not appropriate for TANF, and I'm not saying it isn't a good program, but if our intentions are to just use TANF dollars if they aren't eligible what happens? Is it the committee's desire to fund the program through general funds? That is what it is going to come down to. If that is not the case then the department is not going to fund it so there won't be a program.

Rep. Svedjan: But this bill makes no reference to the use of general fund money. If it is determined that if for some reason TANF funds can't be used the program doesn't go forward.

Rep. Hawken: We have had a number of discussions here in the fact that we will go ahead and do this now. If there is a problem it can be rectified in a conference committee. I would suggest that it would be the case here.

Rep. Svedjan: Is there any further discussion? Seeing none we will take a voice vote on the motion to adopt the handout amendment

Rep. Skarphol: In the event that we vote to do this since these are carry over TANF dollars they aren't going to be taking away from any other program that we are funding in this biennium?

Rep. Svedjan: That is correct. All in favor say 'aye' all opposed say 'no'. The motion carries.

Rep. Hawken: I would move a do pass as amended on SB 2186.

Rep. Gulleason: I second that.

Rep. Svedjan: Any discussion?

Rep. Carlson: The way the bill is written if the money fell off there would be no program.

Rep. Svedjan: That is correct. Even though there is an appropriation in here for \$166,000 that is the only amount that comes out of the general fund.

Rep. Carlson: I understood that and it is fine.

Rep. Bellew: I think that is gone with the amendment.

Rep. Svedjan: No it just got further amended.

Rep. Skarphol: What happens if the federal government decides that we are in violation with regard to doing this? What is the likely scenario that it would be carried forward? If you could just briefly explain what might happen.

Rep. Pollert: My guess is that it just won't happen. That will be a determination from the federal government. I would suspect that the DHS will say the same and it won't be funded.

Rep. Skarphol: We will not be jeopardizing any other federal dollars?

Rep. Svedjan: Not to my knowledge. Is there any further discussion? If not we will take a roll call vote on a do pass motion for SB 2186. The motion passes 22-2-0.

Rep. Hawken: I will carry this.

Date: 3/23/07
 Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
 BILL/RESOLUTION NO. 2186

House Appropriations Full Committee

Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Adopt verbal amendment as below

Motion Made By Klein Seconded By Kreidt

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Kreidt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

\$1,491,210 - line 20

Vote vote - carries

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2186

In lieu of the amendments adopted by the House a printed on pages 1104 and 1105 of the House Journal, Reengrossed Senate Bill No. 2186 is amended as follows:

Page 1, line 1, after "chapter" insert "50-09 and a new section to chapter"

Page 1, line 2, after "to" insert "transition assistance for child care and" and replace "care workforce development and department of" with "quality activities;"

Page 1, remove line 3

Page 1, line 4, remove "facilities and program and business technical assistance for early childhood care providers;"

Page 1, after line 6, insert:

"**SECTION 1.** A new section to chapter 50-09 of the North Dakota Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall establish a program of transition assistance to pay a portion of the cost of child care for families that lose eligibility, and remain ineligible, for benefits under section 50-09-29 due to earnings from employment. This program must:

1. Provide benefits for up to the six months following the loss of benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered "assistance" for purposes of title 45, Code of Federal Regulations, part 260, section 31, or any substantially similar federal regulation that may replace title 45, Code of Federal Regulations, part 260, section 31."

Page 1, replace lines 10 through 24 with:

1. The department shall replace the reduction in child care development fund grants.
2. The department shall establish a statewide system to build systematic early childhood workforce voluntary training to include distance learning formats, a professional registry, certificates and specializations, scholarships, and technical assistance.
3. The department shall develop 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.
4. The department shall establish a quality improvement program for center and home-based child care programs, which may include accreditation support, program, and business technical assistance and consultation."

Page 2, remove lines 1 through 12

Page 2, line 13, replace "in the" with "from special funds derived from federal funds and other income from the temporary assistance for needy families program"

Page 2, line 14, remove "general fund in the state treasury, not otherwise appropriated," and replace "\$1,900,000" with "\$1,491,210"

Page 2, after line 17, insert:

SECTION 3. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income for the temporary assistance for needy families program the sum of \$1,500,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 2 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009.

SECTION 4. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

Date: 3/23/07
Roll Call Vote #: 2

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2186

House Appropriations Full Committee

Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Further amend as attached

Motion Made By Hawken Seconded By Martinson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Kreidt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

*Adopt underscored language in Section 2
and underscored language in Section 3.*

Vote carries

Date: 3/23/07
 Roll Call Vote #: 3

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
 BILL/RESOLUTION NO. 2186

House Appropriations Full Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken No Pass is amended (see roll call sheet 1-2)

Motion Made By Hawken Seconded By Gulleson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich		✓			
Representative Wald		✓	Representative Aarsvold	✓	
Representative Monson	✓		Representative Gulleson	✓	
Representative Hawken	✓				
Representative Klein	✓				
Representative Martinson	✓				
Representative Carlson	✓		Representative Glassheim	✓	
Representative Carlisle	✓		Representative Kroeber	✓	
Representative Skarphol	✓		Representative Williams	✓	
Representative Thoreson	✓				
Representative Pollert	✓		Representative Ekstrom	✓	
Representative Bellew	✓		Representative Kerzman	✓	
Representative Kreidt	✓		Representative Metcalf	✓	
Representative Nelson	✓				
Representative Wieland	✓				

Total (Yes) 22 No 2

Absent 0

Floor Assignment Hawken

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

REPORT OF STANDING COMMITTEE

SB 2186, as reengrossed and amended: Appropriations Committee (Rep. Svedjan, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (22 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed SB 2186, as amended, was placed on the Sixth order on the calendar.

In lieu of the amendments adopted by the House as printed on pages 1104 and 1105 of the House Journal, Reengrossed Senate Bill No. 2186 is amended as follows:

Page 1, line 1, after "chapter" insert "50-09 and a new section to chapter"

Page 1, line 2, after "to" insert "transition assistance for child care and" and replace "care workforce development and department of" with "quality activities"

Page 1, remove line 3

Page 1, line 4, remove "facilities and program and business technical assistance for early childhood care providers"

Page 1, after line 6, insert:

"SECTION 1. A new section to chapter 50-09 of the North Dakota Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall establish a program of transition assistance to pay a portion of the cost of child care for families that lose eligibility, and remain ineligible, for benefits under section 50-09-29 due to earnings from employment. This program must:

1. Provide benefits for up to the six months following the loss of benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered "assistance" for purposes of title 45, Code of Federal Regulations, part 260, section 31, or any substantially similar federal regulation that may replace title 45, Code of Federal Regulations, part 260, section 31."

Page 1, replace lines 10 through 24 with:

1. The department shall replace the reduction in child care development fund grants.
2. The department shall establish a statewide system to build systematic early childhood workforce voluntary training to include distance learning formats, a professional registry, certificates and specializations, scholarships, and technical assistance.
3. The department shall develop 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.
4. The department shall establish a quality improvement program for center and home-based child care programs, which may include accreditation support, program, and business technical assistance and consultation."

Page 2, remove lines 1 through 12

Page 2, line 13, replace "in the" with "from special funds derived from federal funds and other income from the temporary assistance for needy families program"

Page 2, line 14, remove "general fund in the state treasury, not otherwise appropriated," and replace "\$1,900,000" with "\$1,491,210"

Page 2, after line 17, insert:

"SECTION 4. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income for the temporary assistance for needy families program the sum of \$1,500,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 2 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009.

SECTION 5. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

2007 SENATE HUMAN SERVICES

CONFERENCE COMMITTEE

SB 2186

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 4-13-07

Recorder Job Number: 6004

Committee Clerk Signature

Mary K Monson

Minutes:

The conference committee on SB 2186 was called to order. Attendance was taken with all members present: Senator J. Lee, Senator Fischer, Senator Heckaman, Representative Pollert, Representative Pietsch, and Representative Kaldor.

Rep. Pollert started by saying that SB 2186 came from the Senate with \$1.9 million general funds. Discussion followed that in the House it was first brought out as a do not pass on the basis of \$1.9 and then brought back to committee and dropped to thoughts of 166 general funds along with the TANF funds and to increase the three months to the six months extension.

Senator J. Lee reported that the differences of opinion from house appropriations were most generally where the source of funding was from. The idea of taking all the money from TANF funds was a concern because they realized that the TANF would be significantly depleted. They didn't want to run short of money for the people who would be directly receiving benefits from those funds. They also recognized the fact that the TANF program expenditures have not been evaluated since 1998.

She introduced a hog house amendment (attachment #1) as a place to start discussions.

She explained the amendment (meter 05:53).

She pointed out it was important to keep in mind that there was \$1.7 million going to parents to help pay for child care. This bill is really dealing with money that would go to the providers in order to become better at what they do.

Looking at one section at a time there was agreement with the \$166,000 general funds.

The House was also okay with the study but a little hesitant on the \$250,000.

Discussion indicated that there was a significant difference between what happened in the House policy committee and what happened after Appropriations.

Amendment .0301 is what came out of the House policy committee.

Rep. Pollert spoke about what they did in House Appropriations (meter 12:45) and the repercussions afterwards because of further information on TANF dollars.

He had an itemized list he wanted to discuss at some point in the discussions.

Senator J. Lee referred to a chart that the House committee had received indicating priorities from the child care group. (Attachment #2)

Rep. Kaldor said there were some members of the policy committee who felt the original bill and its intent is very important and one of the most important places to put investment. From the standpoint of economic development it is a significant issue in North Dakota. He felt the appropriations committee actually helped the bill.

Senator J. Lee asked if it would be accurate to say that they liked the additional funding but that maybe they weren't locked into use of the TANF funds.

Rep. Kaldor said at that point it would be true. However, he did have an analysis of TANF funds for the committee. (Attachment #3)

Discussion continued on the TANF funds and the information provided.

Senator J. Lee summarized that section 1 coming from the House policy committee was the same as section 1 in the old .0305. They need to talk about the workforce development in

section 2. She encouraged everyone to think about the study. The last three sections are for the appropriations.

Rep. Kaldor said maybe they could have a summary of section 1 of the bill, the transition assistance for child care. That was part of the hog house amendment in the House policy committee. They really didn't have much input on that from the department.

Senator J. Lee asked those present from the Dept. if they would comment.

Brenda Weisz (Department of Human Services) said they currently did have transition child care assistance services in the dept. for three months. They offered transition child care for those on TANF who then go to work and still have child care expenses. Built in SB 2012 right now is \$1.4 million for three months of transition child care. In order to expand that the department was contacted to see what it would take to expand to six months. That amount is what is in the appropriation section--\$1,491,210. Part is included in 2012 already—a three month portion of it—the extended three months would be included in 2186.

Senator J. Lee said she was trying to get some feeling where they were going and it seemed like everybody was kind of on board with it. Next, section 2 the workforce development was talking about having training programs that were going to be supportive of those child care providers in distance learning etc.

Senator Heckaman asked if the only reason the funding in section 6 is cut down is because of the draw it would have on the TANF funds.

Senator J. Lee said there was support in both appropriations and policy in the House.

Rep. Pollert said that was kind of accurate. There were specific parts of the bill certain people in the House policy committee had problems with. Maybe the \$250,000 is looking at the list and trying to come up with some sort of compromise.

Senator Heckaman then asked if the reason for that is not because they are concerned about the program but just that they don't want to draw it on the TANF funds.

Rep. Pollert said his impression was that if SB 2186 would have come to the whole appropriations with a \$1.9 general fund dollars it would have come out with a do not pass and would have failed on the floor. The other House members agreed.

Senator J. Lee recessed the committee.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 4-16-07

Recorder Job Number: 6060

Committee Clerk Signature

Mary K Monson

Minutes:

Senator J. Lee called the conference committee on SB 2186 to order with all members present.

Senator J. Lee referred to the two handouts from the previous meeting, one showing what the priorities are and the other about the TANF dollars.

Senator Heckaman distributed an amendment she was proposing. (Attachment #4) It was building on the amendment proposed by Senator J. Lee. She also thought that a mistake had been made when it was drafted. On page 1, section 1, subsection 1, she thought it should be four months instead of six. She went on to explain the rest of the amendment which involved shifting funds around. It would take \$43,000 out of the permanent oil tax trust fund to finish up the program for the workforce development.

Rep. Pollert wanted to clarify that if what she was proposing was taking away the benefits of two months away from the people with a loss of benefits to fund the other transition programs.

Senator Heckaman confirmed that.

Senator J. Lee said that was a big priority question. They would be taking \$1 million away from direct payment to parents who would have assistance in paying their child care costs in order to establish more programs by giving money to providers.

Senator Heckaman replied that hopefully the program in the long run would improve the child care services.

Rep. Kaldor agreed that it is a discussion of priorities. The Governor's budget set a priority for three months. This bill was introduced independent of that. In the House the amendment that went towards the transitional care was the last thing they did and was probably what caused it to pass. There has been a lot of information this session about the importance of the workforce training element of this and the important role that quality child care plays in attracting people and industry.

There are some programs that will disappear in terms of the technical assistance programs. The Bush Foundation and the Dept. of Health are going to be phasing out support. That third block area will disappear. It's really important that those child care facilities get that technical assistance to make sure there is quality child care.

He felt the amendment by Senator Heckaman was a fair compromise. It doesn't get them all the way to what they want, but it is a good start.

Senator J. Lee asked if they were still looking at taking money out of TANF.

That was confirmed.

Rep. Kaldor said they were actually within the limits of the Legislative Council document more so than before (meter 11:35).

Senator J. Lee read from an e-mail she received about the TANF grant award (meter 11:40).

She felt they needed to think about the propriety of the TANF money and if they were going to do it they needed to make sure everybody would be comfortable with it.

Rep. Pietsch asked if these are legitimate expenses under the TANF program (meter 13:38).

Senator J. Lee said her information is that it is legal to do what they were looking at doing. It was a matter of whether or not they wanted to deplete the fund.

Brenda Weisz (Dept. of Health) informed the committee that they could do a transfer into the Child Care Grant.

Rep. Pietsch (meter14:50) didn't like the idea of taking the money and reducing to four months. Her first choice would be to go back to the way it left the House policy committee without the appropriations attachment.

Senator J. Lee said then they would not be funding the area which is going to have its other funding eliminated.

Rep. Pietsch said originally out of the House policy committee was the salary and the six months coverage out of TANF.

Senator Heckaman thought the original intent of this bill was the workforce development program. The transition assistance got added in afterwards. So if they are looking at the original intent of the bill it wasn't the transition assistance.

Rep. Pollert said his concern within amendments would be the \$1 million being taken from direct benefits. He still has concerns about the cash flow of TANF dollars.

Senator J. Lee thought they needed to seriously consider the consultation programs and businesses portion that won't be there if we don't support it. The alternative is to figure out where else it is going to come from. It is important to look at the program and the value of the program. (Meter 18:40)

The conference committee meeting on SB 2186 was recessed.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 4-17-07

Recorder Job Number: 6075

Committee Clerk Signature

Mary K. Monson

Minutes:

Senator J. Lee called the conference committee on SB 2186 to order. All members were present with the exception of Sen. Fischer.

Senator J. Lee expressed her thought that they hadn't had much time to put their ideas together since the last meeting. She suggested they recess unless someone had any comments. There were no comments.

The meeting was recessed.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2186

Senate Human Services Committee

Check here for Conference Committee

Hearing Date: 4-19-07

Recorder Job Number: 2186

Committee Clerk Signature

Mary K Monson

Minutes:

Senator J. Lee opened the conference committee meeting on SB 2186. All members were present.

Senator J. Lee distributed and went through information she received from Brenda Weisz,

Department of Human Services, on the current funding for child care. See attachment #5.

Next she addressed a proposed amendment (attachment #6). She went through it section by section.

Section 1 continues up to six months worth of benefits for direct payments of child care. She felt it was important to note, for clarification, it is **up to** six months (meter 02:23).

Section 3 was, as far as she was concerned, the most important part of the whole amendment because TANF will be studied. There has not been an adjustment in payments under TANF to recipients since 1998.

Section 4 is new.

She explained that the funds in section 6 go with the extra three months of direct child care.

The funds from TANF in section 7 are not a continuing appropriation. They are intended to replace the funds that are going away (meter 05:00).

Rep. Kaldor posed a question he thought somebody from the department could answer. How does the total direct assistance being contemplated compare to the last biennium?

Brenda Weisz (Department of Human Services) was recognized by Senator J. Lee for comments. She said the number is actually a little less for direct care than it was last biennium. (Meter 06:10) She reminded them that last biennium they had to make a change to the direct child care because of the reduction in the block grant.

Rep. Kaldor asked if it was a federal block grant change that caused that.

Ms. Weisz replied that it was.

Rep. Kaldor asked if there was any demographic information about the number of children that are qualifying compared to last biennium (meter 07:00).

Ms. Weisz said there was less because now child care is not being provided for the individuals attending post secondary education on the four year degree.

Rep. Pollert asked Ms. Weisz that when she talks about direct care being less than the last biennium, is she talking off the 3 month part of the direct care because of adding six months to it.

Ms. Weisz replied that the reduction is in the funding in the child care development block grant not within TANF itself (meter 08:40).

Rep. Pollert asked, for clarification, if the \$600,000 is a reduction in the child care block grant.

Ms. Weisz said that was correct.

Rep. Kaldor asked what the state's maintenance of effort requirement that needs to be looked at is in the discussion of TANF funding and the levels of available funds and the anticipated expenditures.

Ms. Weisz said it is \$18.1 million—maintenance of effort (meter 10:45).

Rep. Pollert said the child care block grant had a reduction of \$600,000 to \$900,000 compared to last biennium, but with what they are doing here they are adding dollars for services. Right? Ms. Weisz said for a select group of individuals. She explained that the difference is in order to use TANF funding for child care there is a certain level of criteria. It's a different eligibility requirement than for the child care development block grant. It's probably a different group of children (meter 11:51).

Rep. Kaldor asked if it is possible someone transitioning through the TANF funds could actually become eligible for the child care block grant.

Ms. Weisz replied that she thought that was possible.

Senator Heckaman didn't understand why, at the end of the biennium, they wanted to leave money in the TANF fund. She asked if that meant they would get less money the next year.

Ms. Weisz explained that it doesn't mean they get less money. There are many states, ND included, that have a carry forward balance in TANF (meter 13:31). She went on to explain that there have been carry forward balances when the economy is really good and why the carry forward balance is important. She also talked about bonuses that they used to receive. With the TANF reauthorization those bonuses are either very minimal or nonexistent.

Senator Heckaman asked how the new funds get allocated.

Ms. Weisz said that was decided back in 1996. The block grant allocation was based on criteria that was used to decide what the allotment was for AFDC based on the population back then. The block grant hasn't changed. It doesn't fluctuate with the child care development block grant.

Senator Heckaman asked if they do the study in section 3 if it would bring forward new numbers that might change that.

Ms. Weisz said it won't bring any new numbers. It will just show them if they are prioritizing the TANF funds properly.

Senator J. Lee said part of the original TANF program had work requirements (meter16:20).

Rep. Pollert made a motion that the House recede from its amendments and amend according to 70511.0307.

Sen. Fischer seconded the motion.

Rep. Kaldor said he was going to resist the motion. There is an issue with transitional child care. The thing that really concerns him is that this section of the bill was not included in the governor's budget nor was it introduced as an individual bill. The purpose of 2186 was workforce development quality child care program. This is directly related but it doesn't get to the intent of the original bill which he thought was a very worthy intent.

Senator J. Lee didn't disagree that it is a workforce issue. As a result of that she thought there should have been some Dept. of Commerce dollars involved but she had not found any reception from anybody involved with that budget. Until the workforce development people step up to the plate and are also willing to participate, it is not possible for this to be funded out of human services resources. It makes her anxious to be depleting the TANF funds. That's why a study is imperative.

Senator Heckaman said that if they are looking at TANF and the needs of not drawing it down she would like to see less in the transition for child care.

Rep. Pollert pointed out that this bill and the motion as it stands is a compromise. He had a concern that if they brought it to the floor in its full shape and form as it was they were taking a gamble of not getting anything.

Roll call vote 4-2-0. Motion passed.

April 11, 2007

1

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2186

That the House recede from its amendments as printed on pages 1118 and 1119 of the Senate Journal and pages 1193-1195 of the House Journal and that Reengrossed Senate Bill No. 2186 be amended as follows:

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 50-09 and a new section to chapter 50-11.1 of the North Dakota Century Code, relating to transition assistance for child care and early childhood workforce development; to provide for a report to the legislative council; to provide for a legislative council study; and to provide an appropriation.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 50-09 of the North Dakota Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall establish a program of transition assistance to pay a portion of the cost of child care for families that lose eligibility, and remain ineligible, for benefits under section 50-09-29 due to earnings from employment. This program must:

1. Provide benefits for up to the six months following the loss of benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered "assistance" for purposes of title 45, Code of Federal Regulations, part 260, section 31, or any substantially similar federal regulation that may replace title 45, Code of Federal Regulations, part 260, section 31.

SECTION 2. A new section to chapter 50-11.1 of the North Dakota Century Code is created and enacted as follows:

Workforce development. The department may establish a statewide system to build systematic early childhood workforce voluntary training which may include distance learning formats, a professional registry, certificates, and specializations.

SECTION 3. LEGISLATIVE COUNCIL STUDY - TEMPORARY ASSISTANCE FOR NEEDY FAMILIES. The legislative council shall consider studying, during the 2007-08 interim, the temporary assistance for needy families program administered by the department of human services. The study may include review of the sustainability of current services and programs being funded by temporary assistance for needy families funds, review of the potential programs and services that could be funded by use of temporary assistance for needy families funds, and review of the need for increased assistance to recipients of temporary assistance for needy families who are attending a postsecondary institution of learning. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 4. REPORT TO LEGISLATIVE COUNCIL - DEPARTMENT OF HUMAN SERVICES. During the 2007-08 interim, the department of human services

shall report to the legislative council regarding the transition assistance for the child care program implemented pursuant to section 1 of this Act.

SECTION 5. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income from the temporary assistance for needy families program the sum of \$1,491,210, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 1 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009.

SECTION 6. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income transferred from the temporary assistance for needy families program the sum of \$250,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 2 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009. The department may transfer the funds provided for under this section to the child care development block grant.

SECTION 7. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

April 16, 2007

#4

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2186

That the House recede from its amendments as printed on pages 1118 and 1119 of the Senate Journal and pages 1193-1195 of the House Journal and that Reengrossed Senate Bill No. 2186 be amended as follows:

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 50-09 and a new section to chapter 50-11.1 of the North Dakota Century Code, relating to transition assistance for child care and early childhood workforce development; to provide for a report to the legislative council; to provide for a legislative council study; and to provide an appropriation.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 50-09 of the North Dakota Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall establish a program of transition assistance to pay a portion of the cost of child care for families that lose eligibility, and remain ineligible, for benefits under section 50-09-29 due to earnings from employment. This program must:

1. Provide benefits for up to the six months following the loss of benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered "assistance" for purposes of title 45, Code of Federal Regulations, part 260, section 31, or any substantially similar federal regulation that may replace title 45, Code of Federal Regulations, part 260, section 31.

SECTION 2. A new section to chapter 50-11.1 of the North Dakota Century Code is created and enacted as follows:

Workforce development. The department may establish a statewide system to build systematic early childhood workforce voluntary training which may include distance learning formats, a professional registry, certificates, and specializations.

SECTION 3. LEGISLATIVE COUNCIL STUDY - TEMPORARY ASSISTANCE FOR NEEDY FAMILIES. The legislative council shall consider studying, during the 2007-08 interim, the temporary assistance for needy families program administered by the department of human services. The study may include review of the sustainability of current services and programs being funded by temporary assistance for needy families funds, review of the potential programs and services that could be funded by use of temporary assistance for needy families funds, and review of the need for increased assistance to recipients of temporary assistance for needy families who are attending a postsecondary institution of learning. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 4. REPORT TO LEGISLATIVE COUNCIL - DEPARTMENT OF HUMAN SERVICES. During the 2007-08 interim, the department of human services

shall report to the legislative council regarding the transition assistance for the child care program implemented pursuant to section 1 of this Act.

SECTION 5. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income from the temporary assistance for needy families program the sum of \$491,210, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 1 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009.

SECTION 6. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income transferred from the temporary assistance for needy families program the sum of \$1,250,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 2 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009. The department may transfer the funds provided for under this section to the child care development block grant.

SECTION 7. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221, or so much of the sum as may be necessary, and out of any moneys in the permanent oil tax trust fund in the state treasury, not otherwise appropriated, the sum of \$43,000, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

April 19, 2007

JL
4-19-07
Lot 2

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2186

That the House recede from its amendments as printed on pages 1118 and 1119 of the Senate Journal and pages 1193-1195 of the House Journal and that Reengrossed Senate Bill No. 2186 be amended as follows:

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 50-09 and a new section to chapter 50-11.1 of the North Dakota Century Code, relating to transition assistance for child care and early childhood workforce development; to provide for a report to the legislative council; to provide for legislative council studies; and to provide an appropriation.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 50-09 of the North Dakota Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall establish a program of transition assistance to pay a portion of the cost of child care for families that lose eligibility, and remain ineligible, for benefits under section 50-09-29 due to earnings from employment. This program must:

1. Provide benefits for up to the six months following the loss of benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered "assistance" for purposes of title 45, Code of Federal Regulations, part 260, section 31, or any substantially similar federal regulation that may replace title 45, Code of Federal Regulations, part 260, section 31.

SECTION 2. A new section to chapter 50-11.1 of the North Dakota Century Code is created and enacted as follows:

Workforce development. The department may establish a statewide system to build systematic early childhood workforce voluntary training which may include distance learning formats, a professional registry, certificates, and specializations.

SECTION 3. LEGISLATIVE COUNCIL STUDY - TEMPORARY ASSISTANCE FOR NEEDY FAMILIES. The legislative council shall consider studying, during the 2007-08 interim, the temporary assistance for needy families program administered by the department of human services. The study may include review of the sustainability of current services and programs being funded by temporary assistance for needy families funds, review of the potential programs and services that could be funded by use of temporary assistance for needy families funds, and review of the need for increased assistance to recipients of temporary assistance for needy families who are attending a postsecondary institution of learning. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 4. LEGISLATIVE COUNCIL STUDY - CHILD CARE RESOURCE AND REFERRAL SYSTEM. The legislative council shall consider studying, during the 2007-08 interim, the state's child care resource and referral system, including

2042

consideration of the purposes and goals of the system and whether the current system is furthering these purposes and goals and consideration of the most appropriate funding source of the system. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 5. REPORT TO LEGISLATIVE COUNCIL - DEPARTMENT OF HUMAN SERVICES. During the 2007-08 interim, the department of human services shall report to the legislative council regarding the transition assistance for the child care program implemented pursuant to section 1 of this Act.

SECTION 6. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income from the temporary assistance for needy families program the sum of \$1,491,210, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 1 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009.

SECTION 7. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income transferred from the temporary assistance for needy families program the sum of \$500,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 2 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009. The department may transfer the funds provided for under this section to the child care development block grant.

SECTION 8. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

**REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)**

Bill Number 2186 (, as (re)engrossed):

Date: 4-13-07

Your Conference Committee: Senate Human Services 4-16-07
4-17-07
4-19-07

For the Senate: 4-13
4-16
4-17
4-19

For the House: 4-13
4-16
4-17
4-19

Sen. J. Lee	P	P	P	P	Y		Rep. Pollert	P	P	P	P	Y	
Sen. Fischer	P	P	A	P	Y		Rep. Pietsch	P	P	P	P	Y	
Sen. Heckaman	P	P	P	P	N		Rep. Kaldor	P	P	P	P	N	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) 1118 -- 1119

and place _____ on the Seventh order.

, adopt (further) amendments as follows, and place 2186 on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____

HOUSE CARRIER: _____

SENATE CARRIER: _____

LC NO.	of amendment
LC NO.	of engrossment
Emergency clause added or deleted	
Statement of purpose of amendment	

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT: ___ YES ___ NO ___ ABSENT

REPORT OF CONFERENCE COMMITTEE

SB 2186, as reengrossed: Your conference committee (Sens. J. Lee, Fischer, Heckaman and Reps. Pollert, Pietsch, Kaldor) recommends that the **HOUSE RECEDE** from the House amendments on SJ pages 1118-1119, adopt amendments as follows, and place SB 2186 on the Seventh order:

That the House recede from its amendments as printed on pages 1118 and 1119 of the Senate Journal and pages 1193-1195 of the House Journal and that Reengrossed Senate Bill No. 2186 be amended as follows:

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 50-09 and a new section to chapter 50-11.1 of the North Dakota Century Code, relating to transition assistance for child care and early childhood workforce development; to provide for a report to the legislative council; to provide for legislative council studies; and to provide an appropriation.

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Workforce development. The department may establish a statewide system to build systematic early childhood workforce voluntary training which may include distance learning formats, a professional registry, certificates, and specializations.

SECTION 3. LEGISLATIVE COUNCIL STUDY - TEMPORARY ASSISTANCE FOR NEEDY FAMILIES. The legislative council shall consider studying, during the 2007-08 interim, the temporary assistance for needy families program administered by the department of human services. The study may include review of the sustainability of current services and programs being funded by temporary assistance for needy families funds, review of the potential programs and services that could be funded by use of temporary assistance for needy families funds, and review of the need for increased assistance to recipients of temporary assistance for needy families who are attending a postsecondary institution of learning. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 4. LEGISLATIVE COUNCIL STUDY - CHILD CARE RESOURCE AND REFERRAL SYSTEM. The legislative council shall consider studying, during the

2007-08 interim, the state's child care resource and referral system, including consideration of the purposes and goals of the system and whether the current system is furthering these purposes and goals and consideration of the most appropriate funding source of the system. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 5. REPORT TO LEGISLATIVE COUNCIL - DEPARTMENT OF HUMAN SERVICES. During the 2007-08 interim, the department of human services shall report to the legislative council regarding the transition assistance for the child care program implemented pursuant to section 1 of this Act.

SECTION 6. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income from the temporary assistance for needy families program the sum of \$1,491,210, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 1 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009.

SECTION 7. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income transferred from the temporary assistance for needy families program the sum of \$500,000, or so much of the sum as may be necessary, to the department of human services for the purpose of implementing section 2 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009. The department may transfer the funds provided for under this section to the child care development block grant.

SECTION 8. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$166,221, or so much of the sum as may be necessary, to the department of human services for the purpose of replacing the reduction in child care development fund grants, for the biennium beginning July 1, 2007, and ending June 30, 2009."

Renumber accordingly

Reengrossed SB 2186 was placed on the Seventh order of business on the calendar.

2007 TESTIMONY

SB 2186

SB 2186
Human Service Committee
January 15, 2007

Madam Chairman Judy Lee and members of the Senate Human Services Committee. My name is Tim Mathern, Senator from District 11 in Fargo and a parent of four children. While my children are grown I know from my connections with my grandchildren that early childhood education and services are crucial to our future.

You have received other testimony and will receive details from child care advocates and providers so I will be brief.

I signed on this bill after I learned of the significance of proper stimulation for young children, we have only one opportunity to make a difference. After age 6 our positive stimulation has limited impact on brain development.

I see Senate Bill 2186 as establishing a method assuring quality and orderly development of child care across our state. It is one way to not only assure proper care for our children but to demonstrate to our business community that we have systems in place to make sure employees are comfortable that their children are properly cared for while they are at work. This is very important for an employee's productivity.

Madam Chairman, I will leave discussion of further details and the fiscal note to others. I ask for your support of SB 2186.

Thank you.

Growing Futures in North Dakota

2007 Policy Brief

Growing Futures in North Dakota means quality early care and education for all of North Dakota's children – a goal that promotes the healthy development of our future workforce while at the same time providing the infrastructure necessary to support today's workers and businesses.

All states must develop a system of early childhood care and education with appropriate regulatory, governance, finance and accountability mechanisms so that:

All Children have access to a safe and accessible, high quality early childhood education that includes a developmentally appropriate curriculum, knowledgeable and well-trained program staff and educators, comprehensive services that support their health, nutrition, and social well-being, in an environment that respects and supports diversity.

All Early Childhood

Professionals are supported as professionals with a career ladder, ongoing professional development opportunities, and compensation that will attract and retain high quality educators.

All Families have access to early care and education programs that are affordable and of high quality, and are participants in the education and well-being of their children through family involvement in programs and schools, as well as opportunities to increase their educational attainment.

All Communities are accountable for the quality of early childhood programs provided to all children, backed by the local, state, and federal funding needed to deliver quality programs and services.

NAEYC's National
Call for Excellence
in Early Childhood Education



North Dakota Association for the Education of Young Children

For more information, go to
www.ndaeyc.org or contact
Linda Lembke, 701-234-0517

North Dakota is working to build our state's future through the development of new and innovative business. Our state's ability to grow existing businesses and attract new jobs is dependent upon the availability of early care and education options for working families. The equation is simple – parents cannot work without care for their children. Therefore, it's in North Dakota's best interest to invest in early childhood programs. Because the Dakotas lead the nation with the highest proportion of mothers with young children in the workforce, North Dakota's economy benefits from the work of approximately 76% of mothers with young children. And because most parents work and most children experience out-of-home care, it's essential that we step up to the plate to ensure that our state's youngest citizens are growing and developing in healthy, safe, and learning environments. Just as North Dakota's growth depends on working parents, so do working parents look to the state to protect their children with early care and education environments that lead to positive outcomes and school readiness for all children. **Quality early care is not a luxury – it's an investment in North Dakota, now and into the future.**

Every day, nearly 73,000 children under 13 years old need care while their parents work and nearly 6,000¹ early care workers contribute to our state's economy as members of our workforce. Quality care and education – care that provides the nurturing and stimulation human beings need for healthy development – offers children the early experiences necessary for success in school and life, and enables parents to be reliable, productive employees. **A stronger state commitment to a quality early care and education system is necessary to ensure that North Dakota's families can work and our children arrive at kindergarten ready to succeed.**

Facing Challenges

- ◆ North Dakota's licensed early care and education programs have the capacity to care for 31,959² children, meeting 43%³ of the potential demand.
- ◆ 25,074⁴ women with children under the age of six are in the workforce.
- ◆ Early care and education is a fragmented industry, licensed with minimal standards. In most settings, direct caregivers are not required to have any training or experience prior to employment or licensure even though quality is directly correlated to caregiver's level of knowledge and skill.
- ◆ Statewide, turnover of the early care and education workforce is approximately 31%⁵ annually, leading to inconsistent care that is harmful to young children's development and challenging for parents who need dependable care.
- ◆ Head teachers working in a child care center earn \$8.58⁶ per hour on average, making it difficult to attract and keep a well qualified child care workforce.
- ◆ Only 8-12%⁷ of early care and education programs are able to meet the standards for quality, meaning care that provides the nurturing and stimulation needed for healthy human development
- ◆ The early years of the human life span lay the foundation for future learning, future behavior, and future relationships. Investing in quality early care and education has been shown to reduce future costs for school remediation, delinquency, and juvenile crime.

The North Dakota Association for the Education of Young Children advocates for investment in the *Growing Futures* Early Childhood Professional Development Plan to provide the following benefits:

Builds the Workforce

A well-trained workforce is essential to increasing the availability and improving the quality of early care environments while at the same time providing reliable, consistent care to meet families' needs.

Growing Futures builds the workforce, establishes consistent workforce training standards, and supports the recruitment and retention of qualified workers.

- ◆ **Core Knowledge Certificate:** Initiates a 45-hour standardized training in basic principles of early childhood, to provide direct care givers with a strong foundation of knowledge and skill and establish consistency in workforce training across the state
- ◆ **Certificates & Specializations:** Expands early care and education career opportunities to support specialization in specific aspects of early development and care
- ◆ **Career advising:** Assists individuals to chart career paths and access applicable training and support
- ◆ **Scholarships:** Provides tuition support for early childhood training and education at North Dakota programs
- ◆ **Grants:** Offsets accreditation and national CDA assessment fees
- ◆ **Incentives:** Encourages individual continuous career improvement through financial incentives

Strengthens Businesses and Programs

Early childhood businesses are an essential part of the economic and social infrastructure of our communities. Access to quality early care and education contributes to the quality of life in our state.

Growing Futures strengthens businesses to provide quality services in local communities.

- ◆ **Technical Assistance:** Assists programs to implement state early learning standards and meet Star Rating criteria
- ◆ **Program Incentives:** Supports programs to sustain and increase program quality with financial incentives

Empowers Parental Choice

Families across the state are struggling to find and afford quality early care. ***Growing Futures gives families the tools to access quality care options.***

- ◆ **Star Rating System:** Gives parents the power to make informed choices for their children through a voluntary process which assesses and advertises the level of quality in child care settings
- ◆ **Tiered Subsidy Reimbursement:** Supports parents by providing higher child care assistance payments for programs with higher quality ratings

Investing in Solutions: The <i>Growing Futures</i> Annual Investment Plan	
<p>▲ \$700,000 Investing in individuals for professional preparation and continuous improvement</p>	<p>Workforce Development</p> <ul style="list-style-type: none"> ◆ Core Knowledge Certificate and Credentials : \$150,000 ◆ Scholarships: \$100,000 ◆ Recognition Awards linked to education, training, and experience for individual caregivers: \$250,000 ◆ Grants to support individual achievement of nationally recognized standards of quality: \$50,000 ◆ Career Advising: \$150,000
<p>▲ \$1,200,000 Investing in child care businesses for program development and quality enhancement</p>	<p>Business/Program Development</p> <ul style="list-style-type: none"> ◆ Grants to support program achievement of nationally recognized standards of quality: \$50,000 ◆ Child Care Program Incentive Awards to sustain and increase program quality: \$500,000 ◆ Technical Assistance: \$650,000
<p>▲ \$1,100,000 Investing in families to increase access and affordability</p>	<p>Choices for Families</p> <ul style="list-style-type: none"> ◆ Star Rating System: \$600,000 ◆ Tiered Subsidy Reimbursements: \$500,000

¹ The Economic Impact of Child Care in North Dakota, North Dakota KIDS COUNT Research Brief, October 2004

<http://www.ndkidscount.org/publications.htm#ResearchBriefs>

² North Dakota Child Care Resource and Referral 2006 Annual Report, June, 2006

³ U.S. Census Bureau, 86,808 children ages 0 to 13 have working parents

⁴ U.S. Census Bureau, SF 3, P45

⁵ North Dakota Child Care Center Salary and Working Conditions Report, Child Care Resource and Referral, October, 2006

<http://www.ndchildcare.org/pdf/06SalarySurvey.pdf>

⁶ North Dakota Child Care Center Salary and Working Conditions Report, Child Care Resource and Referral, October, 2006

<http://www.ndchildcare.org/pdf/06SalarySurvey.pdf>

⁷ The Children of the Cost, Quality, and Outcomes Study Go To School: Technical Report, 2000. Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

**NDAEYC Testimony
Senate Bill 2186
Senate Human Services Committee
January 15, 2007**

Madam Chairman, and members of the committee, my name is Lorrie Thoemke. I am the President of the North Dakota Association for the Education of Young Children and am speaking for the Association. I am employed as the operations manager at the Fargo-Moorhead YMCA, including administration of child care services. I am pleased to provide testimony on this bill and ask you for a Do Pass. I will offer background information and an overview of the bill. Then we'll hear four perspectives – from the community, a child care center, a home-based provider and a parent.

The North Dakota Association for the Education of Young Children is a membership organization of approximately 300 early childhood professionals from across North Dakota. NDAEYC's mission is to serve and act on behalf of the needs, rights and education of young children. NDAEYC believes that all children should have access to safe and accessible, high quality early childhood education; that all early childhood professionals should be supported as professionals including compensation that will attract and retain high quality educators; that all families should have access to early care and education programs that are affordable and of high quality; and that all communities should be accountable for the quality of early childhood programs provided to all children.

Senate Bill 2186 supports our mission and serves all of these populations. It has three purposes:

- To build the early care and education workforce by establishing consistent workforce training standards, and supporting the recruitment and retention of qualified workers.
- To strengthen the capacity of early childhood programs and businesses to provide quality early care and education in local communities.
- To give families the tools to access quality care and learning options.

Background

Child care is a necessity for most young families. In North Dakota, the percent of mothers with young children working outside the home is higher than the national average. In fact, the Dakotas lead the nation with the highest proportion of women with children under six in the workforce at 76%.

According to the 2006 North Dakota Kids Count Fact Book, up to 78,000 children need some form of care while their parents work. North Dakota has approximately 1,500 licensed early care and education programs that have the capacity to care for approximately 32,000 children, meeting only 31% of the potential demand.

Early childhood programs support our state's workers and play a key role in the state's economy. Based on the findings of the 2004 *Economic Impact of Child Care in North Dakota*, the child care industry is a significant industry in North Dakota contributing more than \$123 million annually into the state's economy. The report indicates approximately 6,000 individuals earn a living as a child care worker in North Dakota, making it the 10th largest occupation. Child Care Resource and Referral reports that 1,543 people work in licensed family or group child care programs, 1,511 work in licensed child care centers, and the remaining work in before or after school programs, Head Start, or are paid relatives, friends or neighbors.

Early childhood programs face many challenges. Operating licensed child care programs, even at a minimum level, can be costly, and for child care business owners interested in going beyond minimum licensing, for those who are interested in providing the best care for children, the business costs are higher. Staff training and education, safe facilities, low caregiver-child ratios and other factors that improve the quality of child care will increase child care fees. With their limited resources, only 8-12% of early care and education programs are able to meet the standards for quality.

Programs cannot turn to parents to expand their financial resources. Many parents face high monthly child care costs struggle to afford quality child care. One year of care for a baby costs more than one year of tuition at one of North Dakota's universities. Parents with more than one child often face child care fees that exceed their monthly rent or house payment.

Families earning the state's median income (\$43,654) can pay 10-12% of a family's annual wages for child care expenses. A family of four with income of \$36,000 can pay 25% of their annual earnings for child care. The family is not eligible for child care assistance.

Average annual tuition for infant care	\$ 5,352
Average annual tuition for preschooler	\$ 4,728
Annual tuition fees for state university	\$ 4,174
Total cost of child care from birth to 2nd grade	\$41,392

And, despite the important role child care workers play in child development and despite the high cost of care to parents, child care workers remain among the lowest paid workers in the United States. Only 18 of 770 occupations reported by the Bureau of Labor Statistics have lower average wages than child care workers. Child care center workers in North Dakota earn an average wage of \$7.76 an hour. Benefits for child care workers are minimal and inconsistent. Though exposed to illness through their work, only 65% of employees receive paid sick leave. Just 25% have health insurance paid by their employer. Family child care providers invariably have fewer benefits. Turnover of staff in child care centers is approximately 31% each year

In 2005, the North Dakota Workforce Development Council recognized the challenges of the early care and education field and issued a resolution indicating their support for development of statewide policies and initiatives to continue and expand the coordination, promotion, implementation, and evaluation of initiatives designed to elevate the early childhood profession and expand access to quality child care for working families in North Dakota (see attachment).

Experts have determined that child care can benefit children. However, they also clearly state that the level of child care program quality must be high for positive outcomes. If children were only sporadically exposed to child care, one might not need to be concerned about the quality of care. However, today's children begin attending child care within the first months of life for substantial hours each day and continue up to school entry and beyond. Children in full-time care spend half of their waking hours away from their parents. In short, a majority of children in North Dakota spend fifty percent of their waking hours, half-a-childhood, in child care. With such high child care usage, early childhood programs share the responsibility with parents to support children's early development and learning. North Dakota does not require early childhood providers to complete any specialized training before beginning work, but does require 9 to 13 hours of continuing education each year.

A well-trained and educated early childhood workforce is needed to meet the increasing demand for high-quality care and education in North Dakota to ensure that children start school ready to learn. Research shows that providers with specialized training are more likely to be nurturing, reinforce early literacy skills, and challenge and enhance children's learning. In short, research overwhelming reports caregiver education, retention, and compensation as the best indicators for early childhood program quality.

What our youngest children need is:

- Consistent care by warm, loving adults with time for holding and rocking
- Attentive, interactive responses to their cues

- Lots of talking, reading and singing
- Daily routines and rituals
- Safe exploration and play
- Appropriate guidance and structure

These challenges are not unique to North Dakota. In 2002, President Bush's *Good Start Grow Smart* initiative established the need for states to create and implement early childhood professional development plans. The goal of *Good Start Grow Smart* is to strengthen the professionalism of the early childhood workforce and improve the quality of care provided to children and families. Nationally, thirty-six States report that they have a professional development plan and an additional thirteen states are taking steps to develop such a plan (NCCIC 2005).

Senate Bill 2186

For the past ten years NDAEYC members, including myself, have been part of numerous early childhood planning efforts at the state and local level. This bill before you reflects solutions that have been discussed and embraced by these planning initiatives.

The Growing Futures Professional Development plan is the result of a collaborative effort, coordinated by the North Dakota Department of Human Services, between many different individuals and groups including family and center child care providers, Head Start, vocational and higher education, CCR&R, Tribal members, and many others. The first target audience is direct caregivers, including the staff and administration of family, group, center, and Head Start programs, to help guide their professional growth and support their career choices. But it's also for those entities that provide training, education, and support to the field of early care and education, because it guides and pushes the development of programs and services.

Components of the Growing Futures plan include:

- A defined core body of knowledge
- Core competencies for the workforce
- Central clearinghouse of training options
- Workforce training registry
- Career categories
- Career guidance
- Curriculum approval process
- Trainer registry
- Specialized credentials
- Incentives and scholarships
- Training articulation

Benefits to the early childhood workforce will be:

- Core training that builds worker skills
- Training that is specific to type of care
- Training that accumulates into certificates
- Guidance to help choose training topic, format and level
- Money to help support further education
- Money that rewards caregivers for training and experience

Benefits to early childhood programs will include:

- Technical assistance to help programs understand and meet learning standards and rating criteria
- Money to help meet and maintain standards, including salary increases
- Marketing tool (quality rating system) to help showcase the quality of a program

Benefits to families will include:

- Easy-to-understand tools to use to choose child care
- Expanded support through Child Care Assistance Program
- Child care programs with more resources to meet children's needs

Specifically, Senate Bill 2186 provides \$2,825,000 of funding to:

1. Build the Workforce

A well-trained workforce is essential to increasing the availability and improving the quality of early care environments while at the same time providing reliable, consistent care to meet families' needs.

- a) Core Knowledge Certificate: Initiates a 45-hour standardized voluntary training in basic principles of early childhood, to provide direct care givers with a strong foundation of knowledge and skill and establish consistency in workforce training across the state (\$75,000 one-time expense)
- b) Certificates & Specializations: Expands early care and education career opportunities to support specialization in specific aspects of early development and care (\$75,000 one-time expense)
- c) Career advising: Assists individuals to chart career paths and access applicable training and support (\$300,000 for biennium)
- d) Scholarships: Provides tuition support for early childhood training and education at North Dakota programs (\$240,000 for biennium)
- e) Grants: Offsets accreditation and national CDA assessment fees (\$160,000 for biennium)
- f) Incentives: Encourages individual continuous career improvement through financial incentives (\$300,000 for biennium)

2. Strengthen Businesses and Programs

Early childhood businesses are an essential part of the economic and social infrastructure of our communities. Access to quality early care and education contributes to the quality of life in our state.

- a) Technical Assistance: Assists programs to implement state early learning standards and meet Quality Rating criteria (\$350,000 for one year of biennium, beginning July 1, 2008)
- b) Program Incentives: Supports programs to sustain and increase program quality with financial incentives (\$1,125,000 for one year of biennium, beginning July 1, 2008)

3. Empower Parental Choice

Families across the state are struggling to find and afford quality early care.

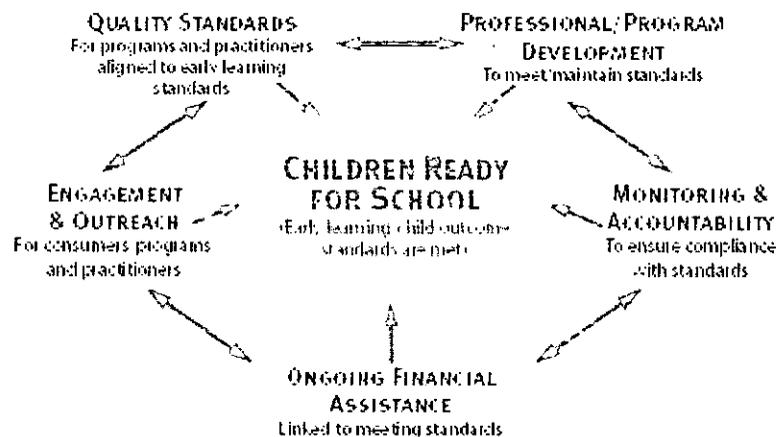
- a) Quality Rating System: Gives parents the power to make informed choices for their children through a voluntary process which assesses and advertises the level of quality in child care settings (\$200,000 to develop and pilot)
- b) Tiered Subsidy Reimbursement: Supports parents by providing higher child care assistance payments for programs with higher quality ratings (No allocation request for this biennium)

Quality Rating Systems are a systemic method to assess, improve and communicate the level of quality in early care and education settings. Quality Rating Systems are part of a State's broader quality improvement continuum, and have the following five common elements:

- Standards that are based on the foundation of compliance with the State's child care licensing regulations (taking into account exemptions) and include two or more levels, or tiers, of quality criteria above basic licensing requirements. Quality rating standards are based on early care and education research and on standards of quality for programs that have gained wide acceptance. Quality rating standards often align with the State's early learning guidelines.
- Accountability, through appropriate means of assessment and monitoring, for compliance with the specific criteria of the standards. Quality Rating Systems use valid and reliable methods of assessment to monitor compliance with standards and assign quality ratings. These ratings provide a benchmark for measuring improvement in the quality of care and education. Monitoring and assessment together provide the accountability measures for funding and for program support.
- Program outreach and support including efforts to promote participation in the Quality Rating System, as well as technical assistance, training, and other supports.

- Financing incentives specifically linked to compliance with quality standards such as quality bonus payments, tiered reimbursement rates, quality grants, and wage supplements.
- Parent education designed to ensure that parents understand the Quality Rating System and how it benefits children, families, and the early care and education system as a whole. Parent education includes the development of a quality rating indicator or symbol that parents can use as a consumer guide. These symbols, which represent varying quality rating levels, are easy-to-understand indicators of quality such as a “three-star” or “gold level” that parents can use when making decisions about the care and education of their children.

The following chart depicts the components of a strong early childhood system that supports children’s school readiness.



Source: *Stair Steps to Quality, United Way of America Success By Six*

North Dakota is a great place for kids to grow and learn. We know that providing a strong foundation early in life will bring future prosperity for each child and our communities. What we now know is that we need to lay that foundation very early. NDAEYC recognizes that \$2.8 million is a significant investment in early childhood, and that this is new for North Dakota. This amount represents an average of \$50 per year, or \$1.00 per week – the price of a can of pop - for each of the 30,000 children currently enrolled in a licensed child care setting. This investment in early learning will maximize the K-12 investment you are considering this session.

On behalf of North Dakota’s working families and their children, I urge you to pass this bill. Thank you for your thoughtful consideration. I am happy to answer any questions.

RESOLUTION

A RESOLUTION REGARDING SUPPORT FOR THE STUDY OF CHILD CARE WORKFORCE ISSUES AND STATEWIDE STRATEGIES FOR EXPANDING THE AVAILABILITY OF QUALITY CHILD CARE

WHEREAS, in order for North Dakota businesses to remain competitive in a global economy, they need access to an available and trained workforce, and

WHEREAS, to maximize participation of individuals in the North Dakota workforce, individuals with dependent children need access to quality, standard hour and non-traditional child care, and

WHEREAS, the North Dakota Child Care Resource and Referral Network is administering a U. S. Department of Labor child care grant to develop career ladder opportunities and apprenticeships for child care workers as a way to promote career opportunities in child care, and develop model child care programs to serve as demonstration sites, and

WHEREAS, The North Dakota Workforce Development Council recognizes the need for formalized career ladder opportunities for entry-level child care workers, and the importance of establishing standards of quality, professionalism, and credentials for child care professionals, and

WHEREAS, the North Dakota Workforce Development Council has gone on record in support of career ladder and apprenticeship as a means to elevate the profession, support professional development and provide career paths and progression of child care workers,

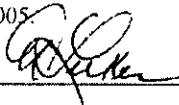
THEREFORE BE IT RESOLVED that the Workforce Development Council supports development of statewide policies and initiatives to continue and expand the coordination, promotion, implementation, and evaluation of initiatives designed to elevate the profession and expand access to quality child care for working families in North Dakota.

CERTIFICATION:

We, the undersigned, hereby certify that the North Dakota Workforce Development Council is comprised of 25 members, of whom 17 members, constituting a quorum, were present at a meeting duly and regularly called, noticed, convened and held this 6th day of January, 2005, and that the foregoing Resolution was duly adopted at said meeting by the affirmative vote of 17 members, and opposed by 0 members, and that said Resolution has not been rescinded or amended in any way.

Signed this 7th day of January, 2005

s/s Al Lukes, Chairperson



Presentation to ND Senate Human Services Committee

January 15, 2007

Good Morning, my name is Scott Crane and I am here today to urge the passing of Senate Bill 2186. I have to good fortune of representing two organizations serving Cass County, the first being the United Way of Cass-Clay where I have served as president for the past seven years and second, the Chamber of Commerce of Fargo-Moorhead where I serve as a member of the board of directors.

To put the United Way Cass-Clay's involvement in early childhood development into perspective, currently we allocate more than \$3 million to a variety of health and human service programs serving our area and of that amount 13% goes to early childhood programming. This figure has grown significantly over the past three years due to the incorporation of the Success By 6 initiative in 2004 and I expect it to continue to grow as the initiative continues to develop.

Success By 6 is a national United Way initiative, first developed by the Minneapolis United Way in the late 1980's for the purpose of focusing a community's resources on the preparation of children entering school ready to be successful. More than 350 local United Ways have incorporated a Success By 6 initiative into their organization. The specific emphasis areas within a Success By 6 initiative depend upon the areas of need in every community. In Cass County we developed our Success By 6 initiative after we discovered that 30% of our children are entering school unprepared. This number is typically higher when

focusing on schools that serve poorer families. We were also persuaded to move in this direction when reviewing the research on brain development in young children and the research compiled by the Federal Reserve Bank of Minneapolis which indicated that a child that receives appropriate support during the first five years of life will be less likely to drop-out, receive welfare benefits or commit crime. Ensuring that our children are prepared to be successful is a simple form of economic development. Without investing in enhancing the quality of early childhood development programs we fall behind those states and communities that do. Following review of available research and discussion with area early childhood development experts we chose to focus on the issues of literacy, parent education and child care.

When we consider the issue of child care we are primarily concerned with ensuring that high quality care is available for all families. Currently there is no one effective mechanism in place for working parents to use when considering care for their children. I think it is safe to say that all parents want healthy, safe and learning environments for their children while they are at work. A Quality Rating System helps provide consistent and reliable information to parents so they can make informed choices. Ideally a Quality Rating System will do the following:

- Help improve the quality of care for all children in North Dakota
- Provide parents with identifiable standards of quality
- Encourage child care providers to increase their level of quality
- Reward quality care through support from the state.

A rating system is a consumer guide, a benchmark for program improvement, and an accountability measure for funding. These systems improve the quality of early learning and empower parents to become savvy consumers and choose the best early education and care for their children. Armed with knowledge and understanding about a star system, parents can demand quality with their pocketbooks.

The development of a Quality Rating System is also a benefit to funders, such as United Way as well as policy makers who endeavor to be good stewards of taxpayer dollars. At the United Way of Cass-Clay we strive to ensure that donor dollars are invested in the most effective and efficient programs. We receive numerous requests for funding from a variety of health and human service programs (including early childhood development) and often find it challenging to determine which programs are likely to be the best investment. A Quality Rating System would allow our organization to effectively compare child care and education programs seeking funding. In addition, such a system would provide us and other funders with the mechanism necessary to help current programs improve their services.

As I indicated at the beginning of my comments, in addition to working for United Way I also have the privilege of serving on the Board of Directors of the Chamber of Commerce of Fargo Moorhead. In early 2006 the Chamber surveyed its membership in an effort to determine where it should focus its efforts in the upcoming years. One of those issues, not surprisingly was education of which early childhood education was a significant concern. As a result, committees

within the Chamber spent the better part of 2006 researching and discussing issues including early childhood education and development. One immediate result of this research and discussion was the development of the 2007 Legislative Agenda. Under the section focusing on Education, Training and Workforce Development the agenda encourages state legislatures to do the following:

- Support efforts to promote comprehensive and sustainable early childhood education, to include Early Language Learners, to ensure school readiness and
- Support legislation that encourages innovative programs and funding methods to help employers and communities to provide **child care**, health care, housing, and transportation assistance to employees and local residents.

In closing I would just like to say that communities and states that have implemented a Quality Rating System for child care and education programs have done so in an effort to improve the quality of early education and care programs. This system can be a tool to galvanize stakeholders, and it can make quality issues tangible for policymakers. Most importantly, it is a cornerstone of higher-quality education and care for young children. A state with a Quality Rating System is aligned around the best interests of its children and is on track to build successful schools, productive citizens, and a well-trained, well-educated future workforce to support long-term economic development.

I urge you to pass Senate Bill 2186. Thank you for your time. I would be happy to answer any questions you might have.

Good Morning. My name is Michelle Dressler Johnson. I am a director at a local Early Childhood Learning Center. I have obtained my Early Childhood and Elementary Education degrees through the University of North Dakota.

I cannot stress enough the importance of high quality childcare for providers like myself. Providing no less than the highest quality of childcare is an option for me: not only because of my background and my passion to work with young children, but because I too have a 22 month old son, and like every mother I want a loving, safe, learning enriched environment for my child to grow and explore in.

Research shows us that outside influences and experiences have a great impact on wiring a child's brain into what it's going to be, especially children ages birth to three. In order to provide children with these types of experiences we need to be providing them with exceptional care.

I do believe a lot of in home child care providers and childcare centers are providing **adequate** care, but sometimes **adequacy** just isn't enough. It's not enough for me when it comes to my 22 month old son and the 73 children I have enrolled in my center. However, as a director I have been faced with the scary conclusion of having to settle. Having to settle with the person that doesn't show up on time, the person that doesn't have the credentials, the person that doesn't have the commitment to the profession. Having to settle with the **only** person that has applied for the open position that has been posted for three weeks. How frightening this is as a mother, a director and a professional knowing that it's so difficult to get good staff to apply and to **keep** great staff that are already there.

I would like to share a quick story with all of you. A little over a year ago my center opened in north Bismarck. There were five of us fulltime employees when we first started. Just two weeks ago my head toddler teacher approached me and said she was looking for something else. She has 10 yrs experience and 2 children of her own, and has been with me at my center a little over a year. She is absolutely wonderful at what she does, and has exceeded the required number of training hours in a year. So in turn I asked her what I could do to keep her here. Her response was basically "nothing". "I'm 35 yrs old. I need more than \$7.00 an hour, I need to be thinking of retirement and benefits".

And so the cycle of staff turnover continues in our childcare. And who in turn suffers for it? Our children; because more than anything else they need continuity in care.

So today I am here not only asking you to invest in a business that is booming along with so many others in North Dakota, but to invest in our children and our future.

Thank you. I will take any questions at this time.

Support for Senate Bill No. 2186

Roxanne Johnson

I have been a professional group childcare business owner in Bismarck for 5 years this June. I became the Treasurer for the Association for Better Childcare this past year. I am also a certified Right from the Start provider, which I accomplished with the support of an independent childcare quality improvement program.

I have a successful childcare business because of my personal passion for childcare excellence in my daycare. I am able to depend on resources afforded to me at no costs to challenge the great quality of care I already provide. These resources inspire ideas, and give me a different skill level for childcare improvement.

The resources that I receive are priceless to me as a childcare business. I have been able to recognize cues and protect a child's needs. I have learned how to create an even better preschool environment than what I had for the children in my care. I have implemented an even better health code for my daycare. I have been able to successfully communicate my business policies to parents in my daycare. I have become an even better partner to parents in raising their children.

My childcare parents depend on me to have the childcare training. Parents refer to their childcare professional for advise and support and resources. I am looking into the future of my business, and if you pass Senate Bill No. 2186, I will have many more tools available to me to keep pursuing childcare excellence.

Thank you for your consideration.

Do you have any questions of my childcare business?



7500 University Drive
Bismarck, ND 58504-9652
(701) 255-7500

To: Judy Lee, Chairperson, Senate Human Services Committee

From: Barb Arnold-Tengesdal, University of Mary

Date: January 15, 2007

Re: Testimony in support of SB 2186

As a faculty member at the University of Mary, I am a member of the North Dakota Early Childhood Higher Education Consortium. *NDECHEC* is comprised of early childhood instructors, professors and program directors from institutions of higher education that prepare students for teacher licensure. The mission is to create statewide system in North Dakota that will coordinate inclusive early childhood education coursework at the post secondary level with two-year and four-year public, private and tribal colleges. Currently, projects include developing articulation agreements, common course numbering, addressing ECE/ECSE licensure requirements and reviewing plans for the early childhood professional development plan.

SB 2186 is setting forth an important step that North Dakota must take in order to create an integrated system of early care and education for our youngest children. Collaboration and coordination between Head Start, Pre-kindergarten, child care, after school programs, home-based care is essential for supporting families who often use a wide variety of programs to meet their work schedule requirements. The teachers and caregivers that work in these programs must be supported if we are to meet a growing demand by parents. The two components of this bill- a training and education system and the quality rating system are being used extensively around the nation as a way to develop professional expertise need to provide the high quality learning environments that affect child outcomes and school readiness.

Training and Education system: Many states have implemented professional development systems that used a variety of scholarships, grants, technical assistance, training and education to create a better qualified early childhood workforce. NAEYC is the largest early childhood professional organization with over 120,000 members. NAEYC will soon release a position and policy statement that many of the activities in SB 2186 articulate. Legislative efforts are underway nationally to pass a bill that would give states support for early childhood professional development and workforce support. The passage of this bill will ready North Dakota to step into the platform being created on a national level.

Quality Rating Systems: The first statewide QRS was created in 1998 in Oklahoma. Since then, growing momentum has swept across the nation with 39 states implementing some form of a quality rating system. This concept of rating and supporting quality has been tied to professional development, subsidy rates, parent choice and licensure in some states. This bill would create a voluntary system supported by professional development. The higher education consortium will be an active representative in the development of the professional development system that SB 2186 will create.

I encourage your support of this bill.

Testimony
Senate Bill 2186 – Department of Human Services
Senate Human Services Committee
Senator Lee, Chairman
January 15, 2007

Chairman Lee and members of the Senate Human Services Committee, my name is Paul Ronningen, Director, Children and Family Services with the Department of Human Services. I am here today to provide information regarding Senate Bill 2186.

Many early care and education professionals in North Dakota have been involved in the development of the professional development plan, titled Growing Futures, since 2000. The current plan lays a solid foundation for a comprehensive professional development system for the state that would be voluntary for the individual professional. SB 2186 builds upon this plan and offers constructive guidance to the Department.

Dr. Linda Jagielo, Early Childhood Services Administrator and Linda Rorman, Head Start Collaboration Administrator of my staff continue to provide leadership to this initiative by coordinating the Department's role. In addition, the Department is required to include a professional development plan in our 2007 Child Care Development Fund Grant Application.

The early childhood workforce wants and appreciates opportunities to increase its knowledge and skills. The field is made up of dedicated women who work hard at their jobs. They know that education is beneficial to their success at work and many hold a dream to further their education and possibly get a college degree. For many, they are the first in their families to do so. The key is accessibilityhaving the

money, the time and the support to make it possible. It is unrealistic to expect the early care and education workforce to go back to school while they are working full time without financial assistance. Scholarships and stipends provide the funding. Counseling and mentoring services provide the necessary support. These critical elements in a workforce development initiative are found in SB 2186. The Department has posted the Professional Development Plan on the Department of Human Services web site along with a summarizing power point presentation. It can be found at: <http://www.nd.gov/humanservices/services/childcare/>.

The Department is currently not budgeted for these activities. In addition, the Child Care Development Fund Grant has been reduced and Child Care Resource and Referral will be receiving \$166,221 less in their contracts for the 2007-09 biennium. The fiscal note of \$2,825,000 to begin this work has been developed by the sponsors of this bill.

Thank you. I would be happy to answer any questions that you may have.

SB 2186

Growing Futures Implementation Options

PER BIENNIIUM

One-time investments
System Building investments
Individual and Program investments



	Original Projected Recipients (25%)	Base Cost	Option 1 Modified Original Projection			Option 2 50% of Original			Option 3 25% of Original			
			Qty	Projected Cost	% Need Met	Qty	Projected Cost	% Need Met	Qty	Projected Cost	% Need Met	
Workforce Development												
1a. Core Training development of content and format, software	one-time	\$ 150,000	1	\$ 150,000		1	\$ 150,000		1	\$ 150,000		
1b. Distance training coordination and career advising (# FTE's)	750/yr	\$ 50,000	3	\$ 150,000		2	\$ 200,000		1	\$ 100,000		
1c. Scholarships (@ \$400 each)	750/yr	\$ 400	300	\$ 120,000	40.0%	150	\$ 60,000	20.0%	100	\$ 40,000	13.3%	
1d. Achievement incentives @ \$500 each	600/yr	\$ 500	300	\$ 150,000	50.0%	150	\$ 75,000	25.0%	100	\$ 50,000	16.7%	
1e. CDA assessments @ \$500	100/yr	\$ 500	50	\$ 25,000	50.0%	25	\$ 12,500	25.0%	15	\$ 7,500	15.0%	
1f. Accreditation support @ \$2,000	50/yr	\$ 2,000	20	\$ 40,000	40.0%	10	\$ 20,000	20.0%	5	\$ 10,000	10.0%	
Quality Rating System												
2a. Develop/Pilot Quality Rating System criteria	450/yr	\$ 200,000	50	\$ 200,000		50	\$ 200,000		50	\$ 200,000		
2b. Provide technical assistance/mentoring to meet criteria (# FTE's)	450/yr	\$ 50,000	7	\$ 350,000		3	\$ 300,000		1	\$ 100,000		
2c. Incentives to increase quality @ \$2,500 average	450/yr	\$ 2,500	450	\$ 1,125,000	100.0%	250	\$ 625,000	56.0%	50	\$ 125,000	11.1%	
2d. Assess & assign ratings (# FTE's)	450/yr	\$ 65,000	6	\$ 390,000		3	\$ 195,000		1	\$ 65,000		
2e. Bonus payments via Child Care Assistance Program @ 10%					Not in first biennium projection		\$ 80,000			\$ 80,000		
TOTAL				\$ 2,700,000			\$ 1,917,500			\$ 927,500		

Each of the elements listed above are an essential component of a strong ECE system. Because these elements operate interdependently, NDAEYC recommends that SB 2186 remain intact. The three options above maintain the elements originally proposed, but limit the number of participants to match a reduced funding level. Options 2 and 3 focus on designing the complete system and implementing with a pilot approach. In addition, Option 2 includes more supports for workforce and programs to help them prepare to meet QRS standards.

- 1a. One-time funding to develop training content, certificates and specializations as well as delivery formats (distance) to ensure statewide availability and access
- 1b. Personnel needed to coordinate and promote the Core Training and QRS, and steer workers to appropriate options. The original projection included 3 people for the second year of the biennium. Option 2 represents 2 FTE for both years. Option 3 represents 1 FTE for both years.
- 1c. Financial assistance for qualified workers to offset tuition or training fees
- 1d. Incentives for workers to be awarded at milestone achievements (i.e. certificates, specializations)
- 1e. Grants for about 25% of cost to attain national child development associate certificate
- 1f. Grants for about 50% of formal cost (excludes internal and improvement costs) to achieve national ECE accreditation from approved sources
- 2a. One-time funding to develop criteria and framework for QRS and pilot it in 1-2 urban areas and 1-2 rural areas involving approximately 50 participants
- 2b. Promotion, technical assistance and mentoring to pre-QRS and QRS participants to prepare to meet criteria. The original projection included 7 people for the second year of the biennium. Option 2 represents 3 FTE for both years. Option 3 represents 1 FTE for both years.
- 2c. Incentives for QRS participants/programs awarded on a pro-rated basis, dependent on licensed capacity, for meeting progressive levels as defined in QRS
- 2d. Personnel needed to conduct and document objective QRS assessments. Original projection was modified from 8 to 6 FTE's for one year. Option 2 includes 3 FTE's for one year. Option 3 includes 1 FTE for one year.
- 2e. Funds added to CCAP to ensure children from low-income families have access to programs at the highest QRS levels. Original projection did not include this component but was intended to be added in the following biennium. Options 2 and 3 include CCAP to ensure a comprehensive piloting of all system elements.

Testimony
Senate Bill 2186 – Department of Human Services
Senate Human Services Committee
January 24, 2007

Chairman Lee and members of the Senate Human Services Committee, I am Paul Ronningen, Director, Children and Family Services Division of the Department of Human Services. I am here to report back to the committee on the work assignment of January 22, 2007. This assignment included:

- Fully fund the reduction in the Child Care Block Grant of \$166,221
- Add another \$200,000 to the overall appropriation to begin the development of a professional development plan. This request should have a budget that outlines the activities and costs for implementation.
- The total appropriation for the bill is thus \$366,221.
- Consider "hog housing" this bill and bringing language forward that will address the activities that will be developed within the scope of this appropriation.
- Engage the Early Childhood Advocates in a discussion that will bring forward our best thoughts that fall within these guidelines.
- Chris (8-3280), Committee Assistant is available for assisting in this work.

The Department did meet with representatives of North Dakota Association for the Education of Young Children (NDAEYC) for assistance with this work. The meetings were very productive and lead to the following recommendations:

1. Attachment A includes the suggested revisions to the original bill. These amendments reflect the original intent of the bill but do not commit the Department to unfunded mandates.
2. Attachment B includes the budget for the 2007-09. This includes \$200,000 (\$100,000 per year).

Sixtieth
Legislative Assembly
of North Dakota

SENATE BILL NO. 2186

Introduced by

Senators Wardner, Krebsbach, Mathern

Representatives Gulleason, Hawken, Martinson

1 A BILL for an Act to create and enact a new section to chapter 50-11.1 of the North Dakota
2 Century Code, relating to early childhood care workforce development and department of
3 human services establishment of a quality improvement rating system for early childhood care
4 facilities.

5 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

6 **SECTION 1.** A new section to chapter 50-11.1 of the North Dakota Century Code is
7 created and enacted as follows:

8 ~~**Workforce development - Quality improvement and rating system / Technical**~~
9 ~~**assistance.**~~

10 1. ^{→ in consultation with Higher Education} ~~The department shall provide opportunities for the early childhood care and~~
11 ~~education workforce voluntarily and systematically to attain focused training~~
12 ~~resulting in certificates, specializations, licensure, and degrees in early childhood~~
13 ~~development and education. The department shall establish a statewide system to~~
14 ~~build systematic training, including:~~

15 a. ~~Development and implementation of training and education that leads to~~
16 ~~certificates, degrees, and other specializations in specific aspects of the early~~
17 ~~care and education field.~~

18 b. ~~Development and maintenance of a professional registry for the early~~
19 ~~childhood care workforce to track training, education, and experience.~~

20 c. ~~Provision of assistance for individuals to chart career paths and access~~
21 ~~applicable training and support.~~

22 d. ~~Provision of scholarships for national accreditation, childhood development~~
23 ~~associate assessments, North Dakota teacher licensure, and other activities~~

1 leading toward completion of certificates and degrees needed for early
2 childhood care jobs.

3 e. Provision of financial incentives for incumbent workers upon completion of
4 certificates, degrees, and specializations.

5 2. a. The department, in consultation with the state department of health,
6 superintendent of public instruction, department of commerce, and a variety of
7 early childhood care representatives, shall develop and implement a voluntary
8 quality rating system for licensed early childhood facilities which may be used
9 as a tool to inform parents, public officials, and other purchasers of child care
10 regarding the level of quality at a facility. The system may include:

11 (1) Child to caregiver ratios and group size measurements.

12 (2) Staff training, licensure, and experience assessments.

13 (3) Program curriculum assessments.

14 (4) Regulatory compliance measurements.

15 (5) Assessment of program environments.

16 (6) National accreditation summaries.

17 b. As part of the rating system, the department may provide a quality incentive
18 payment or a higher reimbursement rate for child care assistance program
19 payments to a participating early childhood care facility.

20 3. The department shall provide technical assistance and support to an early
21 childhood facility that attempts to meet quality improvement and rating system
22 criteria and may provide financial incentives to an early childhood facility that
23 sustains and increases program quality as defined by the rating system. The
24 department may contract with a private nonprofit agency to provide technical
25 assistance under this subsection.

SB2186 Budget**Budget for the Biennium**

Computer equipment and software	\$ 50,000
1 FTE including overhead	\$120,000
Staff training, technical assistance, and software support	\$ 25,000
Marketing and printing	\$ <u>5,000</u>
TOTAL	\$200,000

Budget JustificationComputer equipment and software at \$50,000

Upgrade CCR&R software to include capabilities to maintain a web-based training registry on providers and trainers, allow providers to access own training records, provide training opportunities to meet licensing requirements through web-based self-study/self-correcting coursework, linkages with systems that provide on-line classroom training, management of a training Clearing House. Server upgrade.

1 FTE @ \$120,000

Development of course modules that collectively will roll into a 45 hour course designed to establish a common base of core knowledge to include: ND Licensing Rules and Regulations, ND Professional Standards (Early Learning Guidelines, Core Knowledge, Core Competencies, Environmental Rating Scales), Health and Safety in Child Care Settings (sanitation, practices that promote health and prevent injury, SIDS/Shaken Baby, transportation safety, emergency preparedness), Developmentally Appropriate Practices, Environments, Establishing Relationships.

Staff to post in distance formats, market new service to providers, maintain Clearing House, and build partnerships with other training entities in the state to increase availability and effectiveness.

FTE costs Includes occupancy, phone, professional development, travel.

Staff training, technical assistance, and software support @ \$25,000

Technical assistance and training of CCR&R staff on distance learning management. Software hosting fee and maintenance agreement.

Marketing and printing @ \$5,000

Printing and distribution of resources to market on-line training and expansion of existing training opportunities

PROPOSED AMENDMENTS TO SB 2186

Page 1, line 8, remove "- Quality improvement and rating system - Technical"

Page 1, remove line 9

Page 1, line 10, after "department" insert "in consultation with Higher Education"

Page 1, remove lines 20-23

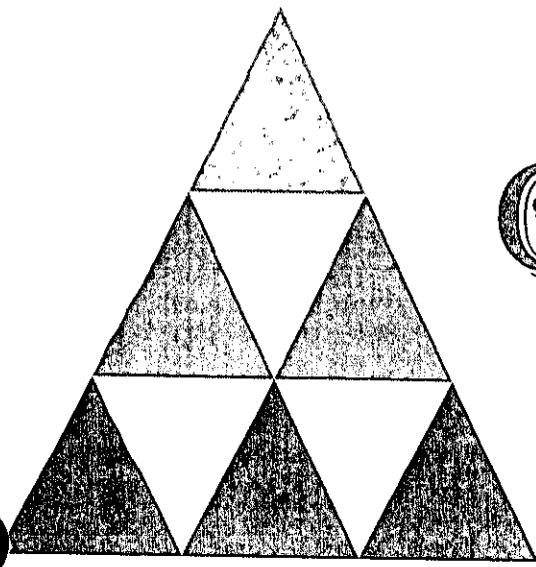
Page 2, remove lines 1-4

Page 2, line 5, remove "a."

Page 2, line 7, remove "and implement"

Page 2, line 10, remove "The system may include:"

Page 2, remove lines 11-25



GROWING FUTURES



**North Dakota Early Childhood
Professional Development**



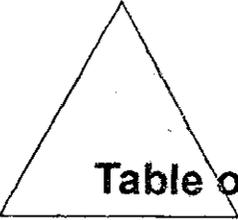
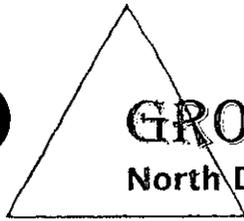


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GROWING FUTURES

North Dakota Early Childhood Professional Development

Introduction

What is early childhood professional development? Who is it for? Why is it important for North Dakota? How should it be addressed? For more than a decade, these questions have generated continuing discussion among the state's early childhood practitioners, early childhood professional associations, and early childhood training and education institutions. This document, the product of the North Dakota Early Childhood Professional Development Project, addresses these questions and describes the training and education model proposed by the project to provide quality professional development for the state's early childhood workforce.

North Dakota is discovering sound economic reasons for investing in the early childhood workforce.

An early childhood professional development system directly benefits North Dakota's early childhood care providers; their needs and interests are an important consideration in the development and implementation of the system. The interests of the early childhood field as a whole are also important; North Dakota needs a well trained early childhood workforce that demonstrates the skills and knowledge required to meet the standards of our industry. In addition, an early childhood professional development system contributes to the quality of life and economic well-being of

our state. According to the North Dakota KIDS COUNT! research brief, "*Economic Impact of Child Care in North Dakota*" (Fassinger, Jenson, and Rathge, 2004), the child care industry supports the state's economy by helping thousands of parents join the labor force, creating employment for more than 6000 child care workers, generating annual revenues of more than \$123 million dollars, contributing to the state's economy through the purchase of goods and services, and providing an important resource for employee recruitment and the reduction of turnover and absenteeism. However, the most crucial consideration of an early childhood professional development system must be the needs of our state's children. As the vision and goals for early childhood professional development are implemented in North Dakota, the question must always be asked, "How will this positively impact our children?"

In North Dakota today, it is more common for a young child, birth through five years of age, to spend most of the day with a care provider than with a parent. 76% of North Dakota mothers (ND KIDS COUNT! 2005) with children under age six are in the workforce, a percentage higher than the national average. Many care providers are family members or friends but an increasing number of children spend their days in formal care settings, such as licensed family-based or center-based programs, or in informal unlicensed care settings.

Research indicates that the early care a child receives has a significant influence on the child's development and impacts the child's ability to learn. The early learning years,

birth through age eight, are critical for brain development. Recent research has proven that a child's brain develops in response to environmental stimuli, highlighting the importance of early experiences to a child's future success and ability to learn. Among the extensive research findings are the following:

- High-quality infant care is associated with positive outcomes for children in cognitive and language development. Overall, children who are in high quality care and education settings show increased cognitive and language development. (Barnett, 1995; Brooks-Gunn et al, 1994; Burchinal et al, 1996, Burchinal et al, 1997; Feagans et al, 1995; Lamb, 1998; Ramey and Ramey, 1998)
- Children's social and emotional development is correlated with quality child care settings. (Lamb, 1998; NICHD ECCRN, 1996; Scarr and Eisenberg, 1993)
- Children who have stable and secure relationships with caregivers show more competent interactions with adults and more advanced peer play, higher vocabulary levels, and more active engagement with materials, both in the preschool years and on into the school years. (Andersson, 1989; Howes et al, 1992; Peisner-Feinberg et al, 2000)

...a child's brain develops in response to environmental stimuli, highlighting the importance of early experiences to a child's ability to learn.

A well trained early childhood workforce supports the state's economic wellbeing and contributes to the future success of our state's children.

The kinds of environments that promote desirable outcomes for children rarely happen by accident. Instead, they are the result of well-developed knowledge and skill on the part of care providers. Studies show that the education and training of the care provider is the number one indicator of quality in all child care settings. The more preparation care providers have, the better able they are to establish the quality of care that leads to

positive child outcomes. The skills and knowledge of our state's early childhood workforce contribute significantly to our children's ability to become enthusiastic life-long learners who are able to succeed personally and professionally throughout their lives. In short, well-trained care providers are better equipped to support young children with the environments, experiences, and interactions they need to thrive and achieve.

North Dakota's Commitment to Early Care and Education

North Dakota has demonstrated a commitment to quality early care and education by implementing numerous initiatives that support a trained early childhood workforce.

Throughout the past decade, North Dakota has:

- Increased the certification requirements for early childhood educators in public schools
- Increased the number of articulation agreements among state and tribal higher education institutions
- Increased the availability of college level on-line coursework

- Implemented standardized infant toddler coursework in state and tribal colleges
- Delivered standardized community-based infant toddler training for practitioners caring for the youngest children
- Recruited, trained, and supported infant toddler trainers statewide
- Increased annual training requirements for licensed child care providers
- Implemented a basic child care training required for newly licensed family child care providers
- Developed and delivered statewide training specific to child care center directors
- Initiated a Child Care Development Specialist Apprenticeship Project for child care center staff
- Implemented child care licensing regulations on each tribal reservation

North Dakota's Challenges

Despite these efforts, education and training systems for early childhood care providers continue to face many critical challenges:

- The state's training requirements for licensed child care providers across all settings are not adequate to ensure that those working in the field have the necessary qualifications and skills to provide a high level of care
- Early childhood care providers and regulatory systems, as well as state policy makers, are not united in their understanding or support of the need for professional development opportunities to increase the knowledge and skill of the state's early childhood workforce
- Early childhood systems remain fragmented, with no standardized qualifications or mechanism for professional progression in place
- Training is not linked to college-level coursework, limiting a care provider's ability to receive college credit needed for professional advancement
- Career advising is unavailable to care providers not enrolled in a higher education institution
- No consistent system is in place to monitor the quality of early childhood training curricula or instruction, and to ensure that training is relevant to the needs of the early childhood community

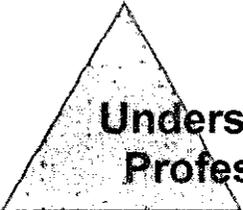
Growing Futures Addresses the Challenges

To address these challenges, the North Dakota Department of Human Services, with funding from the Archibald Bush Foundation of St. Paul, MN, invited representatives from the early childhood community to participate in the North Dakota Early Childhood

Professional Development planning process with the objective of creating a seamless professional development system to enhance the professional preparation of the early childhood workforce and support the wellbeing of our state's children, families, and businesses.

The goal of Growing Futures is the quality care and education of all North Dakota's children – developing the future workforce while providing the infrastructure that allows today's parents to work and contribute to the state's economy.

The goal of *Growing Futures* is quality care and education for all of North Dakota's children – a goal that promotes the healthy development and success of the future workforce while at the same time providing the infrastructure necessary to support today's workforce.



Understanding Early Childhood Professional Development

What is early childhood professional development?

Professional development is the systematic, formal preparatory process through which early childhood care providers gain the knowledge, skills, and dispositions necessary to serve children and families. At the same time, a professional development system maps the careers options available in the field of early childhood and sets standards for achievement of career goals. Professional development in early childhood, as in any other career field, means cumulative progress toward a future goal through pre-determined steps.

For early childhood care providers, professional development offers the following advantages:

- **Learning and Growing:** A continuous learning process that has no end point; to learn and grow is a life-long commitment.
- **Knowledge and Skill:** Increasing knowledge and skill throughout the individual's professional career.
- **Recognition:** A way to be recognized for the knowledge and skill the individual brings to the job.
- **Choice:** A voluntary personal choice for self improvement and career advancement, not a mandate.
- **Opportunity:** Potentially increased earning power and expanded career options.

Who benefits from an early childhood professional development system?

The broad answer to this question is simply "everyone." Every citizen benefits when children are raised to be competent, capable, productive, and responsible members of society, and when the state's economy is supported by a stable, well-trained workforce. A commitment to the field of early childhood is an investment in the future of our state.

Generally, the term "early childhood" is used to define the period of development from birth to age eight. A well-designed early childhood professional development system meets the needs of a broad range of audiences in the field of direct care and education: caregivers and teachers, directors, administrators, and those interested in pursuing a career in the early childhood industry. In North Dakota, many care providers will benefit from the implementation of a professional development system:

- State and tribal family and group child care providers
- State and tribal center child care administrators and staff
- State and tribal Head Start administrators and staff

Why is it important for North Dakota to implement an early childhood professional development system?

The most important reason to implement an early childhood professional development system in North Dakota is our children. Care providers who have a strong knowledge base and understand the needs of children provide higher quality care than those with less education and training (Kagan and Cohen, 1996). To improve the quality of care provided to the children of North Dakota, we must increase the quality of preparation provided to early childhood care providers. A professional development system ensures that the training and education available to the early childhood workforce is based on child development research and designed to help care providers continually refine the knowledge and skill they need to provide the best possible care to young children and their families.

Though the health and well-being of our children is the primary focus of an early childhood professional development system, a system also provides the field with some of the advantages enjoyed by other professionals. By standardizing the preparatory process necessary to be employed in various capacities in the early childhood field, a professional development system gives the field credibility. It makes clear to those in the field and those watching from outside that North Dakota's early childhood workforce is as professional as possible.

An early childhood professional development system gives individual care providers a way to document their professional progress in meaningful ways. It defines the qualifications necessary for employment in specific positions in the industry and gives programs a way to recruit and train staff, and to measure staff competence. It provides parents and other consumers with a tool to select programs on the basis of industry quality standards. A professional development system supports individual care providers, child care programs, and parents, and builds a critical infrastructure in our state.

What are the benefits of an early childhood professional development system?

In addition to offering our state's children and families the choice of early childhood care and education settings that provide higher quality care, the implementation of an early childhood professional development system will:

- Set standards for the preparation of the early childhood workforce to provide high quality care to North Dakota's children.
- Provide quality in the early childhood training and education available statewide and give direction to entities responsible for preparation of the workforce.
- Promote the articulation of training and education credits earned through one system of training and education to be accepted or applied at another.
- Provide support and career counseling to those who wish to pursue personal and professional development.
- Track professional progress for participants.
- Provide recognition and incentives for participants.
- Provide a vehicle to promote early childhood professional development and the importance of strengthening the early childhood field.



Components of an Early Childhood Professional Development System

Across the country, states are developing and implementing early childhood professional development systems. These systems typically include the following components, which are considered necessary to fully prepare a well qualified early childhood workforce:

- **Career categories:**
Career categories detail the training and education, work experience, and renewal requirements that best prepare individuals for careers in early childhood. The career categories guide individuals as they plan educational and career goals, and assist programs in selecting highly qualified staff.
- **A core body of knowledge for all early childhood practitioners:**
“Core knowledge” describes the specific research-based foundation of knowledge needed by early childhood care providers to work effectively with and for young children and their families – what adults who work with children need to *know* and *understand* to support children in reaching desired outcomes. The core body of knowledge is used to define the content of training curriculum and to evaluate understanding of the principles of early development and good practice, and to direct training and education institutions in planning programming to support this knowledge.
- **Core competencies for early childhood practitioners:**
Core competencies define the observable skills care providers must demonstrate to provide quality early care and education, and to support children’s learning and development – what adults who work with children must *be able to do* to support children in reaching desired outcomes. The core competencies are closely linked to North Dakota’s Early Learning Guidelines, which define the expected developmental outcomes for children birth to age six.
- **A training registry:**
A training registry is a central clearing house of information to track and verify qualifications for various roles in the field. A registry also recognizes professional achievement and attainment. The registry keeps records of an individual’s training and education, and issues transcripts that document an individual’s completed training.
- **Career advising:**
A career advising system is learner-centered and focused on the individual. Knowledgeable advisors are available to help individuals assess their professional strengths, recognize and set individual goals, encourage and empower individuals to achieve professional and personal goals, and to assist individuals in navigating the practical steps toward their goals. Career advising may include the development of individual training plans, information about options and opportunities, and help in accessing various systems such as higher education and scholarship funds.

- **Curriculum approval process:**
A curriculum approval process ensures that the materials used for workforce training are research-based and representative of best practices, and that training content clearly links practice to research and theory. A curriculum approval process reviews training materials to ensure that all training applied toward professional development is of good quality, and that it addresses core knowledge areas, is leveled for different skills and interests, and is appropriate to the many specializations in the field.

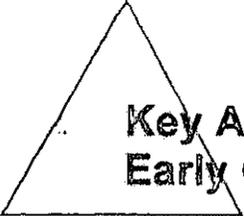
- **Trainer Registry:**
A trainer registry establishes a process by which trainers who deliver workforce training are qualified to provide the training recognized by the *Growing Futures* Professional Development system. It includes a database of qualified trainers, credentialing and credential renewal process, and a trainer recognition system. The trainer approval process establishes standards and qualifications for trainers and instructors to ensure they are knowledgeable of the most current research and theory in their subject area. Trainers must be able to represent their content area well to diverse groups of adult learners. The process also ensures that trainers meet the requirements of various training and education systems, such as those set nationally for CDA training or by higher education institutions to issue CEU credits.

- **Training Clearinghouse:**
The training information system is a clearinghouse for publicizing and promoting training and education opportunities approved for *Growing Futures* Professional Development, and for providing easy accessibility to training opportunities.

- **Specialized credentials:**
Specialized credentials support the qualifications for career categories by providing in-depth content knowledge in specialized areas, such as infant toddler care, special needs, and program administration. Specialized credentials are awarded based on training and assessment of demonstrated knowledge and skill in a particular focus area.

- **Training articulation:**
Training articulation establishes links among training systems such as community-based training organizations, higher education institutions, Head Start, and so on. Training articulation supports care providers in their ongoing personal and professional growth by providing specific training that builds towards more advanced levels of preparation.

- **Incentives and scholarships:**
An important goal of a professional development system is to demonstrate the clear and progressive professional pathways and to encourage and reward professional development through recognition, incentives, and scholarships.



Key Assumptions of North Dakota's Early Childhood Professional Development Plan

North Dakota's Early Childhood Professional Development Plan is based on several key assumptions, which govern our understanding of the needs of children and families, and of the responsibility and public trust placed on the field of early childhood to meet these needs. Key assumptions include:

KEY ASSUMPTION #1: The factors that result in healthy child growth and development are the same across all early childhood settings.

Care providers in all settings---licensed family child care, center-based care, Head Start, and public schools, rural and urban, large and small---must be grounded in the same core knowledge and demonstrate the same fundamental skills and attributes that lead to positive child outcomes. An understanding of the core knowledge and principles that define the field of early childhood is essential to direct care providers as well as to those in administrative, support, education, and specialized roles. (Bredekamp & Copple, 1997; Bredekamp & Rosegrant, 1992; NAEYC, 1994)

KEY ASSUMPTION #2: Children are developing, growing, and learning at all times, in all settings.

Children's growth, development, and learning are not limited to certain times of the day or to certain locations. Children do not suddenly begin to learn when they enter public school. In fact, children are learning at all times. Every experience, interaction, and relationship teaches the child something about the world and their ability to function in it. The question we must ask is not where children learn but rather *what* children learn across all settings. As an early childhood community and as a state, we want to ensure that all of our children are cared for in environments that foster successful development and learning, and that lead to positive outcomes for every child. These environments are not "optimum" or "desirable;" rather they are the necessary conditions for healthy human growth and development. (Bowman & Stott, 1994; Bredekamp & Copple, 1997; Ramey & Ramey, 2005; Shore, 1997)

KEY ASSUMPTION #3: The training and education of care providers is the number one indicator of child care quality.

Credible, meaningful, rigorous, and ongoing training and education of care providers is the key to better environments for our children. No one ever knows all there is to know about child development and good practice, and new information is continually emerging. Individuals who care for our children and/or work in the field of early childhood should possess the knowledge and skills needed to provide our children with safe, healthy learning environments. Training and education are ongoing processes for all care providers in the early childhood field. (Bredekamp, 1989; Howes, C., M. Whitebook, & D. Phillips, 1992; Hyson, M., 2003;

KEY ASSUMPTION #4: Experience, based on developmentally appropriate practices, is the key to better environments for our children.

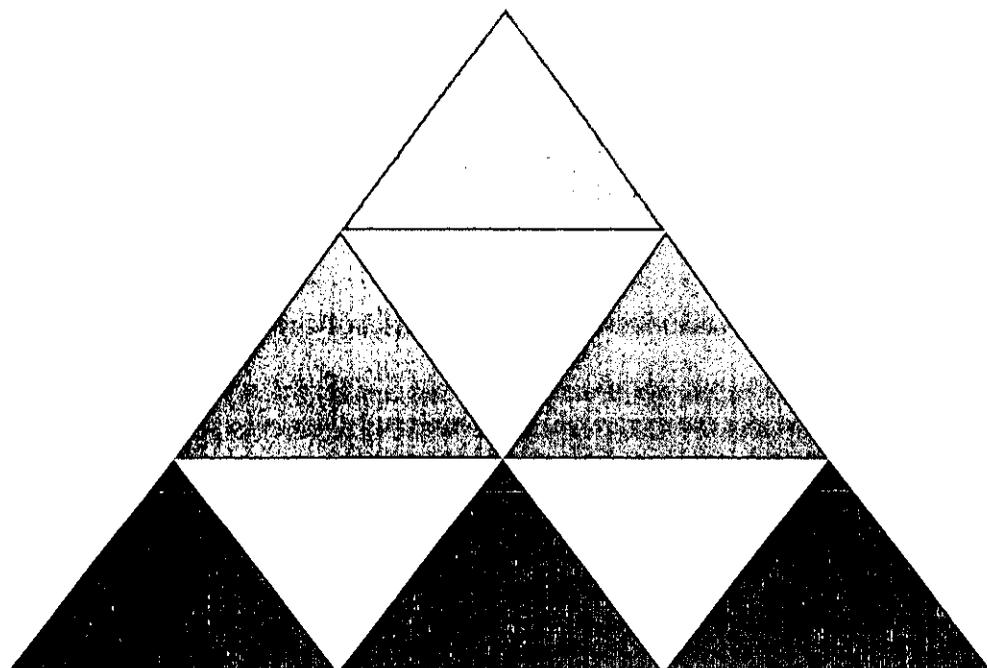
Research clearly shows that longevity alone is not an indicator of quality early care. In fact, research suggests that the longer an individual provides care with proper training in good practice, the more firmly entrenched they become in appropriate practices (Bredekamp, & Copple, 1997; Dunn, L. 1993; Galinsky et al, 1994; Kagan and Newton, 1989; Kontos, 1994; Kontos and Fiene, 1987; Phillipsen, Burchinal, Howes, & Cryer, 1997; Ruopp, Travers, Glantz & Coelen, 1979; Whitebrook et al 1990).

KEY ASSUMPTION #5: Specific careers require specific knowledge and skill.

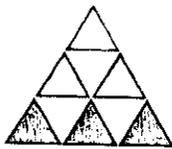
To qualify for most professional positions, specific skills and knowledge are required. For example, to be an instructor at a college requires an advanced degree and other specific skills. To be center director requires knowledge of child development as well as knowledge of financial management, personnel, labor laws, and other knowledge unique to the position. North Dakota's *Early Growing Futures Professional Development Plan* details the education, skills, and knowledge that specific careers in the field of early childhood require and sets a standard for career positions. (DeBord & Sawyers, 1996; Howes, Whitebook, & Phillips, 1992; Howes, 1997; Hyson, M., 2003; Kontos, Howes, & Galinsky, 1997)

KEY ASSUMPTION #6: Professional development is an investment with solid returns.

Clearly, the training and education of early childhood care providers results in positive returns for the children in care and gives families using child care more quality choices. Just as clearly, training and education result in positive returns for early childhood care providers; when a person invests in them self, they expand their options and opportunities and come to see themselves in new and exciting ways. Finally, professional development is an investment for our state--a better trained workforce results in solid economic returns and adds to the quality of life available in North Dakota. (Barnett & Hustedt, 2003; Bracey, 2003; Fassinger, Jenson, and Rathge, 2004; Peisner-Feinberg et al, 2000; Weaver, 2002; Whitebook, et. al., 1990)



GROWING FUTURES
**Professional
Development System**



GROWING FUTURES

Professional Development System

Growing Futures Professional Development is a voluntary system for individuals who provide direct care and education for young children in state and tribally licensed child care, and Head Start settings, and who are focused on intentional professional growth and demonstrating their commitment to quality care and education. Participation requires membership, and individuals and programs are welcome to join at any time. Membership requires a one-time application fee that entitles members to access the plan's many benefits and incentives. Benefits and incentives include participation in the training registry, enhanced information about training and educational opportunities, career advising, recognition and rewards, and financial incentives and scholarships.

Growing Futures Professional Development is focused on three specific aspects of the early childhood profession – direct care career **positions**, individual **care providers**, and early childhood **programs** that provide care and education to North Dakota's children.

1. Direct Care Career Development

Direct Care Career Development defines the direct care **career positions** most common to the early care and education industry. For each career position, the qualifications shown to lead to positive outcomes for children are outlined, and entry level qualifications are recommended for employment in the position. Employers are encouraged to reference the grid to develop job descriptions and qualifications; individuals are encouraged to use the grid as a tool to set educational and career goals. The Direct Care Career Development section also includes a chart of the various pathways available for enhanced career preparation and descriptions of specialized training and certificates that support an individual's professional growth.

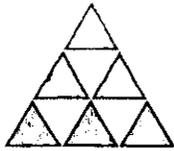
2. Professional Recognition

Professional Recognition is a voluntary system for documenting, recognizing, and rewarding commitment to the early childhood profession by **individual care providers**. Professional recognition is available to any member who provides direct care and education for young children in state and tribally licensed child care, and Head Start settings. Participants earn points based on experience, education, and training, as well as membership in professional organizations. These points are linked to rewards such as financial incentives, reduced fee payments for approved training and professional conferences, scholarships, and other professional support resources.

3. Quality Rating System

A third aspect of the *Growing Futures* Early Childhood Professional Development System involves **program** assessment based on accepted standards of good practice in the early childhood industry. Though a Quality Rating System has not been designed at the time of this publication, such a system is central to goal of professional development and is an anticipated addition to the system.

The following pages detail two aspects of the North Dakota *Growing Futures* Professional Development plan: **Direct Care Career Categories** and **Professional Recognition**.

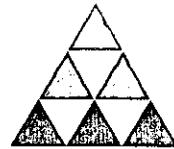


GROWING FUTURES
Career Qualifications

Direct Care Career Positions and Qualifications

Entry Qualifications		
Career Categories	Education/Training	Experience
Family Child Care Provider	<ul style="list-style-type: none"> • High School or GED • Core Knowledge Certificate • Family /Group Certificate: Part I* 	
Group Child Care Provider	<ul style="list-style-type: none"> • High School or GED • Core Knowledge Certificate • Family/Group Certificate: Part I • Family/Group Certificate: Part II* 	2 years as a licensed direct care provider
Program Director	<ul style="list-style-type: none"> • 4-year degree in EC / CD • Program Director Certificate: Part I • Program Director Certificate: Part II* 	3 years direct care experience
Assistant Director / Supervising Teacher / Head Start Manager	<ul style="list-style-type: none"> • 4-year degree in EC / CD or Head Start required field • Program Director Certificate: Part I* 	2 years direct care experience or in Head Start required field
Lead Teacher	<ul style="list-style-type: none"> • 2-year degree in EC / CD • Classroom Educator Certificate: Part I • Classroom Educator Certificate: Part II* • Infant Toddler Certificate (if working in an infant-toddler program)* 	2 years direct care experience
Teacher Assistant	<ul style="list-style-type: none"> • CDA / Apprenticeship • Classroom Educator Certificate: Part I* 	
Program Aide	<ul style="list-style-type: none"> • High School degree or GED • Core Knowledge Certificate 	

*To be completed within the first year of employment in the position. **NOTE: It is assumed that licensing requirements are met in each career category in addition to the education and experience listed above.**



GROWING FUTURES **Career Pathways**

High School Degree

Career Options

- Family Child Care
- Group Child Care
- Program Aide

Advanced Levels of Preparation

- Family Group Certificate I
- Family Group Certificate II

Certificates and Specializations:

- Family Group I and II
- Level I Certificates

CDA / Apprenticeship

Career Options

- Teacher Assistant

Advanced Levels of Preparation

- Classroom Educator I

Certificates and Specializations:

- Classroom Education I
- Level I and II Certificates

Associate Degree

Career Options

- Lead Teacher

Advanced Levels of Preparation

- Classroom Educator II

Certificates and Specializations:

- Classroom Educator II
- Level I, II, and III Certificates

Bachelors Degree

Career Options

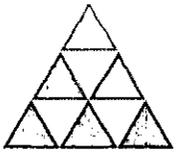
- Assistant Director / Supervising Teacher / Head Start Manager
- Program Director

Advanced Levels of Preparation

- Program Director Credential I
- Program Director Credential II

Certificates and Specializations:

- ND Early Childhood Teacher Licensure (DPI)
- Level I, II, III, and IV Certificates



GROWING FUTURES

Certificates and Specializations

Professional development occurs as individual care providers grow in knowledge and skill. Certificates and specializations allow individuals to focus on specific content areas and deepen their knowledge, understanding, and application of early childhood topics.

Core Knowledge Certificate

Certificate	Training Hours	Prerequisite	Description
North Dakota Child Care Core Knowledge	45 hours	No prerequisite Strongly recommended for continuing employment or licensure in all child care settings. Required for participation in <i>Growing Futures</i> , within the first year of membership.	A standardized 45-hour course designed to establish a common base of core knowledge, to include: <ul style="list-style-type: none"> • North Dakota Licensing Rules and Regulations • North Dakota Professional Standards: Early Learning Guidelines, Core Knowledge, Core Competencies, Environmental Rating Scales and Quality Rating System • Health and Safety in Child Care Settings: Sanitation, practices that promote health and prevent injury, SIDS/Shaken Baby, transportation safety, emergency preparedness • Developmentally Appropriate Practices • Environments • Establishing Relationships

Certificates and Specializations: Level I

Certificate	Requirements	Prerequisite	Experience	Renewal
Family Group Certificate: Part I	<ul style="list-style-type: none"> • 30-hour standardized course • On-site competency assessment 	High School degree or GED	None	Core Knowledge training, Family/Group Certificates I and II, and one additional <i>Growing Futures</i> certificate fully meet the education requirements for the national CDA Credential. For CDA, all applicable coursework must be taken within a 5-year period and other CDA requirements must be completed. Renewal follows the national CDA renewal requirements.
Family Group Certificate: Part II	<ul style="list-style-type: none"> • 30-hour standardized course • On-site competency assessment 	High School degree or GED Completion of Family Group Certificate: Part I	1 year as licensed direct care provider	
Infant Toddler	<ul style="list-style-type: none"> • 30 hours within a 2-year period • Portfolio 	High School degree or GED	Currently working with infants and/or toddlers	Full recertification required every four years
School-Aged	<ul style="list-style-type: none"> • 30 hours within a 2-year period • Portfolio 	High School degree or GED	Currently working with school-aged children	Full recertification required every four years
Inclusion	<ul style="list-style-type: none"> • 30 hours within a 2-year period • Portfolio 	High School degree or GED	None	Full recertification required every four years

Curriculum Specializations	<ul style="list-style-type: none"> 30 hours within a 2-year period (each specialization) Portfolio 	High School degree or GED	None	20 hours of early childhood training annually
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Certificates and Specializations: Level II

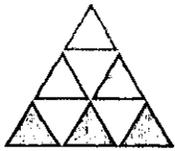
Certificate	Requirements	Prerequisite	Experience	Renewal
Classroom Educator: Part I	<ul style="list-style-type: none"> 30-hour standardized course On-site competency assessment 	Current CDA or CCDS Apprenticeship	None	20 hours in early childhood annually or 1 semester credit course in early childhood or child development
Family Child Care Quality Improvement	<ul style="list-style-type: none"> 30 hours within a 2-year period Portfolio 	Current CDA or CCDS Apprenticeship	2 years direct care experience	20 hours in early childhood education and programming, or child development annually
Center Child Care Quality Improvement	<ul style="list-style-type: none"> 30 hours within a 2-year period Portfolio 	Current CDA or CCDS Apprenticeship	2 years direct care experience	20 hours in early childhood education and programming, or child development annually

Certificates and Specializations: Level III

Certificate	Requirements	Prerequisite	Experience	Renewal
Classroom Educator: Part II	<ul style="list-style-type: none"> 30-hour standardized course On-site competency assessment 	2-year degree in Early Childhood or Child Development	2 years direct care experience	20 hours in early childhood annually or 1 semester credit course in early childhood or child development
Mentor	<ul style="list-style-type: none"> 30-hour standardized course On-site competency assessment Portfolio 	2-year degree in Early Childhood or Child Development	3 years direct care experience	20 hours in early childhood annually or 2 semester credit course in early childhood or child development

Certificates and Specializations: Level IV

Certificate	Requirements	Prerequisite	Experience	Renewal
Program Director: Part I	<ul style="list-style-type: none"> 30-hour standardized course On-site competency assessment 	4-year degree in Early Childhood or Child Development	2 years direct care experience	20 hours in early childhood annually or 2 semester credit course in early childhood or child development
Program Director: Part II	<ul style="list-style-type: none"> 30-hour standardized course On-site competency assessment 	4-year degree in Early Childhood or Child Development	3 years direct care experience	20 hours in early childhood annually or 2 semester credit course in early childhood or child development
Trainer	<ul style="list-style-type: none"> 30-hour standardized course On-site competency assessment On-going evaluation 	4-year degree in Early Childhood or Child Development, or specialization	3 years direct care experience Public speaking	20 hours in early childhood annually, to include 10 hours of adult learning or trainer skill development



GROWING FUTURES
Professional Recognition

Professional Recognition							
Experience	Pts	Education	Pts	Training	Pts	Bonus	Pts
- 1 year		Completed <i>Growing Futures</i> credential / certificate	5	Minimum requirements		Current membership in an early childhood professional association	1
1 – 5 years	1 -5	Current CDA or DOL Apprenticeship	15	Average of 20 hours per year for the previous two years (minimum of 40 hrs in two years)	20	Committee or officer position in early childhood professional association in the past two years	3
6 – 10 years	6-10	2-year EC / CD degree	20	Average of 30 hours per year for the past two years (minimum of 60 hrs in two years)	30		
11 – 20+ years	11-20	4-year EC / CD degree	30	Average of 40 hours or more per year for the past two years (minimum of 80 hrs in two years)	40		
		Graduate EC / CD degree	40				
<p align="center"> ____ Experience + ____ Education + ____ Training + ____ Bonus = ____ TOTAL POINTS </p>							
Recognition Designations							
SILVER						20 – 39 Points	
SAPPHIRE						40 – 59 Points	
AMETHYST						60 – 79 Points	
RUBY						80-100 Points	

***Experience** is defined as employment in licensed or approved child care programs for a minimum of 20 hours per week. Documentation of licensed status or hours of employment are required. One point is awarded for each year of experience.

****Education** is defined as completed coursework resulting in an early childhood or child development credential, certificate, or degree. Documentation required.

*****Training** is defined as classes, workshops, or conferences taken for credit or non-credit, and approved by the *Growing Futures* Curriculum Approval Board. Documentation required.

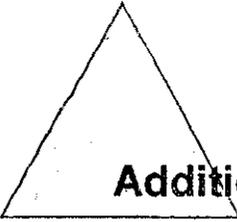
Professional Recognition Incentives

Individuals may apply every two years for Professional Recognition. Current documentation is required to access incentives and bonuses. To access financial benefits and incentives, members are responsible to submit documentation of experience, education, and training used to determine recognition levels. Members must resubmit updated documentation every two years.

TOTAL POINTS	DESIGNATION	CASH BONUS	PROFESSIONAL BONUS
			Reduced fee payment for approved training and professional conferences, and on purchases from the <i>Growing Futures</i> Membership Store
20 – 39 Points	Silver	\$25.00 (50.00)	5%
40 – 59 Points	Sapphire	\$50.00 (100.00)	10%
60 – 79 Points	Amethyst	\$100.00 (250.00)	15%
80 – 100 Points	Ruby	\$200.00 (500.00)	20%

To document professional recognition categories, individuals will receive a color-coded recognition card, valid for a two-year period. The card number will entitle the holder to the professional bonuses listed above.

NOTE: Cash bonuses and incentives are proposed amounts only. Actual amounts are dependent on availability of funding.



Additional Careers in Early Care and Education

In addition to careers in direct care settings such as family child care, child care centers, and Head Start, early childhood practitioners work in a variety of programs and settings across North Dakota. Some typical settings, programs, and roles are listed below. Each position has specific career preparatory requirements and most require a minimum of a four-year degree.

Child Care Resource and Referral

Referral Counselor, Training Coordination, Child Care Specialists, Health Consultants,

County Extension Services

Extension Agent, Parent Resource Center

Department of Human Services

Child Care Licensing Representative, Program Coordinator, Policy Specialist, Licensing Administrator

Early Childhood Higher Education

Professor, Adjunct Professor, Instructor

Early Childhood Special Education

Teacher, Assistant Teacher, Parent Educator, Principal, Director

Early Intervention

Developmental Specialist, Speech Therapist, Physical Therapist, Occupational Therapist, Infant Mental Health Specialist, Family Therapist

Hospitals and Health Services

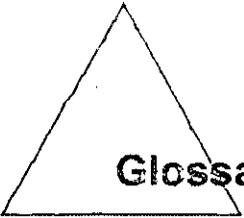
Child Life Specialist, Pediatric Nurse, Maternal and Child Health Specialist, Child Psychologist

In-Home Care

Nanny, Au Pair

Public Schools

Pre-school Teacher, Kindergarten Teacher, Paraprofessional



Glossary of Terms

Articulation: Agreements or links between training and education systems that allow credits taken from one system to be transferred to and applied at another system

Apprentice: An individual registered with the federal Bureau of Apprenticeship and Training to complete the two-year apprenticeship training program as described in the state Apprenticeship Standards

Apprenticeship: The two-year period of education and on-the-job training that registered apprentices complete, as described in the state Apprenticeship Standards

Apprenticeship Sponsor Site: A child care program that has agreed to abide by the state Apprenticeship Standards to train and mentor apprentices, and which has registered with the federal Bureau of Apprenticeship and Training

Archibald Bush Foundation: A grant funding organization with interests in areas related to child development and the training of early care and education practitioners

Career Advising: A formal system in which knowledgeable advisors help practitioners recognize and set individual professional goals and access systems to meet those goals

Child Care Development Specialist (CCDS): The federal Department of Labor credential earned by individuals who successfully complete a registered apprenticeship program

CCR&R: Child Care Resource and Referral. Part of a national network of CCR&R agencies designed to help families, child care providers, and communities find, provide, and plan for affordable, quality child care.

CDA: Child Development Associate. A nationally recognized early childhood professional credential awarded to individuals who successfully complete the nationally established requirements of the CDA program to work with children ages birth to five years

CDA Advisor: An individual who meets the nationally established qualifications to serve as an advisor to CDA candidates

CDA Functional Area: The domains of child development and early childhood programming that define the CDA approach to training and skills building

Code of Ethics: The agreed upon standards for professional behavior and decision making that direct the work of practitioners in the field, and codified by the National Association for the Education of Young Children

CEUs: Continuing Education Units, typically issued by higher education institutions. They may be obtained at conferences of professional education organizations and may be applied to renewal of professional credentials such as the CDA or may be required for renewal of various certificates and licensures

Core Body of Knowledge: The research-based knowledge that informs the field of early childhood and child development and directs the core, or essential, knowledge that early childhood care providers should learn and apply

Core Curriculum: The foundational knowledge base for the early childhood profession.

Credential: A professional award given for successful completion of pre-determined requirements and qualifications

Early Childhood: The period of life from birth to age eight

Environmental Rating Scale: The nationally recognized set of observation tools used to assess the quality of early childhood and school age care environments

Developmentally Appropriate Practice: Research-based effective and respectful caregiving and teaching practices that lead to positive outcomes for children.

Fieldwork: A supervised or mentored caregiving or teaching experience in the field, working with young children and their families

Head Start: A federally funded early childhood and family support program

Licensing Rules and Regulations: The laws established by the ND state legislature that govern the direct care of young children in formal and informal child care settings and administered through the ND Department of Human Services

Licensed Family Child Care Provider: An individual licensed by the state to provide care for up to 7 children including their own in the individual's home

Licensed Group Child Care Provider: A program licensed by the state to care for 8-18 children including their own. May require a second caregiver

Natural Allies: A grant funded project designed to build collaboration between early childhood systems to support children with disabilities and their families

NDAEYC: North Dakota Association for the Education of Young Children. The state affiliate of the national early childhood professional organization called the Association for the Education of Young Children

NDCCPI: North Dakota Child Care Providers Incorporated

NDDHS: North Dakota Department of Human Services

ND Head Start Collaboration Office: The state Head Start office designed to create a visible presence at the state level to assist in the development of the significant, multi-agency and public-private partnerships between Head Start and the state.

Para-professional: An individual who assists in working with children and families under the direction of a qualified teacher or other professional

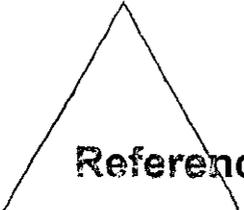
Portfolio: A collection of work that demonstrates knowledge of a particular area and/or growth and development over time

Registry: A system to track and document professional development, including education and other professional accomplishments. A registry might also be used to track and advertise available training and education opportunities

Stake holder: Individuals or organizations that have a vested interest in a particular subject or project

Trainer, Level 1- 4: Refers to the system of professional development for early childhood trainers that links trainer education, experience and other demonstrated skills to training delivery

WestEd and PITC: The standardized training curriculum for caregivers of infants and toddlers, developed by the Program for Infant Toddler Caregiver (PITC), and delivered in North Dakota as a state training initiative



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ADDENDUM

History of Professional Development Planning in North Dakota

For a number of years, the need for a early childhood professional development system has been recognized by early childhood practitioners and entities in North Dakota. This section briefly chronicles the professional development efforts that have taken place in our state over the past decade.

1992 The Visioning Plan

The early childhood community develops a five-year plan for early childhood in North Dakota. Plan developers identify professional development as a key issue to be addressed and call for the following action:

- Develop and implement an Early Childhood Development Plan to establish that early childhood professional standards, preparation and compensation will be on a par with other similar professions.
- Encourage the development of certification and endorsements/credentials for early childhood educators teaching children, birth through age eight. The endorsements will be for teachers of children ages 0-3, 3-5, and 5-8, and credentials will be for teachers of children in early childhood special education ages 0-3 and 3-8.
- Ensure that all training opportunities in North Dakota will be available to early childhood care providers.

1993 The Bush Foundations funds the Infant-Toddler Training Project

The North Dakota Department of Human Services receives funding from the Bush Foundation to establish an infant-toddler child care provider training delivery system throughout the state inclusive of the four tribal reservations.

1995 The North Dakota Associations for the Education of Young Children (NDAEYC) creates a professional development plan for early childhood professionals

1996 The North Dakota Child Care Providers Incorporated (NDCCPI) creates a professional development plan for family child care providers

1997 Training requirements for licensed child care providers are increased

1999 Child Care Resource and Referral (CCR&R) develops a professional development plan for all early childhood practitioners, begins to level core curriculum to identify training gaps, implements trainer qualification criteria, and establishes the CCR&R Training Approval Board

2000 Head Start mandates that 50% of teaching staff hold Associate degrees by 2003

Growing Futures: the early childhood community develops a five-year plan for early childhood in North Dakota

In 2000, representatives from North Dakota's early childhood community assembled to define a new plan to move early childhood services forward in the coming five-years. The planning process, funded by the North Dakota Head

Start Collaborative Office, identified "improving the status of child care professional" as a major goal and formulated action steps to address the issue, including:

- Review, revise, and implement career development plans for early care and education professionals
- Formulate a career development plan for early childhood licensors
- Coordinate and share available training opportunities
- Develop an articulation plan to address the continuity of higher education in the early childhood field
- Develop comprehensive trainings that address specialized issues and needs
- Strengthen and expand delivery systems that enable optimum accessibility to quality early childhood training and education
- Develop a comprehensive system of financial support for early childhood professional development

The first Professional Development stake holder's meeting held

To begin the work identified in the *Growing Futures* planning document, the Head Start Collaboration Office funded a professional development "kick-off" meeting designed to be highly participatory. The stake holders, representing the early childhood community from across the state, developed a vision for early childhood professional development in North Dakota and identified core values, including:

- Early childhood programs will provide quality care and education through well-prepared professionals grounded in principles of child development
- There will be a clearly defined early childhood care and education system that coordinates, links, and tracks the opportunities for training and education of early childhood professionals
- There will be multiple pathways for acquiring the qualifications necessary for early childhood professional (CDA, Associate degrees, Bachelors degrees, and advanced degrees)
- There will be articulation agreements between and among Child Care Resource and Referral, tribal colleges, and the state's higher education system including private colleges and universities
- There will be monetary incentives for early childhood care and education care providers who continue training in early childhood and scholarships for those who continue their training and education
- There will be an accessible statewide system that tracks all approved early childhood training offered throughout the state
- Guidelines regarding positive work conditions for early childhood professionals will be developed and promoted

2002 The Bush Foundation funds professional development planning efforts

The North Dakota Early Childhood Professional Development Project is created to formulate a comprehensive professional development plan for the field of early childhood in North Dakota. The North Dakota Professional Development Leadership Team serves as a steering committee for the effort.

The second Professional Development stake holder's meeting is held, gathering stake holders from throughout the state to provide an update on the progress of the Early Childhood Professional Development Project.

The U.S. Department of Labor awards North Dakota Department of Human Services the Child Care Development Specialist Apprenticeship Grant to establish and early childhood apprenticeship project in the state.

Natural Allies is created to prepare professional to work with children with disabilities in natural settings.

- 2003** The North Dakota Early Childhood Professional Development Project releases a draft early childhood professional development plan and request input from the broader early childhood community. Focus groups were held across the state.

The stake holders met to review the draft professional development plan based on the focus group data. A revision writing team was established to revise the plan to better reflect the input from gathered from the focus groups and stake holders.

An grant request for the implementation of the early childhood professional development plan was submitted to the Bush Foundation and was not funded.

- 2004** The writing team met throughout the year to attempt to rework the professional development plan, under the direction of the Professional Development Task Force Steering Committee.

- 2005** Dan Haggard, Director of New Mexico's Department of Child Development, met with stake holders to consult on North Dakota's professional development plan.

The writing team presented the first draft of the professional development plan to the Steering Committee in October.

- 2006** A revised draft of the professional development was presented to the Steering Committee in January.

①

To: Ray Holmberg, Chairman of the Senate Appropriations Committee

From: Barb Arnold-Tengesdal
North Dakota Association for the Education of Young Children

Date: February 8, 2007,

Re: Support of SB 2186- suggested amendment to fiscal note

The North Dakota Association for the Education of Young Children (NDAEYC) is a professional organization connected with NAEYC, and currently has 380 statewide members. The mission of this association is to serve and act on the behalf of children birth to age eight. We work in collaboration with other early childhood groups around the state, such as the ND Head Start Association, ND Kindergarten Association, ND Early Childhood Higher Education Consortium, and ND Child Care Provider Incorporated.

SB2186 is a significant piece of regulation being proposed this session. It represents six years of cumulative efforts to bring an often-fragmented profession around the table to formulate a plan for workforce development and career advancement. The field of early care and education has feet planted in both industry and education. Sometimes the language of from both sides of the table is difficult to understand. Daycare, childcare, pre-k, teachers, Head Start, early learning, all language of the same profession, but with very different angles. Some with college degrees, some with GED's, all licensed. We all work with families and young children. It is an industry that must be regulated because of the vulnerability of these young children. It is NOT an industry where supply and demand will support a market-based system of care and education. Communities are frustrated at the lack of available, affordable and high quality child care. Without the supports provided in this bill we will continue to hear the instances where:

- In Minot, one person was watching 31 children alone.
- In a Bismarck trailer home, 30 cockatiel cages were lined up against the wall and two babies sat every day watching the birds as their only stimulation.
- In a town not to be named because of its size, a provider was diapering babies at the kitchen sink.
- Medically fragile babies are being placed in childcare where providers have no background to handle the unique needs of these children.

The Senate Human Services committee recognized the need workforce training and support. They recognized the need to provide some kind of rating system whereby parents can begin to determine quality through a star rating system. What they failed to recognize in the deeply cut budget suggestions was the critical nature of the industry at this moment in time. Please consider adjusting the fiscal note to impact and initiate change in an industry that is not keeping up with the demand. Attached is a suggested biennium budget that addresses critical needs identified over the past 6 years for workforce retention, recruitment, and training.

Please consider amending the fiscal note for SB 2186.

SB 2186 Building Blocks Biennium Budget

Senate Appropriation Committee - February 8, 2007

Workforce Development

Software and equipment (distance learning)	\$	50,000
Maintain statewide early childhood resource & referral network and develop training	\$	316,221
Certifications, licensures and credentials	\$	50,000
Training, and mentorship	\$	100,000
Subtotal	\$	516,221

Program Quality Improvement

Development of Quality Rating System	\$	50,000
Home-based and center child care program improvements (QEP and RFS)	\$	593,000
Center and home-based accreditation	\$	325,000
Subtotal	\$	968,000

Program and Business Technical Assistance

Consultation for programs and businesses	\$	500,000
Subtotal	\$	500,000

TOTAL

\$ 1,984,221

SB 2186 Testimony
Senate Appropriations Committee
Thursday, February 7, 2007

Good morning, Chairman Holmberg 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) helps child care programs improve the quality of their care and gives parents tools to help them find quality care. My testimony discusses the proposed budget as it pertains to the Program Quality Improvement and Technical Assistance building blocks.

I used the word "quality" three times in the previous paragraph, and if pressed to define quality child care (What does it look like? How will you know if you have found it?), I would have a difficult time giving a short answer. But, if pressed, I would say something general like—loving relationships, safe and inviting places, and interesting and engaging things to do. The concept of quality child care conjures up many images such as fancy facilities for children or state-of-art learning materials—Cadillac approaches to child care. I want to have us shift our focus from bricks and mortar and stuff to the people who "drive" the child care vehicles. Most are driving Fords (old ones) and when we talk quality, we focus more on the provider's ability to love and nurture the children than on the "stuff" of child care world. That is what SB2186 is all about—building the workforce so that they have the skills and abilities to maneuver the child care vehicles, be they Fords or Cadillacs.

As an agency that assists programs in increasing the quality of their care, however, CCR&R had to find a consistent method of defining and assessing program quality, and, based on that assessment, a better way to help programs make quality improvements. Six years ago, with funding from the Bush Foundation (St. Paul, MN), CCR&R implemented a Quality Enhancement Project for centers caring for infants and toddlers. This framework serves as the model for the Program Quality Improvement Block in the proposed budget.

Since 2,000, CCR&R has worked with nearly all of ND's infant-toddler child care programs though a program developed by CCR&R, the Quality Enhancement Project (QEP). Collectively, these programs, approximately 90, care for about 800 infants and toddlers. Participation is voluntary. Tribal programs are also invited to apply. Programs enroll for six months and receive:

- o An initial program assessment using a child care program rating scale widely used by early childhood experts across the nation

- The development of a quality improvement plan that addresses low assessment scores.
- \$1,000 incentive grant (Bush dollars) to be applied to the low scores (e.g. the purchase of rockers because no rockers available in the infant room, diapering changing tables because babies were being diapered on the floor, books because no books were available, etc.)
- 12 hours of training for infant-toddler staff and 6 hours of training specifically designed for infant-toddler program administrators
- Twelve hours of on-site consultation (six by a child care nurse consultant and six by an early childhood specialist)
- After six months, a second program assessment

The assessment tool used by CCR&R, the Infant-Toddler Environmental Rating Scale-Revised (ITERS-R), is a widely used scientific measure. All rating scale assessors in ND have been trained by anchor assessors who were trained in North Carolina by the authors of the rating scale. Assessments are conducted by two assessors to ensure 85% validity in scores. Scores rated on a scale of one to seven. ND data is as follows:

SCORES OF 1 AND 2 - POOR QUALITY CARE

18% of ND's infant-toddler programs were judged **poor quality**

- Health and safety needs not met
- No warmth or support from adults
- Learning not encouraged
- Care damaging to development

SCORES OF 5 AND 6 – GOOD QUALITY CARE

6% of ND's infant-toddler child care centers provide **good quality**

- Health and safety needs fully met
- Staff is caring and supportive
- Children are learning and engaged
- Children's development supported

SCORES OF 3 AND 4 - MINIMAL CARE

76% of ND's infant-toddler programs were rated as **minimum quality**

- Basic health and safety needs met
- Adults provide a little warmth/support
- Few learning experiences

SCORES OF 7 – EXCELLENT CARE

- Caregivers plan for children's individual learning needs
- Adults and child have close relationships

North Dakota is not unique in the struggle to provide quality care. National research indicates that only 8% of infant-toddler programs provide care that benefits children and 40% of infant programs were judged of poor quality with basic health and safety needs not met. Source: Cost, Quality and Child Outcome Study (1995).

National data on family child care shows similar results: a majority of children cared for by family child care providers are in mediocre or poor programs. In 2004, ND introduced a quality improvement program for family child care programs. Preliminary results indicate state family child care data aligns with national data.

A SMALL INVESTMENT CAN GREATLY INCREASE THE QUALITY OF CARE. In the course of six months, with commitment from the providers to increase the level of their program's quality and through CCR&R's targeted consultation and training, the centers participating in CCR&R's Quality Enhancement Project increased the quality of their programs an average of 15%. Scores moved from a 3 and 4 (mediocre) to 5 and 6 (good quality). Other findings and observations:

- Programs repeating the program working with CCR&R for 12 months increased their program quality by 30%
- Relationships matter. When programs trust CCR&R, the partnership is strong and results are maximized
- The director's understanding of appropriate practices and passion for quality sets the foundation for the program's success
- Programs with fewer director changes and staff turnover were able to maintain their program quality after completing the project
- Front-line staff come into the industry with very little knowledge and understanding of child development and appropriate care practices

In summary, this data demonstrates that:

- The child care industry struggles to maintain high quality programs
- CCR&R not only found a way to define quality as it pertains to the workforce (not stuff), but has implemented a project that links training to on-site mentoring of the child care worker to improve their services and give them the skills to continue quality improvements after completion of the formal project.
- CCR&R can objectively determine program challenges and funnel limited resources to the most critical areas
- Positive outcomes that can be actualized with minimal investments.
- The financial investment proposed in SB2186 can be linked with quantifiable outcomes--the number of programs and the increase of quality care can be documented.

SB2186 will have positive results that can be tracked. If funded, we can return in two years with success stories and data that supports program success and an assurance that the quality of care in ND improves throughout the state.

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

Linda Reinicke
Child Care Resource & Referral
Lutheran Social Services of ND
1-701-223-1510 (office)
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4 Child care industry challenges

The child care industry and the parents and children using the services face the child care *trilemma*; availability, affordability, and quality.

The challenge of availability

The supply of child care does not meet the demand, particularly for infant and odd-hour child care. There are 185 centers/school-age programs and 1,248 in-home licensed child care businesses with a total capacity to care for 29,026 children. However, the current supply of licensed child care does not meet the demand. In North Dakota, 83% of women with children ages 0 to 6 and 87% of women with children ages 6 to 17 are in the labor force.

Unmet Need of Child Care by County

County	Children Ages 0 - 5	Children Ages 6 - 12	% of Women with Children Ages 0 - 6 in Labor Force	% of Women with Children Ages 6-17 in Labor Force	Children Ages 0 - 5 potentially needing child care	Children Ages 6-12 potentially needing child care	Capacity of licensed child care	Unmet Need
Adams	103		84%	86%	87	174	78	70%
Barnes	665	883	77%	87%	513	766	347	73%
Benson	740	904	68%	72%	500	654	85	93%
Billings	48	64	69%	82%	33	52	-	100%
Bottineau	292	537	80%	87%	232	466	189	73%
Bowman	166	247	93%	92%	154	228	58	85%
Burke	102	154	83%	92%	85	141	36	84%
Burleigh	5,020	6,350	79%	87%	3,989	5,518	4,144	56%
Cass	9,772	11,111	77%	86%	7,564	9,582	8,465	51%
Cavalier	227	387	71%	88%	161	340	128	74%
Dickey	382	469	77%	92%	295	432	227	69%
Divide	95	145	76%	91%	73	131	66	68%
Dunn	224	348	66%	87%	148	303	1	100%
Eddy	145	220	70%	84%	101	184	72	75%
Emmons	231	377	82%	88%	190	332	140	73%
Foster	200	338	87%	82%	174	278	86	81%
Golden Valley	110	176	72%	86%	79	151	79	66%
Grand Fks	4,655	3,324	71%	84%	3,318	2,780	3,909	36%
Grant	143	202	79%	83%	113	168	43	85%
Griggs	110	201	76%	96%	83	193	77	72%
Hettinger	118	197	67%	80%	79	157	66	72%
Kidder	141	196	77%	81%	109	158	36	87%
Lamoure	230	368	70%	84%	162	310	91	81%
Logan	134	185	84%	81%	112	150	67	74%
McHenry	332	459	73%	82%	242	375	216	65%
McIntosh	145	216	89%	88%	129	190	78	76%

Unmet Need of Child Care by County (continued)

County	Children Ages 0 - 5	Children Ages 6 - 12	% of Women with Children Ages 0 - 6 in Labor Force	% of Women with Children Ages 6-17 in Labor Force	Children Ages 0 - 5 potentially needing child care	Children Ages 6-12 potentially needing child care	Capacity of licensed child care	Unmet Need
McKenzie	388	595	68%	80%	263	478	78	89%
McLean	449	715	70%	77%	316	548	121	86%
Mercer	461	793	68%	80%	313	636	139	85%
Morton	1,776	2,438	84%	83%	1,485	2,015	2,099	40%
Mountrail	535	628	73%	76%	392	479	159	82%
Nelson	167	254	77%	87%	129	221	44	87%
Oliver	93	171	73%	83%	68	142	18	91%
Pembina	483	676	72%	85%	349	572	277	70%
Pierce	289	380	78%	89%	227	340	102	82%
Ramsey	858	1,050	86%	85%	739	888	806	50%
Ransom	360	522	71%	86%	257	448	92	87%
Renville	125	194	86%	87%	108	168	65	76%
Richland	1,137	1,553	81%	86%	919	1,332	660	71%
Rolette	1,562	1,759	62%	81%	963	1,433	192	92%
Sargent	311	427	82%	81%	253	346	126	79%
Sheridan	61	112	58%	66%	35	74	12	89%
Sioux	479	575	68%	74%	325	424	13	98%
Slope	40	54	81%	61%	33	33	-	100%
Stark	1,486	2,018	81%	85%	1,206	1,706	873	70%
Steele	103	206	76%	89%	78	183	3	100%
Stutsman	1,296	1,719	81%	90%	1,050	1,543	781	70%
Towner	110	212	82%	89%	90	189	48	83%
Traill	493	731	76%	84%	374	610	315	68%
Walsh	779	1,012	80%	87%	621	876	376	75%
Ward	4,898	5,480	71%	84%	3,473	4,620	2762	66%
Wells	223	371	81%	86%	180	320	86	83%
Williams	1,275	1,736	76%	89%	965	1,540	473	81%
TOTAL	44,767	54,640	76%	85%	34,068	46,376	29,504	63%

The challenge of affordability

Many parents face high monthly child care costs struggle to afford quality child care. One year of care for a baby costs more than one year of tuition at one of North Dakota's universities. Parents with more than one child often face child care fees that exceed their monthly rent or house payment.

Child Care Expenses for Families

Families earning the state's median income (\$43,654) can pay 10-12% of a family's annual wages for child care expenses. A family of four with income of \$36,000 can pay 25% of their annual earnings for child care. The family is not eligible for child care assistance.

Average annual tuition for infant care	\$ 5,352
Average annual tuition for preschooler	\$ 4,728
Annual tuition fees for state university	\$ 4,174
 Total cost of child care from birth to 2nd grade	 \$41,392

Testimony to the ND Senate Human Services Committee

Kim Dressler

United Way, Dickinson

February 8, 2007

Good Morning Mr. Chairperson and members of the Senate Appropriations committee. My name is Kim Dressler, and I am here today to urge the passing of Senate Bill 2186. I represent the United Way of Dickinson, where I have served as the Executive Director for the past four years. I am also a parent whose children have had the opportunity to attend quality child care programs and recognize the value of them.

To put the United Way of Dickinson's involvement in early childhood development and education into perspective, current we allocate more than \$150,000 to a variety of health and human service programs serving the greater Dickinson area. Within this amount, we allocate 18% to programs to the identified need area of Nurturing Youth. In addition, the United Way of Dickinson has spent approximately 8% of our administrative time to raise the awareness of the importance of early care (early childhood development) and education.

The mission of the United Way of Dickinson is "United, we change peoples lives." In most recent years we have found ourselves organizing meetings to resolve issues that are beyond the typical "fundraising" purpose which United Way has been known for. Early care and education has been a hot topic for several years in Southwest North Dakota. From time to time, Dickinson struggles to host an adequate number of child care "slots", and consistently lacks child care for infants. While the rural communities of Western North

Dakota are more often faced with the dilemma of no child care provider for miles around as job opportunities with competitive salaries have recently increased.

As the issue of lack of child care became evident in the past year, several members of the community came together to visit the issue and find resolve. During our initial meeting we discovered that there were other related issues facing our community. We learned that one-third of our kindergarten population was enrolled in Head Start; teachers were reporting children entering school unprepared; and the present state of childcare was reported mediocre at best. Considering the community's economic boom, having more jobs than there are qualified people to fill them; the community picture for our youngest citizens looked bleak.

As our "Success By 6" group continued to research our own community issues and statistics, we reviewed research on brain development of young children as well as the research on investment in the "early years" compiled by the Minneapolis Federal Reserve Bank. This research indicated that a child that receives appropriate support during the first five years of life will be less likely to drop-out, receive welfare benefits or commit crime. In addition it was noted that for every dollar invested during the "early years" there is a 16% return (inflation adjusted) to the community. Children in those states without an investment in early care and education programs, will begin to fall behind those states and communities that do. Considering our issues, we decided that we wanted better for the children of the greater Dickinson area and began painting the picture of the state of our community for local business leaders.

I would like to share a couple of stories with you.

As a parent, one of the most important decisions we will ever make is choosing care and education for our children. Every child is special and unique and deserves the best start possible. Child care should support a child's emotional, social, intellectual and physical well-being. Quality child care is not baby-sitting. Studies reveal that a high quality child care programs will help prepare a child for school readiness by increasing their chances to succeed. Research also indicates that employers benefit when their employees' children are in quality care and education arrangements because parents are more secure and stable in their work environment. This makes parents more productive; thus, making a win-win situation for everyone: parents, children and employers.

In closing I would like to say add that while the United Way continues to work toward changing the lives to the people in our community, we can not do it alone and have asked businesses, non-profit organizations and government affiliates to make a similar commitment, starting with our youngest citizens. The old African proverb "It takes a village to raise a child" still holds true today. A state with an interest and investment aligned around the in the "early years" and its children, is on track to build successful schools, productive citizens, and a well-trained, well-educated future workforce to support long-term economic development. North Dakota's economic future depends on our children getting off to the right start.

I urge you to pass Senate Bill 2186. Thank you for your time. I would be happy to answer any questions you might have.

To: Clara Sue Price, Chairman of the House Human Services Committee

From: Barb Arnold-Tengesdal
North Dakota Association for the Education of Young Children

Date: February 27, 2007

Re: Support of SB 2186

The North Dakota Association for the Education of Young Children (NDAEYC) is a professional organization connected with NAEYC, and currently has 380 statewide members. The mission of this association is to serve and act on the behalf of children birth to age eight. We work in collaboration with other early childhood groups around the state, such as the ND Head Start Association, ND Kindergarten Association, ND Early Childhood Higher Education Consortium, and ND Child Care Provider Incorporated.

SB2186 is a significant piece of regulation being proposed this session. It represents six years of cumulative efforts to bring an often-fragmented profession around the table to formulate a plan for workforce development and career advancement. The field of early care and education has feet planted in both industry and education. Sometimes the language from both sides of the table is difficult to understand. Daycare, childcare, pre-k, teachers, Head Start, early learning, all language of the same profession, but with very different angles. Some with college degrees, some with GED's, all licensed. We all work with families and young children. It is an industry that must be regulated because of the vulnerability of these young children. It is NOT an industry where supply and demand will support a market-based system of care and education. Communities are frustrated at the lack of available, affordable and high quality child care. Without the supports provided in this bill we will continue to hear the instances where:

- In Minot, one person was watching 31 children alone.
- In a Bismarck trailer home, 30 cockatiel cages were lined up against the wall and two babies sat every day watching the birds as their only stimulation.
- In a town not to be named because of its size, a provider was diapering babies at the kitchen sink.
- Medically fragile babies are being placed in childcare where providers have no background to handle the unique needs of these children.

The Senate recognized the need workforce training and support. They recognized the need to provide some kind of rating system whereby parents can begin to determine the quality of child care. SB 2186 addresses critical needs for workforce retention, recruitment, and training in an industry that is unable to fill the gap created by a looming economic development worker gap.

Please consider supporting SB 2186.

NDAEYC Testimony
Senate Bill 2186
House Human Services Committee
February 27, 2007

Madam Chairman, and members of committee, I am Dr. Roberta Shreve, and I address you today as a representative of the North Dakota Association for the Education of Young Children. I am a retired university teacher educator and past teacher and director in an early childhood center. I am pleased to provide testimony on this bill and ask you for a Do Pass. I am going to offer some background information and an overview of the bill.

The North Dakota Association for the Education of Young Children is a membership organization of approximately 300 early childhood professionals from across North Dakota. NDAEYC's mission is to serve and act on behalf of the needs, rights and education of young children. NDAEYC believes North Dakota should build a system of early childhood care and education so that –

- All Children** have access to a safe and accessible, high quality early childhood education
- All Early Childhood Professionals** are supported as professionals with a career ladder and ongoing professional development opportunities,
- All Families** have access to early care and education programs that are affordable and of high quality,
- All Communities** are accountable for the quality of early childhood programs provided to all children.

Senate Bill 2186 has three purposes:

- To build the early care and education workforce by establishing consistent workforce training standards, and supporting the recruitment and retention of qualified workers.
- To strengthen the capacity of early childhood programs and businesses to provide quality early care and education in local communities.
- To give families the tools to access quality care and learning options.

Background

Child care is a necessity for most young families. In North Dakota,

- The percent of mothers with young children working outside the home is higher than the national average
- The Dakotas lead the nation with the highest proportion of women with children under six in the workforce at 76%
- 77,690 women with children under the age of 17 are in the workforce
- Nearly 73,000 children under 13 years old need some form of care while their parents work
- North Dakota's licensed early care and education programs have the capacity to care for 32,044. The current supply of licensed child care cannot meet the high demand.

Prosperous communities recognize the connection between early care and education and economic development and view child care as an integral part of a community's infrastructure. Based on the findings of the *Economic Impact of Child Care in North Dakota*, the child care industry is a significant industry in North Dakota and plays an important role in our state's economy. The report found:

- More than \$123 million in revenue is generated annually in the child care industry. As small as a 1% increase in child-care expenditures would bring more than \$2.28 million to the state's economy.
- Approximately 6,000 individuals earn a living as a child care worker in North Dakota, making it the 10th largest occupation. 1,543 people work in licensed family or group child care programs, 1,511 work in licensed child care centers, and the remaining work in before or after school programs, or are paid relatives, friends or neighbors

Research shows that providers with specialized training are more likely to be nurturing, reinforce early literacy skills, and challenge and enhance children's learning. North Dakota does not require early childhood providers to complete any specialized training before beginning work, but does require 9 to 13 hours of continuing education each year.

Despite the important role they play in child development, child care workers are among the lowest paid workers in the United States.

- Only 18 of 770 occupations reported by the Bureau of Labor Statistics have lower average wages than child care workers.
- Child care center workers in North Dakota earn an average wage of \$7.76 an hour.
- Benefits for child care workers are minimal and inconsistent. Though exposed to illness through their work, only 65% of

employees receive paid sick leave. Just 25% have health insurance paid by their employer. Family child care providers invariably have fewer benefits.

- Turnover of staff in child care centers is approximately 31% each year.

Programs struggle to pay adequate wages because the number of children they can care for must, for the sake of the children, remain low. Additionally, programs hesitate to raise fees—parent are already paying all they can. Many parents face high monthly child care costs struggle to afford quality child care. One year of care for a baby costs more than one year of tuition at one of North Dakota's universities. Parents with more than one child often face child care fees that exceed their monthly rent or house payment.

Families earning the state's median income (\$43,654) can pay 10-12% of a family's annual wages for child care expenses. A family of four with income of \$36,000 can pay 25% of their annual earnings for child care. The family is not eligible for child care assistance.

Average annual tuition for infant care	\$ 5,352
Average annual tuition for preschooler	\$ 4,728
Annual tuition fees for state university	\$ 4,174
Total cost of child care from birth to 2nd grade	\$41,392

In 2005, the North Dakota Workforce Development Council recognized the challenges of the early care and education field and issued a resolution indicating their support for development of statewide policies and initiatives to elevate the early childhood profession and expand access to quality child care for working families in North Dakota.

The need for quality child care

Experts have determined that child care can benefit children. However, they also clearly state that the level of child care program quality must be high for positive outcomes. If children were only sporadically exposed to child care, one might not need to be concerned about the quality of care. However, today's children begin attending child care within the first months of life for substantial hours each day and continue up to school entry and beyond. Children in full-time care spend half of their waking hours away from their parents. In short, a majority of children in North Dakota spend fifty percent of their waking hours, half-a-childhood, in child care. With such high child care

usage, early childhood programs share the responsibility with parents to support children's early development and learning.

To provide protection for children during these formative years, North Dakota has established minimum child care health and safety licensing regulations. Operating licensed child care programs, even at a minimum level, can be costly, and for child care business owners interested in going beyond minimum licensing, for those who are interested in providing the best care for children, the business costs are higher. Staff training and education, safe facilities, low caregiver-child ratios and other factors that improve the quality of child care will increase child care fees. With their limited resources, only 8-12% of early care and education programs are able to meet the standards for quality.

What our youngest children need is:

- Consistent care by warm, loving adults with time for holding and rocking
- Attentive, interactive responses to their cues
- Lots of talking, reading and singing
- Daily routines and rituals
- Safe exploration and play
- Appropriate guidance and structure

Parents do so many of these things naturally. However, with so many of North Dakota's parents in the workforce, we need to make sure that early childhood programs provide these same experiences for children while their parents are working. Caring for children who are not your own, or caring for groups of young children needs specialized training. People who work in child settings need access to training and technical assistance to respond to their questions and help them with difficult situations. Investments in early childhood programs will give parents the support they need build a brighter future for their children.

These challenges are not unique to North Dakota. In 2002, President Bush's *Good Start Grow Smart* initiative established the need for states to create and implement early childhood professional development plans. The goal of *Good Start Grow Smart* is to strengthen the professionalism of the early childhood workforce and improve the quality of care provided to children and families. Thirty-six states have implemented professional development plans and 13 state are in the process. (NCCIC 2005).

The Growing Futures Professional Development Plan

For the past ten years NDAEYC members, including myself, have been part of numerous early childhood planning efforts at the state and local level. This bill before you reflects solutions that have been discussed and embraced by these planning initiatives.

The Growing Futures plan is the result of a collaborative effort, coordinated by the North Dakota Department of Human Services, among many different individuals and groups including family and center child care providers, Head Start, vocational and higher education, CCR&R, Tribal members, and many others. The first target audience is direct caregivers, including the staff and administration of family, group, center, and Head Start programs, to help guide their professional growth and support their career choices. But it's also for those entities that provide training, education, and support to the field of early care and education, because it guides and pushes the development of programs and services.

Components of the Growing Futures plan include:

- A defined core body of knowledge and core competencies
- Central clearinghouse of training options
- Workforce training registry
- Career guidance
- Curriculum approval process
- Trainer registry
- Specialized credentials
- Incentives and scholarships
- Training articulation

Benefits to the early childhood workforce will be:

- Core training that builds worker skills
- Training that is specific to type of care
- Training that accumulates into certificates
- Guidance to help choose training topic, format and level
- Scholarships to support training

Benefits to early childhood programs will include:

- Technical assistance to help programs understand and meet learning standards and rating criteria
- Assistance in becoming accredited programs
- Marketing tool (star system) to help showcase the quality of a program

Benefits to families will include:

- Easy-to-understand tools to use to choose child care
- Child care programs with more resources to meet children's needs

North Dakota is a great place for kids to grow and learn. We know that providing a strong foundation early in life will bring future prosperity for each child and our communities. What we now know is that we need to lay that foundation very early. NDAEYC recognizes that \$1.9 million is a significant investment in early childhood. This amount represents an average of \$63 per year for each of the 30,000 children currently enrolled in a licensed child care setting. This investment in early learning will maximize the K-12 investment you are considering this session.

On behalf of North Dakota's working families and their children, I urge you to pass this bill. Thank you for your thoughtful consideration. I am happy to answer any questions.

SB 2186 Testimony
House Human Services Committee
Tuesday, February 27, 2007

Good morning, Chairman Price 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) helps parents find child care and provides training and support to child care programs.

My testimony discusses the key Growing Futures components as identified in SB2186 and the fiscal note; 1) **Workforce Development** 2) **Quality Improvement** and 3) **Technical Assistance**. The total fiscal note is \$1,900,000.

1. **Workforce Development.** Funding will a) expand the current statewide system of training, delivered primarily at workshops, to include a distance learning format making training more accessible to the 3,000 practitioners and b) focus and link smaller training events (e.g. six hours) allowing practitioners, if they choose, to build training participation into certificates, credentials, and licensures.

- ◆ Upgrade CCR&R software to maintain a web-based training registry on providers and trainers, provide training opportunities to meet licensing requirements through web-based self-study/self-correcting coursework, provide linkages with systems that provide on-line classroom training, and allow providers to access their own training records
- ◆ Develop of training modules that collectively roll into a 45-hour orientation training for all workers (center staff, in-home providers, Head Start). This training will establish a base of core knowledge in the field to include: ND Licensing Rules and Regulations, ND Professional Standards (Early Learning Guidelines and Environmental Rating Scales), Health and Safety in Child Care Settings (sanitation, injury prevention, SIDS, Shaken Baby, emergency preparedness), Developmentally Appropriate Practices, Environments, and Establishing Relationships.
- ◆ Develop trainings and certifications that lead to licensures and credentials specific to various types of care (e.g. infant-toddler, center director)

- ◇ Establish a system to assure the quality of training and trainers
- ◇ Provide technical assistance to providers in determining trainings and coursework appropriate for their work setting
- ◇ Provide limited scholarships for informal training to those eligible (eligibility to be determined)

Workforce Development	Budget
Software and equipment (distance learning)	\$50,000
Maintain statewide early childhood resource & referral network and develop training	\$316,000
Certifications, licensures and credentials development	\$50,000
Training and scholarships	\$100,000
Subtotal	\$516,000

2. Quality Improvement. Funding will a) develop a star rating system b) establish quality improvement projects c) support program accreditation.

- ◇ Develop the criteria and plan for the delivery of a quality rating system (to be completed by the Department of Human Services). A rating system, often called a star rating system similar to hotel and restaurant ratings, defines quality child care care in North Dakota and helps parents make informed choices about their child's care and early learning.
- ◇ Establish a quality improvement program for centers and home-based child care programs. Participation will be voluntary and will help programs move to accreditation standards
- ◇ Fund accreditation scholarships to help in-home and center programs pay for accreditation fees (fees based on enrollment)

Program Quality Improvement	Budget
Development of a quality rating system	\$50,000
Home-based and center quality improvements	\$593,000
Home-based and center accreditation	\$325,000
Subtotal	\$884,000

3. Strengthen Program Technical Assistance. Funding will provide technical assistance and consultation to expand child care capacity and assist programs in meeting criteria for quality care.

- ◆ Assist with new program start-up and business management
- ◆ Provide technical assistance to programs seeking to increase the quality of their programs or respond to difficult situations
- ◆ Provide health and safety consultation

Program and Business Technical Assistance	Budget
Consultation for programs and businesses	\$500,000
Subtotal	\$500,000

Some quality improvement efforts have already been piloted and proven successful. Since 2,000, CCR&R has worked with approximately 50 center and home-based programs on an annual basis. Funding for this limited pilot project comes from the Bush Foundation. Programs participate voluntarily in the six-month program and receive:

- An initial program assessment
- Assistance developing a quality improvement plan
- Small incentive grants (e.g. purchase of rockers, diapering changing tables, etc.)
- Intensive training
- On-site consultation (approximately 12 hours)
- After six months, a second program assessment

A SMALL INVESTMENT HAS TREMENDOUS IMPACT. In the course of six months, the programs increased the quality of their programs an average of 15%. Providers repeating the program working with CCR&R for 12 months increased their program quality by 30%

The financial investment of SB2186 will have high returns. SB2186 will expand training and quality improvement efforts to the 1,500 licensed programs in ND that employ 3,000 staff. I encourage you to recommend a "Do Pass" for SB2186 at the \$1.9 million dollar level.

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

Linda Reinicke
(701)226.2510

SB 2186 – Early Childhood Care workforce development plan – Growing Futures
Testimony in Support of SB2186

Good morning Chairperson Price and members of the House Human Services Committee. My name is JoAnn Brager and I am the Director of West River Head Start with centers in Beulah, Hazen, Hebron, New Salem, Mandan, Carson and Elgin. We provide exceptional services in a holistic environment to families who meet 100% federal poverty guidelines. (Family of four makes less than or equal to \$20,000 per year.)

The North Dakota Head Start Association's position paper in support of SB 2186 and a copy is attached to my testimony.

The opportunity for children to attend quality care before and after Head Start hours is a dire need in many of the communities where WRHS provides services. There are 418 children, ages 0-5, who are in need of quality child care. Quality child care is directly tied to the care givers education, on-going training and support, and the opportunities for economic development. Studies prove that children who attended high quality programs were less likely to need special education, less likely to repeat a grade, more likely to graduate from high school, and earned higher wages once they entered the labor market.

SB 2186 provides a foundation on which to build workforce development, develop a quality rating system, and strengthen program technical assistance for those who care for our youngest children.

Thank you for the opportunity to testify today. I would be happy to answer any questions you may have.



Position Statement

Growing Futures Early Childhood Professional Development Plan

North Dakota Head Start Association represents over 3500 children and their families enrolled in Head Start and Early Head Start programs across the state. NDHSA provides leadership thru facilitating partnerships, which enhance educational and economic progress for all children and families within our communities.

Position Adopted

The NDHSA supports the Growing Futures Early Childhood Professional Development Plan.

Justification

Many working families rely on early childhood programs to help them care for their children everyday. SB 2186 begins implementation of *Growing Futures, North Dakota's Professional Development Plan* and provides a \$1.9 million appropriation for the 2007-2009 biennium. Supporting the Plan would:

1. **Support Workforce Development** to begin implementation of career pathways that will support early childhood training to increase quality care and early learning for ND's children.
2. **Develop a Quality Rating System** to provide parents the tools to make informed choices about their child's care and early learning and to help programs meet high quality standards.
3. **Strengthen Program Technical Assistance** Insure there is adequate access to technical assistance and consultation to expand capacity and assist programs in meeting criteria for quality care.

Summary of Current Policy/Related issue

North Dakota is working to build our state's future through the development of new and innovative business which is dependent upon the availability of early care and education options for working families. Every day, nearly 73,000 children under 13 years old need care while their parents work and nearly 6,000 early care workers contribute to our state's economy as members of our workforce. Good care provides the nurturing and stimulation children need for healthy development, offers the early experiences necessary for success in school and life, and enables parents to be reliable, productive employees.

Contact for further information

Julie Quamme, North Dakota Head Start Association President
701-572-2346 jquamme@nemontel.net

North Dakota Head Start Association

"To be an empowering leader for positive change in families"

SB 2186 Testimony

House Human Services Committee

Tuesday, February 27, 2007

Good morning, Chairwoman Price and Members of the Committee.

My name is Jen Vieth and I am the director of ING Early Learning Center in Minot. The ING service center built an on-site child care center in 2000. They have contracted with Children's Home Society and Family Services, a non-profit social service agency based out of Minnesota, to run the program and staff the center. I have 24 employees and we currently serve 51 families and have 59 children enrolled in the center.

As a corporate child care facility, our rent and some other operating expenses are subsidized by ING because our parent fees are not nearly enough to cover all of the expenses. For example, last month my revenue from tuition was \$28,000 and my staff compensation, including salaries and benefits, was \$38,000. I would not have been able to even pay my staff, let alone cover rent, food, supplies, etc. with the money I receive from tuition if I did not have the help of ING. I am unable to raise tuition rates because parents are already paying more at my center than any other in the city of Minot. The cost for an infant for one month is \$564. I also cannot accept more children to increase revenue because I am limited to the number of children I serve according to North Dakota child care licensing standards.

As a director, I face many challenges in operating a quality child care center. Two of my biggest challenges are related to employees: hiring and retaining qualified professionals and assisting in their professional development and training.

- One indicator of a quality program is knowledgeable, experienced and consistent staff. Unfortunately, this is one area in which we are lacking. Last year my rate of staff turnover was over 30%. I find it difficult to attract qualified staff due to low wages, but I am unable to increase wages. Therefore, as the saying goes, I am getting what I pay for: inexperienced, under trained, and under educated employees. I do pay my staff slightly higher than some other child care centers in Minot. The range of starting pay for my staff is from \$5.50 to \$8.00 an hour. Aides with little to no education and no experience start at \$5.50 and Teachers with a four-year degree start at \$8.00 an hour. Full-time staff receive benefits.
- Another challenge is to provide adequate training for my employees. Full-time child care workers are required by the state of North Dakota to have thirteen hours of training every year. I provide some of the training to my employees myself. The other option for training is to attend classes provided by Child Care Resource and Referral. I think the trainings in themselves are excellent, but unfortunately there are a limited number of training sessions each month. Some of the trainings are not targeted toward specific age groups which makes it difficult for people to choose trainings that pertain to the age group with which they work. Many of the same training classes are offered each year, so, for those of us who have been in

the child care industry for a number of years, we find ourselves repeating the same classes just to get the required number of hours for that year.

If SB 2186 is passed it will help my business in a number of ways.

- My staff will receive training that is specific to the age groups with which they are working and will have more opportunities to attend training classes.
- Money will be available to those who choose to pursue certificates and credentials such as the CDA (Child Development Associate.)
- Consultants will be available to me and my staff to assist in professional and program development.
- Child care workers will have resources available to them through Child Care Resource and Referral, such as the Quality Enhancement Project. My center has participated in this program in the past, but unfortunately, due to limited funds, we have only been able to participate twice in the last seven years. This is an important resource because the program provides:
 - an initial program assessment using a highly accepted early childhood rating scale
 - twelve hours of on-site consultation
 - twelve hours of infant/toddler training for staff
 - \$1000 of grant money which is applied to areas in which the classroom needs improvement based on observation scores
 - a final program assessment at the end of the six month period

SB2186 will positively impact child care workers, but most importantly, children and their families. Thank you for your time. I will remain for any questions.

Jen Vieth
Center Director
Children's Home Society and Family Services
ING Early Learning Center
Office: 701-858-2050
Cell: 701-833-8619

Testimony to the ND House of Representatives Human Services Committee

February 27, 2007

Good Morning Madam Chairperson and members of the House of Representatives Human Services committee. My name is Kim Dressler, and I am here today in support of Senate Bill 2186. I represent the United Way of Dickinson, where I have served as the Executive Director for the past four years. I am also a parent whose children have had the opportunity to attend quality child care programs and recognize the value of them.

Early care and education has been a hot topic for several years in Southwest North Dakota. From time to time, Dickinson struggles to host an adequate number of child care "slots", and consistently lacks child care for infants. While the rural communities of Western North Dakota are more often faced with the dilemma of no child care provider for miles around as job opportunities with competitive salaries have recently increased.

As the issue of lack of child care became more evident in the past year, the United Way of Dickinson took a bold step and invited community members to come together to visit the issue and find resolve. During our initial meeting we discovered that there were other related issues facing our community. We learned that one-third of our kindergarten population was enrolled in Head Start; teachers were reporting children entering school unprepared; and the present state of childcare was reported mediocre at best.

As our group, now called "Success By 6", continued to researched our community issues and statistics, we also reviewed research on brain development of young children. In addition, we reviewed the report compiled by the Minneapolis Federal Reserve Bank on the investment in the early years. (Handout) This research indicated that a child that receives appropriate support during the first five years of life will be less likely to drop-out, receive welfare benefits or commit crime. Children in those states without an investment in early care and education programs will begin to fall behind those states and communities that do.

After considering our issues and statistics, the community picture for our youngest citizens was looking bleak. and we decided that we wanted better for the children of the greater Dickinson area and began painting the picture of the state of our community for local business leaders similar to what I am about to share with you.

Stories Here:

As a parent, one of the most important decisions we will ever make is choosing care and education for our children. Every child is special and unique and deserves the best start possible. Child care should support a child's emotional, social, intellectual and physical well-being. Quality child care is not baby-sitting. Studies reveal that a high quality child care programs will help prepare a child for school readiness by increasing their chances to succeed. Research also indicates that employers benefit when their employees' children are in quality care and education arrangements because parents are more secure and stable in their work environment. This makes parents more productive; thus, making a win-win situation for everyone: parents, children and employers.

In closing I would like to remind you that the African proverb "It takes a village to raise a child" still holds true today. While the United Way Success By Six group works toward changing the lives to the youngest people in our community, we can not do it alone. We encourage you to become a part of the solution. A state with an interest and investment aligned around the in the "early years" and its children, is on track to build successful schools, productive citizens, and a well-trained, well-educated future workforce to support long-term economic development. North Dakota's economic future depends on our children getting off to the right start.

I urge you to pass Senate Bill 2186. Thank you for your time. I would be happy to answer any questions you might have.

My name is Shelley Hauge, Director of Child's Hope Learning Center in Bismarck. I have been employed with Child's Hope for over 15 years.

Child's Hope provides services to children with disabilities in an inclusive educational childcare setting. We have 40 children enrolled which includes 25 families and 6 staff. We also have an extensive waiting list. Caring for children with disabilities is a full time commitment due

to many of the personal care issues that are required. Staffing ratios are higher due to services for children with disabilities. We transport children to rehab therapy for services and visit with therapists about the child's needs as well as visits into the community. Some of the challenges we face are children that are medically fragile, with some having G tubes as well as additional physical and mental delays. We did have one of our families featured in the United Way video this year that we provide services for. The staff I have currently are excellent, however, I have been running an ad for more help without success. I hired two people, one quit, the other I let go. I have definitely seen a change in the availability of staff since there are new businesses, and we are unable to keep up with the pay scale, a challenge for all childcares. We take care of our most precious asset, our children, and pay the lowest salary with no insurance. Our overhead with salaries, liability insurance, lights, and heat as well as additional expenses brings us to the

break even point every year although in the past we have had to take out a note to survive. With the possible increase of minimum wage, we will face more challenges in remaining open as we increase salaries that staff should be paid at this time and pass along the expense to families. We need funding to help train qualified staff as well as consultation in supporting childcare programs and their families. Children do not start their education when they begin school, they start at birth, where they learn more in the first 3 years than they do for the rest of their life!

To: Representative Lee Kaldor

From: Carol Enger, Higher Education Representative, Growing Futures Professional Development Committee

RE: Support of SB 2186

SB 2186 is a significant piece of regulation being proposed this session. It will support Workforce Development to begin implementing career pathways to support early childhood training, will develop a Quality Rating System for parents to use when making choices about their child's care and early learning, and will give child care programs the technical assistance they need to meet criteria for quality care.

I am a member of the Growing Futures Professional Development Committee and serve on the Career Development sub committee. As an early childhood educator on this sub committee, I know that a key component of quality child care is well trained and educated caregivers. The more preparation care providers have, the better able they are to establish the quality of care that leads to positive child outcomes. (Growing Futures: North Dakota Early Childhood Professional Development)

Caregivers with specialized training are more likely to be nurturing, reinforce early literacy skills, and challenge and enhance children's learning. Children who have stable and secure relationships with caregivers show more competent interactions with adults and more advanced peer play, higher vocabulary levels, and more active engagement with materials, both in the preschool years and on into the school years. (Andersson, 1989; Howes et al, 1992; Peisner-Feinberg et al, 2000)

Credible, meaningful, rigorous and ongoing training and education of care providers is the key to better environments for our children. (Bredekamp, 1989) An educated early childhood workforce is needed to meet the increasing demand for high-quality care and education in North Dakota.

The children of North Dakota, their parents and families, our communities, and the early care and education workforce of North Dakota need your support. Thank you for your consideration.

Andersson, B. 1989. Effects of public day care: A longitudinal study. *Child Development* 60:857-866.

Bredekamp, S. 1989. *Regulating Child Care Quality: Evidence from NAEYC'S Accreditation System*. Washington, DC: NAEYC.

Howes, C. et al, 1992. Teacher characteristics and effective teaching in child care: Findings from the National Child Care Staffing Study. *Child and Youth Care Forum* 21: 399-414.

Peisner-Feinberg et al, 2000. *The Children of the Cost, Quality and Outcomes Study Go to School: Technical Report*. Chapel Hill, ND: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Bill 2186

Because so many working families rely on early childhood programs to help them raise good children, it's time for North Dakota to consider expanding its investment in education to include support for early childhood programs.

BENEFITS FOR PARENTS AND FAMILIES

- ◆ Increased availability of quality child care programs throughout North Dakota
- ◆ Supports for early childhood workforce training, improved environments, more learning materials, and better consumer tools
- ◆ A Quality Rating System would provide a user-friendly tool to help parents compare early care and education programs
- ◆ Reduced turnover of child care programs when workers are better prepared for their job

BENEFITS FOR THE EARLY CARE AND EDUCATION WORKFORCE

- ◆ Defined criteria for quality child care in the framework of the Quality Rating System
- ◆ Consistent core training available for all workers when they begin to work with young children
- ◆ Increased availability of training using distance formats (online and independent study)
- ◆ Scholarships to earn credentials and certifications, leading to career advancements
- ◆ Technical assistance to respond to questions and help with difficult situations
- ◆ Efficiencies for child care centers in training new staff

BENEFITS FOR NORTH DAKOTA'S COMMUNITIES

- ◆ Sufficient supply of child care to meet the needs of the current workforce and to support economic growth
- ◆ Comprehensive and sustainable early childhood education
- ◆ Children prepared for school success

Testimony
Senate Bill 2186 – Department of Human Services
House Human Services Committee
Representative Price, Chairman
February 27, 2007

Chairman Price and members of the House Human Services Committee, my name is Paul Ronningen, Director, Children and Family Services with the Department of Human Services. I am here today to provide information regarding Senate Bill 2186.

Many early care and education professionals in North Dakota have been involved in the development of the professional development plan, titled Growing Futures, since 2000. The current plan lays a solid foundation for a comprehensive professional development system for the state that would be voluntary for the individual professional. SB 2186 builds upon this plan and offers constructive guidance to the Department.

Dr. Linda Jagielo, Early Childhood Services Administrator and Linda Rorman, Head Start Collaboration Administrator of my staff continue to provide leadership to this initiative by coordinating the Department's role. In addition, the Department is required to include a professional development plan in our 2007 Child Care Development Fund Grant Application. The Department will be establishing a workgroup to craft the contracts with the Resource and Referral Network that includes input from our provider network.

The early childhood workforce wants and appreciates opportunities to increase its knowledge and skills. The field is made up of dedicated women who work hard at their jobs. They know that education is beneficial to their success at work. The key is accessibility.... having the

money, the time and the support to make it possible. Scholarships and stipends provide the funding. Counseling and mentoring services provide the necessary support. These critical elements in a workforce development initiative are found in SB 2186. The Department has posted the Professional Development Plan on the Department of Human Services web site along with a summarizing power point presentation. It can be found at: <http://www.nd.gov/humanservices/services/childcare/>.

The Department is currently not budgeted for these activities. In addition, the Child Care Development Fund Grant has been reduced and Child Care Resource and Referral will be receiving \$166,221 less in their contracts for the 2007-09 biennium. The current fiscal note addresses the reduction of federal dollars that will occur during the 2007-09 biennium. Finally, the fiscal note of \$1,900,000 to begin this work has been developed by the sponsors of this bill.

Thank you. I would be happy to answer any questions that you may have.

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2186

Page 1, line 1, replace "50-11.1" with "50-09"

Page 1, line 2, replace "workforce development and department of" with
"transition assistance for child care"

Page 1, remove line 3

Page 1, line 4, remove "facilities and program and business technical assistance
for early childhood care providers"

Page 1, replace lines 7 through 24 with:

"SECTION 1. A new section to chapter 50-09 of the North Dakota
Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall
establish a program of transition assistance to pay a portion of the cost of
child care for families who lose eligibility, and remain ineligible, for
benefits under section 50-09-29 due to earnings from employment. This
program shall:

1. Provide benefits for ^{upto} the six months following the loss of
benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered 'assistance' for
purposes of 45 CFR 260.31, or any substantially similar
federal regulation that may replace 45 CFR 260.31."

Page 2, remove lines 1 through 12

Page 2, line 13, replace "in the" with "from special funds derived from federal
funds and other income from temporary assistance for needy families
program"

Page 2, line 14, remove "general fund in the state treasury, not otherwise
appropriated" and replace "\$1,900,000" with "~~\$2,812,320~~"

Re-number accordingly

\$2,897,370

6 Month Scenario

Fiscal Impact of Transitional Child Care Program

Based on original budget for Pro-Work for 07-09 biennium times 2 (since going from a 3 month to a 6 month period), assuming a July 1st 2007 start date and increasing projected cases due to increased effort at Job Service to get people switched from TANF and moved to these more self reliant transitional programs

Month	Projected Cases	Avg Monthly Cost	Total Monthly Cost
Aug 07	186	315.00	58,590
Sep 07	186	315.00	58,590
Oct 07	186	315.00	58,590
Nov 07	186	315.00	58,590
Dec 07	186	315.00	58,590
Jan 08	186	315.00	60,165
Feb 08	191	315.00	61,740
Mar 08	196	315.00	60,165
Apr 08	191	315.00	61,740
May 08	196	315.00	60,165
June 08	191	315.00	61,740
July 08	196	315.00	60,165
Aug 08	191	315.00	61,740
Sep 08	196	315.00	60,165
Oct 08	191	315.00	61,740
Nov 08	196	315.00	60,165
Dec 08	191	315.00	61,740
Jan 09	196	315.00	60,165
Feb 09	191	315.00	61,740
Mar 09	196	315.00	60,165
Apr 09	191	315.00	61,740
May 09	196	315.00	60,165
June 09	191	315.00	61,740
July 09	196	315.00	60,165
Total for Biennium	4599		1,448,685

New Total for Biennium w/ proposed changes 2,897,370
 Budget submitted for Pro-Work for 2007-2009 was \$1,406,160, changing the program would add expenses of \$1,491,210 for a biennium total of \$2,897,370

SB 2186 Prioritized Budget (Total \$1.9 million)

<p>Maintain statewide early childhood resource & referral network and develop training Establish a system to assure the quality of training and trainers</p>	<p align="right">\$316,000</p>
<p>Software and equipment (distance learning) Upgrade CCR&R software to maintain a web-based training registry on providers and trainers, provide training opportunities to meet licensing requirements through web-based coursework, provide linkages with systems that provide on-line classroom training, and allow providers to access their own training records</p>	<p align="right">\$50,000</p>
<p>Certifications, licensures and credentials development Develop training modules that collectively roll into 45-hour orientation training. This training will establish a base of core knowledge to include: ND Licensing Rules and Regulations, ND Professional Standards (Early Learning Guidelines and Environmental Rating Scales), Health and Safety (sanitation, injury prevention, SIDS, Shaken Baby, emergency preparedness), Developmentally Appropriate Practices, Environments, and Establishing Relationships. Develop trainings and certifications that lead to licensures and credentials specific to various types of care (e.g. infant-toddler, center director)</p>	<p align="right">\$50,000</p>
<p>Development of a quality rating system Develop the criteria and plan for the delivery of a quality rating system (to be completed by the Department of Human Services). A rating system helps parents make informed choices about their child's care and early learning.</p>	<p align="right">\$50,000</p>
<p>Consultation for programs and businesses Provide technical assistance and consultation to expand child care capacity and assist programs in meeting criteria for quality care.</p>	<p align="right">\$500,000</p>
<p>Home-based and center quality improvements Establish a quality improvement program for centers and home-based child care programs. Participation will help programs move to accreditation standards</p>	<p align="right">\$593,000</p>
<p>Home-based and center accreditation (\$325,000 on previous budget) Fund accreditation scholarships to help in-home and center programs pay for accreditation fees (fees based on enrollment)</p>	<p align="right">\$241,000</p>
<p>Training and scholarships Provide limited scholarships for informal training to those eligible (eligibility to be determined)</p>	<p align="right">\$100,000</p>

SB 2186 Prioritized Budget (Total \$1.9 million – Shaded \$1.5 million)

<p>Child Care Resource & Referral (CCR&R) funding and training delivery \$166,221 to maintain CCR&R program funding \$150,000 management of distance training</p>	<p>\$316,221</p>
<p>Software and equipment (distance learning) Upgrade CCR&R software to maintain a web-based training registry on providers and trainers, provide training opportunities to meet licensing requirements through web-based coursework, provide linkages with systems that provide on-line classroom training, and allow providers to access their own training records</p>	<p>\$50,000 One time expenditure</p>
<p>Consultation for programs and businesses Provide technical assistance and consultation to increase availability of quality care. This includes expertise from child care nurses and infant-toddler specialists. <u>Service prepares programs for quality improvement programs.</u> Current funding sources for consultation services (Bush Foundation and Department of Health) phasing out support. Services will be cut if not funded.</p>	<p>\$500,000</p>
<p>Family child care and center quality improvements Establish a quality improvement program for centers and home-based child care programs. <u>Service prepares programs for accreditation and quality rating.</u> Accredited programs will receive highest ratings.</p>	<p>\$593,000</p>
<p>Development of a quality rating system Develop the criteria and plan for the delivery of a quality rating system (to be completed by the Department of Human Services). A rating system helps parents make informed choices about their child's care and early learning.</p>	<p>\$50,000</p>
<p>Certifications, licensures and credentials development Develop training modules that collectively roll into 45-hour orientation training. This training will establish a base of core knowledge to include: ND Licensing Rules and Regulations, Early Learning Guidelines, Health and Safety (sanitation, injury prevention, SIDS, Shaken Baby, emergency preparedness), Environments, and Establishing Relationships. Develop trainings and certifications that lead to licensures and credentials specific to various types of care (e.g. infant-toddler, center director)</p>	<p>\$50,000</p>
<p>Home-based and center accreditation Fund accreditation scholarships to help in-home and center programs pay for accreditation fees. (1 FTE and accreditation scholarships for 50 programs)</p>	<p>\$241,000</p>
<p>Training and scholarships Provide limited scholarships for informal training to those eligible</p>	<p>\$100,000</p>

ANALYSIS OF FEDERAL TANF BLOCK FUNDS FOR THE 2007-09 BIENNIUM AS OF APRIL 12, 2007

Estimated amount brought forward from 2005-07	\$14,900,000
Estimated federal revenues - 2007-09	52,819,772
Total funds available - 2007-09	\$67,719,772
Appropriations	
Department of Human Services programs recommended as part of the executive budget - SB 2012	(57,130,728)
Department of Human Services - Child abuse and neglect assessments - House version - SB 2012	(770,800)
Department of Human Services - Child care transition assistance and child care workforce development - House version - SB 2186	(2,991,210)
Department of Human Services - Alternatives-to-abortion services program - SB 2312	(400,000)
Estimated amount to carry forward to 2009-11	\$6,427,034

SB 2186 Current funding for child care

\$21 million+ is now being paid for direct child care payments out of the Child Care Block Grant (CCBG)

In SB 2012 there is \$1.4 million for transitional child care for TANF recipients at work plus \$400,000 for kinship care, for a total of \$1.8 million

In 2186 there is \$1.4 million from TANF for direct payments for child care

Total \$23.8+ million

+

Child Care Resource & Referrals offices receive \$1.7 million from CCBG.

Total to child care \$\$25.5 million

Rep. Hawken -
Draft amendment for 2/18/06 - Clara Sue has reviewed
and supports this draft.

A BILL for an Act to create and enact a new section to chapter 50-09.1 and 50-11.1 of the North Dakota Century Code, relating to early childhood care transition assistance for child care and early childhood quality activities, and to provide an appropriation.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 50-09 of the North Dakota Century Code is created and enacted as follows:

Transition assistance for child care. The state agency shall establish a program of transition assistance to pay a portion of the cost of child care for families who lose eligibility, and remain ineligible, for benefits under section 50-09-29 due to earnings from employment. This program shall:

1. Provide benefits for up to six months following the loss of benefits under section 50-09-29;
2. Be paid directly to recipients using a debit card; and
3. Meet all requirements to be considered 'assistance' for purposes of 45 CFR 260.31, or any substantially similar federal regulation that may replace 45 CFR 260.31.

SECTION 2. A new section to chapter 50-11.1 of the North Dakota Century Code is created and enacted as follows:

Workforce development - Quality improvement - Technical assistance.

revisits quality language

1. Replace the reduction in child care development fund grants
2. The department shall establish a statewide system to build systematic early childhood workforce voluntary training to include distance learning formats, a professional registry, certificates and specializations, scholarships and technical assistance.
3. The department shall develop 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.
4. The department shall establish a quality improvement program for center and home-based child care programs, which may include accreditation support, program and business technical assistance and consultation.

SECTION 3. APPROPRIATION. There is appropriated out of any moneys from special funds derived from federal funds and other income from TANF program, the sum of \$2,897,370, of which \$1,397,370 or as much of the sum as may be necessary, to the department of human services for the purpose of implementing section 1 of this Act, and \$1,500,000 or as much of the sum as may be necessary, to the department of human services for the purpose of implementing section 2 of this Act, for the biennium beginning July 1, 2007, and ending June 30, 2009.

*Important to point out use of TANF \$
No general funds \$*