

# **Task Force Recommendations**

Recognizing the individual needs of all children and the central role of parents as caregivers and as their child's first teacher, the Task Force presents the following recommendations to assist parents in securing quality child care and early learning services:

## **Quality Improvement**

1. Develop a star rating system for all types of child care which includes specific criteria for infant-toddler care, out-of-school time care, and care for children with special needs.
2. Develop a tiered reimbursement system for providers at higher star ratings.
3. Develop an incentive/grant package to assist providers in moving toward higher star ratings.
4. Support the development and sustainability of quality out-of-school time programs and encourage school districts and communities to partner together.

## **Child Care Standards**

5. Require standards, enforced through regulation, for all child care and early education programs.
  - a. Providers caring for six or fewer children from more than one unrelated family would be required to "register" with the state by submitting their name, location, permissions for background screening, and home safety self-declaration forms. No home inspection would be required.
  - b. Providers caring for seven or more children or providers who accept public funding would be "licensed" as family child care homes. These homes would be inspected and be required to meet the same standards as those currently regulated today.
  - c. Providers caring for 13 or more children would continue to meet current licensing standards.
6. Conduct a study of unlicensed after-school recreation programs to determine nature of use by parents and current program standards (to be completed by December 2005).

## **Universal Preschool**

7. Develop a high-quality preschool system that all children can voluntarily access with priority for public funds directed to four year olds in families most in need (with incomes up to 200% of the Federal Poverty Level).
8. Direct the Department of Education and the Department of Social Services to develop a preschool system with minimum standards, requiring inclusion and collaboration with public schools, parents, existing preschools, and child care programs.

## **Children with Special Needs**

9. Conduct a study (to be completed by December 2005) of the issues, gaps, and solutions surrounding child care for children with special needs to include the following:
  - a. Improved linkages between parents and special needs child care resources.
  - b. Identification of training, information, and resource needs for providers and parents.

## **Professional Development**

10. Conduct a feasibility study to assess affordable health insurance options for all child care and early education providers.
11. Evaluate the need and feasibility of a college loan availability and forgiveness program, designed to enhance recruitment and retention of teachers in the child care and early education field.

# Sources

## South Dakota Reports

- **“The Economic Impact of the Child Care Industry in South Dakota”** November 2004  
Funded by the Annie E. Casey Foundation  
Prepared by Carole Cochran & Kari Sandberg, SD KIDS COUNT and Randy Stuefen, USD Business Research Bureau
- **“Untapped Potential: Early Learning Investments in South Dakota”** October 2004  
Funding support from SD KIDS COUNT  
Prepared by the South Dakota Coalition for Children
- **“Taking Care”** 2004  
Funding support from Voices for America’s Children and the Packard Foundation  
Prepared by the Betsy Rice of the South Dakota Coalition for Children
- **“Our Children, Our Legacy: present and future”** 2004  
Prepared by the South Dakota Alliance for Children
- **“Who Cares for Children in South Dakota?”** January 2004  
South Dakota KIDS COUNT  
USD School of Education
- **South Dakota KIDS COUNT Factbook** 2004  
Prepared by Carole Cochran—SD KIDS COUNT  
USD Business Research Bureau

## References

- Pungello, E., Campbell, F. A., Miller-Johnson, S. (2000). *Benefits of high quality childcare for low-income mothers: The Abecedarian Study*. Paper presented at the Head Start National Research Conference, Washington, DC, June 28, 2000.
- Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M.L., Howes, C., Kagan, S. L., Yazejian, N., Byler, P., Rustici, J., & Zelazo, J. (2000). *The children of the cost, quality, and outcomes study go to school: Technical report*. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.
- Whitebook, M., Bellm, D. (1999) *Taking on Turnover; An Action Guide for Child Care Center Teachers and Directors*. Center for the Child Care Workforce, Washington, D.C.
- Whitebook, M., Howes, C., Phillips, D., (1998). *Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997*. Center for the Child Care Workforce, Washington, D.C.
- Helburn, S.W., (1995) *Cost, Quality, and Child Outcomes in Child Care Centers, Technical Report*. Denver, Department of Economics, Center for Research in Economic and Social Policy, University of Colorado at Denver.

## Task Force Presenters




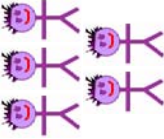
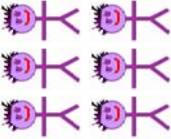
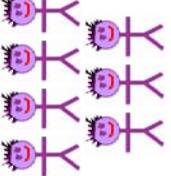
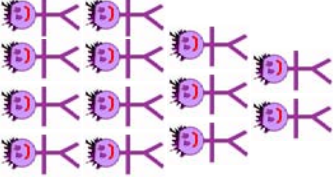
- **Dr. W. Steven Barnett** National Institute for Early Education Research  
Rutgers University, 120 Albany Street, Suite 500, New Brunswick, NJ 08901, (732) 932-4350, Fax: (732) 932-4360, sbarnett@nieer.org
- **Oxana Golden** National Child Care Information Center  
1847 S Milwaukee St., Denver, CO 80210, (303) 758-3734, ogolden@earthlink.net
- **Sandra Petersen** The National Center for Infants, Toddlers and Families  
27657 Timber Trail, Conifer, CO 80433, (303) 838-7288, acfseca@aol.com
- **Vicki Byrne** New Horizons Consulting  
1601 Mt. Rushmore Road, PMB 238, Rapid City, SD 57701, (605) 341-0611, newhorizonsinc@rap.midco.net
- **Joy Smolnisky** South Dakota Coalition for Children  
808 N. West Avenue, PO Box 2246, Sioux Falls, SD 57101, (605) 367-9667, Fax: (605) 335-3836
- **Carole Cochran** SD KIDS COUNT, University of South Dakota  
414 East Clark Street, Patterson Hall, Room 132, Vermillion, SD 57069, (605) 677-5287, Fax: (605) 677-5427, kidscount@usd.edu
- **Randy Stuefen** Business Research Bureau, University of South Dakota  
414 East Clark Street, Patterson Hall, Room 132, Vermillion, SD 57069, (605) 677-5287, Fax: (605) 677-5427



# Threshold of Mandatory Child Care Regulation

## When do States begin regulating child care?

Forty-one States allow some number of children to be in family child care that is not covered by regulation.

1 Child	2 Children	3 Children	4 Children	5 Children	6 Children	7 children	8-12 children	13 Children
Alabama Connecticut Delaware Washington DC Kansas Maryland Massachusetts Michigan Oklahoma Washington	 California* Colorado* Florida* Minnesota* South Carolina*	 Georgia Hawaii Maine Montana New York North Carolina Vermont* Wyoming*	 Illinois* Kentucky Nebraska New Hampshire North Dakota Oregon* Pennsylvania Rhode Island Texas West Virginia Wisconsin	 Arkansas Arizona Missouri Nevada New Mexico Tennessee Utah	 Arizona Iowa Indiana Mississippi Virginia New Jersey	 Ohio Idaho Louisiana		 South Dakota

\*These States exclude child care that is provided for the children of only one family. Vermont excludes child care that is provided for the children of one or two families.

For the purpose of this document, a **regulated** program is required to have permission from the State to operate and must meet specified child care standards. Several States have county or city licensing regulations which may supersede State requirements; this table does not include such regulations.

**Texas:** Family child care homes that care for one to three children must be listed with the State.

**North Dakota:** Homes must be licensed if they care for four or more children ages 24 months and under or six or more children at one time.

**Louisiana:** Any place or facility that cares for seven or more children is considered a center and is required to follow the State's child care center licensing regulations.

**New Jersey:** Programs serving six or more children under the age of 13 are licensed as centers.

**Compiled from data made available from the National Child Care Information Center**

# PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K

