

# SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

BILL: CS/CS/SB 1550

SPONSOR: Appropriations Subcommittee on Education, Committee on Children and Families and Senator Silver

SUBJECT: Child Care/Home Operator Training

DATE: March 11, 2002                      REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Dowds	Whiddon	CF	Favorable/CS
2.	Bryant	Hickam	AED	Favorable/CS
3.	_____	_____	AP	Withdrawn: Fav/CS
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

**I. Summary:**

The Committee Substitute for CS/SB 1550 stipulates that the 40-hour introductory course completed by childcare personnel will include some computer instruction and will be articulated into community college credit in early childhood education, with the approval of the Articulation Coordinating Committee. Successful completion of the introductory child care course will require passage of a competency examination. The specific degrees, credentials and courses that exempt child care personnel from certain portions of the required training are stipulated. Finally, references to a repealed section of Florida Statute and the State Coordinating Council for School Readiness Program are removed.

This bill substantially amends sections 402.313, 402.3131, and 402.305 of the Florida Statutes.

**II. Present Situation:**

The established view of professionals and researchers in the child care field is that the quality of child care contributes to child development outcomes. Studies have found that quality child care is related to cognitive development, greater academic achievement, school readiness, higher social competence, and fewer behavior problems. One of the important aspects of quality child care typically identified by professionals is staff preparation and qualifications. The level of staff preparation is affected by both the training provided to caregivers and the rate of caregiver turnover. Nationally, efforts to retain qualified staff have included recognizing the professional capabilities of child care givers and creating opportunities to improve and secure higher educational certification, such as college degrees, without leaving the field of early childhood education.

Florida's licensing and registration standards for child care programs contain minimum staff training requirements based on the type of program. A "child care facility" includes any child care center or child care arrangement that is providing child care for a fee to more than five children who are unrelated to the operator of the program [s. 402.302(2), F.S.]. Excluded from programs considered a child care facility are public and non-public schools, resident summer camps, summer day camps, bible schools, and child care services in transient programs.

A child care facility is required to meet the licensing standards defined in s. 402.305, F.S., which include minimum training requirements for child care personnel. All such child care personnel are required to take an approved 40-hour introductory course in child care which must begin within 90 days of employment and be completed within 1 year [s. 402.305(2)(d), F.S.]. The introductory child care course is a 30-hour standardized statewide course which covers the following topic areas: state and local rules and regulations relative to child care; health, safety and nutrition; identifying and reporting child abuse and neglect; child development, including typical and atypical language, cognitive, motor, social and self-help skills development; and observation of developmental behaviors, including use of observation tools and determining the child's developmental age level. The additional 10 hours can be satisfied through one of the following specialized training modules: developmentally appropriate practices for young children, developmentally appropriate practices for school-age children, developmentally appropriate practices for infants and toddlers, developmentally appropriate practices for children with special needs, and owner/operators of child care programs. Successful completion of the stipulated coursework requires attendance for the full course, but no testing or examination of knowledge or competency acquired is required. Child care personnel can receive an exemption from a portion of the required child care training based on educational credentials or passage of competency examinations [s. 402.305(2), F.S.]. Possession of a child development associate (or equivalent) or a 2 year degree or higher in early childhood or child growth and development can exempt child care personnel from the health, safety and nutrition module, as well as the child development module (Rule 65C-22, F.A.C.).

A "family child care home" is a residence where child care is provided for payment to at least two unrelated families. Child care in a family child care home can be provided to no more than 10 children, based on the ages of the children. All family child care home operators, whether licensed or registered, are required to complete an approved 30-hour introductory course in family child care, which, if licensed or registered after October 1, 1999, must be completed prior to caring for any children. Section 402.305(2)(d), F.S., also requires that the operators of family child care homes serving at-risk children as part of the subsidized program, pursuant to s. 402.3015, F.S., are required to take the 40-hour child care course required of child care facility personnel. Section 402.3015, F.S., was repealed effective January 1, 2002 with ch. 2001-170, L.O.F.

A "large family child care home" is also a residence where child care is provided, but a maximum of 12 children may be served, based on the ages of the children. Operators of the large family child care homes are required to complete the 40-hour introductory child care course required of child care facility personnel.

Florida's 1999 School Readiness Act (ch. 99-357, L.O.F.), established requirements related to early childhood career advancement and articulation in s. 240.115(1)(e), F.S. Specifically, the

Commissioner of Education was directed to conduct a statewide assessment of the instruction of child care and early childhood education personnel and the market demands for personnel trained at various levels. The Articulation Coordinating Committee was required to establish an articulation career path for school readiness personnel based on this assessment, beginning at entry-level employment in child care and leading to a baccalaureate degree. As of October, 2001, the result of this initiative was a report, titled *Pathways to Professionalism*, which contained recommendations organized around the proposed framework for an articulated career path. Some of the recommendations included increasing the current state-mandated 40-hour training for child care personnel to 45 hours and making the training competency based. It was also recommended that a college-credit option for the state-mandated training be provided by increasing the state-mandated competency based 45-hour training to a state mandated competency based 60-hour training. Core knowledge and skills were outlined for different levels of early childhood professional, including the level for which a college credit option is recommended.

A process for maximizing articulation and assuring the accrediting bodies that certain courses, diplomas and degrees to be articulated to the next level on a statewide basis meet the content, contact hours and instructor qualifications has been established in the Florida Education Code. Section 229.551(1)(g), F.S., directs the Articulation Coordinating Committee, under the auspices of the Department of Education, to adopt guidelines to allow for public school districts and community colleges to offer courses that may be transferred to a certificate, diploma, or degree program. These guidelines are to include standards that address such aspects as admissions, program curricula, and faculty qualifications. The articulation between secondary and postsecondary education and between the various postsecondary educational institutions is governed by an articulation agreement, as established by the Department of Education [s. 240.115(1), F.S.].

### **III. Effect of Proposed Changes:**

The Committee Substitute for CS/SB 1550 stipulates that the 40-hour introductory course completed by childcare personnel will include some computer instruction and will be articulated into community college credit in early childhood education, with the approval of the Articulation Coordinating Committee. Successful completion of the introductory child care course will require passage of a competency examination. The specific degrees, credentials and courses that exempt childcare personnel from certain portions of the required training are stipulated. Also, references to a repealed section of Florida Statute and the State Coordinating Council for School Readiness Program are removed.

Completion of the child care course for staff in child care facilities, operators of family child care homes and operators of large family child care homes, pursuant to ss. 402.305(2), 402.313(1), and 402.313(3), F.S., is redefined to require passage of a competency examination. The bill specifies in statute that child care staff with the following educational credential are exempt from certain topic areas in the child care course: a 2-year degree or higher with at least 6 college credit hours in early childhood or child development, a child development associate credential, completion of a state-approved child development associate equivalency course, or a child development associate waiver certificate. This mirrors the exemption provided in administrative

rule. The topic areas for which the education credential provides exemption are expanded to include the observation of developmental behavior.

Finally, the bill provides that successful completion of the 40-hour introductory course will articulate into community college credit in early childhood education. This provision begins the process of building a career path for child caregivers into a professional early childhood career. Building of professionalism improves the qualifications of the caregivers, and, in turn, the quality of care they provide. While the process for examining the core knowledge and skills for child caregivers that would both equate to community college credit and build to the next level on the career ladder was begun with the *Pathways to Professionalism* initiative, the initiative has not reached its conclusion of providing for an approved articulation agreement that guarantees the statewide articulation of the coursework. However, the bill stipulates that this articulation of the child care course into community college credit must be approved by the Articulation Coordinating Committee which will provide for the necessary verification that the coursework meets the standards required for statewide postsecondary education credit. The department is provided the authority to modify the child care training to meet the requirements of articulation, however, the parameters set forth for the training, such as topic areas of the course, must be maintained. The Division of Community Colleges in the Department of Education has been examining the child care introductory course and have reported they are comfortable with the articulation provided for in the bill.

#### **IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

#### **V. Economic Impact and Fiscal Note:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

The requirement that the child care training be competency based may result in individuals, who would like to become child caregivers, not passing the competency examination and not being able to work in a child care center. However, the intent of requiring child care training is to assure that the child caregivers know and are able to

perform certain activities determined necessary for the responsibility of caring for the children. An examination to determine if the individual has attained the knowledge required to perform the necessary task provides that assurance.

**C. Government Sector Impact:**

The department reports that there will be minimal impact on the local county child care licensing agencies, which routinely review child care personnel files as part of their child care facility and large family child care home inspections. Review of the records to document completion of the new training requirement will become part of the inspection process. However, this additional responsibility will have minimal, if any, fiscal impact.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Amendments:**

None.