

Summary of Early Education Laws (**Child Care** and **Pre-K** laws) in 2014

Child Care

HEA1036, Child Care and Development Fund Eligibility

Summarized: [HEA1036](#) will require all child care providers that accept taxpayer-funded Child Care Development Fund (CCDF) to meet certain health and safety requirements

Result: Low-income children whose child care is paid with CCDF will be in safer conditions with caregivers who have received some training. Consequently, other children attending these facilities will also benefit.

<i>Provisions effective July 1, 2014</i>	<i>Provisions effective July 1, 2015</i>
<ul style="list-style-type: none">• Group sizes• State may not consider religious activities or instruction in reviewing how a child care provider meets requirements.• Employees and volunteers are provided written material about the duty to report suspected child abuse and neglect• Decertification provisions• Required reporting of bodily injury that requires medical attention or death that occurs while child is in care of provider• Licensed homes and registered ministries have access to immunization registry maintained by IN State Department of Health	<ul style="list-style-type: none">• Written policy for safe conditions, safety of motor vehicles transporting children, daily activities. Policy must be provided to Division and parents and posted in the facility.• Nutritious meals/snacks and water• Child-to-staff ratios• 12 hours of annual training on age-appropriate educational development, care and safety (unless provider is a relative). May include child abuse/neglect detection, first aid/CPR, safe sleep practices.

Which providers are affected? Any child care provider that elects to accept the CCDF voucher payment will be required to meet the new “Provider Eligibility Standards.” Simplified, licensed providers already meet these requirements, whereas the requirements *may be new* to certain providers including child care providers that are [exempt from licensure](#), i.e. certain Homes, Centers and Registered Ministries. LLEP=Legally License-Exempt Provider. Most frequently, a LLEP home is typically a home with 5 or fewer unrelated children. A LLEP center may include school-based and summer programs. After-school programs, YMCAs and summer programs that take CCDF may be affected by the new laws and may need to adjust their policies and staffing.

- An estimated 1,254 license-exempt programs are affected, including 266 exempt centers, 454 exempt homes and 534 exempt ministries.
- An estimated 8,805 child care employees and volunteers will be affected by the training requirements. This number may be low as exempt providers are not required to report number of staff.

Where does a provider learn more? The [Bureau of Child Care](#) will post on its website additional [guidance](#) and [sample policies](#), as well as provide training opportunities through contracted organizations and consultants.

SEA158, Property Tax Exemption

[SEA158](#) provides that *for-profit* providers that have achieved and maintain Level 3 or 4 on [Paths To Quality](#) (or comparable rating from a nationally recognized accrediting body) may apply for a special property tax exemption from their County Assessor for an amount proportional to the number of 4- and 5-yr-olds in the home or center on a given count day. The day of the count is not yet determined.

Pre-Kindergarten

HEA1004, Early Learning Pilot Grant Program

Summarized: [HEA1004](#) provides a pre-k pilot program in 5 counties, using up to \$10 million/year with a required 10%-50% private match, for a targeted group of low-income 4-yr-olds. Program is very specific about the eligibility for participating children and participating providers. HEA1004 also establishes the Pre-K and Early Learning Study Commission.

Pre-K Pilot provisions

Requirements for children and parents

- Children must be 4 but less than 5 by August 1
- Member of a household whose income is below 127% of federal poverty level
- Has a parent who participates in parental engagement / involvement component at pre-k
- Has a parent or guardian who agrees to ensure the child meets the attendance requirements

Requirements for providers

- May be a public school, child care center, child care home or child care registered ministry that meets Level 3 or Level 4 on [Paths To Quality](#) or is an accredited school
- Must be in one of up to five (5) geographically diverse counties, each of which must have a population of eligible children sufficient for the longitudinal study
- Provides qualified early education services to eligible children, which includes parental engagement or involvement component, kindergarten readiness assessment adopted by state board of education, meets the design parameters for the longitudinal study
- Allows grants between \$2,500 to \$6,800 for an eligible child, not to exceed \$10 M from state sources per year

Requirements of the longitudinal study

- Must include a comparison of test and assessment results in grade 3 of eligible children in the pilot AND a control group who did not participate in the program
- May cost up to \$1M to carry out study, which may be contracted to an entity

PLEASE NOTE: Many items have not yet been determined, including:

- Which counties
- Which children
- Process to apply
- Reporting requirements
- How match is calculated or documented beyond "at least 10% but not more than 50% of the tuition" must be paid from donations, gifts, grants, bequests, and other sources

Pre-K and Early Learning Study Commission provisions

Appointees may include legislators and lay leaders, with expertise in education, business, childhood development or social services. At least one must be from Early Learning Advisory Committee.

Study topics:

1. Feasibility of obtaining a block grant and waivers under federal Head Start
2. Feasibility of obtaining a Child Care and Development Block Grant or other federal funds to fund pre-k or early learning education programs
3. Options for funding pre-K, including opportunities to partner with private sector
4. Whether other states have developed rigorous accountability standards
5. Parental involvement opportunities to prepare children for educational environment, including benefits of reading to a child
6. Opportunities to equip parents with skills necessary to improve their ability to contribute to early learning
7. Economic benefits of pre-k or early learning programs
8. Appropriate state agency or entity to oversee and develop early learning accountability standards
9. Appropriate income standard to use to determine whether a parent is eligible to receive assistance from the state for pre-k or early learning programs
10. Opportunities to partner with an investment group or entity to establish an investment fund or vehicle to finance early education