

1 3. HEAD START AND EARLY HEAD START PROGRAMS.
2 4. PUBLIC PRE-SCHOOLS.
3 5. FAMILY CHILDCARE HOMES.
4 6. AFTER-SCHOOL PROGRAMS FOR CHILDREN AGED 5-12.
5 S 351. STUDY OF THE ECONOMIC IMPACT OF THE CHILDCARE INDUSTRY. THE
6 DEPARTMENT SHALL CONDUCT A STUDY OF THE ECONOMIC IMPACTS ON THE STATE
7 ECONOMY OF QUALITY CHILDCARE AND EARLY EDUCATION PROGRAMS FOR CHILDREN
8 AGED 0-4, AND AFTER-SCHOOL PROGRAMS FOR CHILDREN AGED 5-12.
9 S 352. NATURE OF THE STUDY. THE STUDY OF THE ECONOMIC IMPACT OF THE
10 CHILDCARE INDUSTRY SHALL INCLUDE:
11 1. AN EVALUATION OF CHILDCARE AND EARLY EDUCATION AS A SECTOR OF THE
12 ECONOMY, INCLUDING:
13 (A) NUMBER OF WORKERS DIRECTLY EMPLOYED AT CHILDCARE AND EARLY EDUCA-
14 TION FACILITIES, AND THE GROSS VALUE OF THEIR WAGES.
15 (B) GROSS RECEIPTS OF THE INDUSTRY, THAT IS, TOTAL NUMBER OF DOLLARS
16 FLOWING INTO THE SECTOR IN THE FORM OF PAYMENTS FOR CARE FROM PARENTS
17 AND FROM PUBLIC AND PRIVATE SUBSIDIES.
18 (C) VALUE OF GOODS AND SERVICES PURCHASED BY THE CHILDCARE AND EARLY
19 EDUCATION INDUSTRY.
20 (D) FEDERAL DOLLARS FLOWING TO THE STATE FOR CHILDCARE AND EARLY
21 EDUCATION.
22 2. AN EVALUATION OF THE DEGREE TO WHICH AVAILABLE CHILDCARE AND EARLY
23 EDUCATION:
24 (A) ENABLES PARENTS TO WORK OUTSIDE THE HOME AND EARN INCOME.
25 (B) ENABLES PARENTS TO ATTEND EDUCATIONAL PROGRAMS.
26 (C) DECREASES ABSENTEEISM AT WORK, REDUCES TURNOVER, OR INCREASES
27 PRODUCTIVITY.
28 (D) ATTRACTS BUSINESSES TO THE STATE.
29 3. AN ANALYSIS OF DEMOGRAPHIC DATA TO IDENTIFY THE RELATIVE GAP
30 BETWEEN THE NEEDS IN THE STATE AND AVAILABLE RESOURCES, AND THE RETURN
31 TO THE ECONOMY IF THAT GAP IS CLOSED, INCLUDING:
32 (A) NUMBER OF CHILDREN AGED 0-12 WITH BOTH PARENTS IN THE LABOR FORCE,
33 OR WITH THEIR SINGLE PARENT IN THE LABOR FORCE.
34 (B) TRENDS OF LIKELY FUTURE GROWTH IN THE NUMBER OF CHILDREN AGED 0-12
35 IN THE POPULATION FOR THE NEXT DECADE.
36 (C) DEMOGRAPHIC MAKEUP OF PARENTS IN THE LABOR FORCE AND DEMOGRAPHIC
37 MAKEUP OF ADULTS WITH CHILDREN WHO MIGHT WISH TO JOIN THE LABOR FORCE.
38 (D) COST OF CHILDCARE AND EARLY EDUCATION, AND ITS RELATIONSHIP TO
39 FAMILY INCOME.
40 (E) AVAILABILITY OF CHILD CARE.
41 (F) NUMBER OF CHILDREN ELIGIBLE FOR STATE OR FEDERAL AID.
42 (G) NUMBER OF CHILDREN ELIGIBLE FOR, BUT NOT RECEIVING, STATE OR
43 FEDERAL AID.
44 4. A REVIEW OF AVAILABLE LITERATURE ON THE IMPACT OF CHILDCARE AND
45 EARLY EDUCATION PROGRAMS ON CHILDREN'S FUTURE ABILITY TO CONTRIBUTE TO
46 THE WORKFORCE, INCLUDING:
47 (A) AN EVALUATION OF SCHOOL READINESS AT KINDERGARTEN AND FIRST GRADE.
48 (B) AN EVALUATION OF POSITIVE OUTCOMES IN SCHOOL, FROM ELEMENTARY
49 THROUGH LIKELIHOOD OF HIGH SCHOOL GRADUATION.
50 (C) AN EVALUATION OF RESULTING REDUCTIONS IN PUBLIC SPENDING, FOR
51 EXAMPLE FROM:
52 I. LESS LIKELIHOOD OF BEING ASSIGNED TO SPECIAL EDUCATION CLASSES
53 RELATIVE TO THOSE NOT IN QUALITY CARE OR PRESCHOOL;
54 II. GREATER LIKELIHOOD OF GRADUATION FROM HIGH SCHOOL;
55 III. LESS LIKELIHOOD OF INVOLVEMENT WITH THE CRIMINAL JUSTICE SYSTEM
56 AND PRISON;

1 IV. GREATER LIKELIHOOD OF BEING EMPLOYED; AND

2 V. LESS LIKELIHOOD OF BEING ON PUBLIC ASSISTANCE.

3 S 353. REPORT. THE DEPARTMENT SHALL REPORT THE RESULTS OF THE STUDY
4 OF THE ECONOMIC IMPACT OF THE CHILDCARE INDUSTRY TO THE GOVERNOR AND THE
5 LEGISLATURE ON OR BEFORE JANUARY FIRST, TWO THOUSAND ELEVEN.

6 S 4. This act shall take effect on the first of July next succeeding
7 the date on which it shall have become a law.