

E2SSB 5452 - H COMM AMD

By Committee on Appropriations

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** INTENT. (1) The legislature finds that  
4 quality early care and education builds the foundation for a child's  
5 success in school and in life. The legislature acknowledges that a  
6 quality framework is necessary for the early care and education  
7 system in Washington. The legislature recognizes that empirical  
8 evidence supports the conclusion that high quality programs  
9 consistently yield more positive outcomes for children, with the  
10 strongest positive impacts on the most vulnerable children. The  
11 legislature acknowledges that critical developmental windows exist in  
12 early childhood, and low quality child care has damaging effects for  
13 children. The legislature further understands that the proper dosage,  
14 duration of programming, and stability of care are critical to  
15 enhancing program quality and improving child outcomes. The  
16 legislature acknowledges that the early care and education system  
17 should strive to address the needs of Washington's culturally and  
18 linguistically diverse populations. The legislature understands that  
19 parental choice and provider diversity are guiding principles for  
20 early learning programs.

21 (2) The legislature intends to prioritize the integration of  
22 child care and preschool in an effort to promote full day  
23 programming. The legislature further intends to reward quality and  
24 create incentives for providers to participate in a quality rating  
25 and improvement system that will also provide valuable information to  
26 parents regarding the quality of care available in their communities.

27 **Sec. 2.** RCW 43.215.100 and 2013 c 323 s 6 are each amended to  
28 read as follows:

29 EARLY ACHIEVERS, QUALITY RATING, AND IMPROVEMENT SYSTEM. (1)  
30 (~~(Subject to the availability of amounts appropriated for this~~  
31 ~~specific purpose,)~~) The department, in collaboration with tribal  
32 governments and community and statewide partners, shall implement a  
33 (~~voluntary~~) quality rating and improvement system, called the early

1 achievers program(~~(, that)~~). The early achievers program provides a  
2 foundation of quality for the early care and education system. The  
3 early achievers program is applicable to licensed or certified child  
4 care centers and homes and early (~~(education)~~) learning programs such  
5 as working connections child care and early childhood education and  
6 assistance programs.

7 (2) The (~~(purpose)~~) objectives of the early achievers program  
8 (~~(is)~~) are to:

9 (a) (~~(To)~~) Improve short-term and long-term educational outcomes  
10 for children as measured by assessments including, but not limited  
11 to, the Washington kindergarten inventory of developing skills in RCW  
12 28A.655.080;

13 (b) Give parents clear and easily accessible information about  
14 the quality of child care and early education programs(~~(,)~~);

15 (c) Support improvement in early learning and child care programs  
16 throughout the state(~~(,)~~);

17 (d) Increase the readiness of children for school(~~(, and)~~);

18 (e) Close the (~~(disparity)~~) disparities in access to quality  
19 care;

20 (f) Provide professional development and coaching opportunities  
21 to early child care and education providers; and (~~(b) to)~~)

22 (g) Establish a common set of expectations and standards that  
23 define, measure, and improve the quality of early learning and child  
24 care settings.

25 (3)(a) Licensed or certified child care centers and homes serving  
26 nonschool age children and receiving state subsidy payments must  
27 participate in the early achievers program by the required deadlines  
28 established in RCW 43.215.135.

29 (b) Approved early childhood education and assistance program  
30 providers receiving state-funded support must participate in the  
31 early achievers program by the required deadlines established in RCW  
32 43.215.415.

33 (c) Participation in the early achievers program is voluntary  
34 for:

35 (i) Licensed or certified child care centers and homes not  
36 receiving state subsidy payments; and

37 (ii) Early learning programs not receiving state funds.

38 (d) School age child care providers are exempt from participating  
39 in the early achievers program. By July 1, 2017, the department and  
40 the office of the superintendent of public instruction shall jointly

1 design a plan to incorporate school age child care providers into the  
2 early achievers program or other appropriate quality improvement  
3 system. To test implementation of the early achievers system for  
4 school age child care providers the department and the office of the  
5 superintendent of public instruction shall implement a pilot program.

6 ~~(4) ((By fiscal year 2015, Washington state preschool programs~~  
7 ~~receiving state funds must enroll in the early achievers program and~~  
8 ~~maintain a minimum score level.~~

9 ~~(5) Before final implementation of the early achievers program,~~  
10 ~~the department shall report on program progress, as defined within~~  
11 ~~the race to the top federal grant award, and expenditures to the~~  
12 ~~appropriate policy and fiscal committees of the legislature.)) There~~  
13 are five levels in the early achievers program. Participants are  
14 expected to actively engage and continually advance within the  
15 program.

16 (5) The department has the authority to determine the rating  
17 cycle for the early achievers program. The department shall  
18 streamline and eliminate duplication between early achievers  
19 standards and state child care rules in order to reduce costs  
20 associated with the early achievers rating cycle and child care  
21 licensing.

22 (a) Early achievers program participants may request to be rated  
23 at any time after the completion of all level 2 activities.

24 (b) The department shall provide an early achievers program  
25 participant an update on the participant's progress toward completing  
26 level 2 activities after the participant has been enrolled in the  
27 early achievers program for fifteen months.

28 (c) The first rating is free for early achievers program  
29 participants.

30 (d) Each subsequent rating within the established rating cycle is  
31 free for early achievers program participants.

32 (6)(a) Early achievers program participants may request to be  
33 rerated outside the established rating cycle.

34 (b) The department may charge a fee for optional rerating  
35 requests made by program participants that are outside the  
36 established rating cycle.

37 (c) Fees charged are based on, but may not exceed, the cost to  
38 the department for activities associated with the early achievers  
39 program.

1       (7)(a) The department must create a single source of information  
2 for parents and caregivers to access details on a provider's early  
3 achievers program rating level, licensing history, and other  
4 indicators of quality and safety that will help parents and  
5 caregivers make informed choices.

6       (b) The department shall publish to the department's web site, or  
7 offer a link on its web site to, the following information:

8       (i) By August 1, 2015, early achievers program rating levels 1  
9 through 5 for all child care programs that receive state subsidy,  
10 early childhood education and assistance programs, and federal head  
11 start programs in Washington; and

12       (ii) New early achievers program ratings within thirty days after  
13 a program becomes licensed or certified, or receives a rating.

14       (c) The early achievers program rating levels shall be published  
15 in a manner that is easily accessible to parents and caregivers and  
16 takes into account the linguistic needs of parents and caregivers.

17       (d) The department must publish early achievers program rating  
18 levels for child care programs that do not receive state subsidy but  
19 have voluntarily joined the early achievers program.

20       (e) Early achievers program participants who have published  
21 rating levels on the department's web site or on a link on the  
22 department's web site may include a brief description of their  
23 program, contingent upon the review and approval by the department,  
24 as determined by established marketing standards.

25       (8)(a) The department shall create a professional development  
26 pathway for early achievers program participants to obtain a high  
27 school diploma or equivalency or higher education credential in early  
28 childhood education, early childhood studies, child development, or  
29 an academic field related to early care and education.

30       (b) The professional development pathway must include  
31 opportunities for scholarships and grants to assist early achievers  
32 program participants with the costs associated with obtaining an  
33 educational degree.

34       (c) The department shall address cultural and linguistic  
35 diversity when developing the professional development pathway.

36       (9) The early achievers quality improvement awards shall be  
37 reserved for participants offering programs to an enrollment  
38 population consisting of at least five percent of children receiving  
39 a state subsidy.

1 (10) In collaboration with tribal governments, community and  
2 statewide partners, and the early achievers review subcommittee  
3 created in RCW 43.215.090, the department shall develop a protocol  
4 for granting early achievers program participants an extension in  
5 meeting rating level requirement timelines outlined for the working  
6 connections child care program and the early childhood education and  
7 assistance program.

8 (a) The department may grant extensions only under exceptional  
9 circumstances, such as when early achievers program participants  
10 experience an unexpected life circumstance.

11 (b) Extensions shall not exceed six months, and early achievers  
12 program participants are only eligible for one extension in meeting  
13 rating level requirement timelines.

14 (c) Extensions may only be granted to early achievers program  
15 participants who have demonstrated engagement in the early achievers  
16 program.

17 (11)(a) The department shall accept national accreditation that  
18 meets the requirements of this subsection (11) as a qualification for  
19 the early achievers program ratings.

20 (b) Each national accreditation agency will be allowed to submit  
21 its most current standards of accreditation to establish potential  
22 credit earned in the early achievers program. The department shall  
23 grant credit to accreditation bodies that can demonstrate that their  
24 standards meet or exceed the current early achievers program  
25 standards.

26 (c) Licensed child care centers and child care home providers  
27 must meet national accreditation standards approved by the department  
28 for the early achievers program in order to be granted credit for the  
29 early achievers program standards. Eligibility for the early  
30 achievers program is not subject to bargaining, mediation, or  
31 interest arbitration under RCW 41.56.028, consistent with the  
32 legislative reservation of rights under RCW 41.56.028(4)(d).

33 (12) A child care or early learning program that is operated by a  
34 federally recognized tribe and receives state funds shall participate  
35 in the early achievers program. The tribe may choose to participate  
36 through an interlocal agreement between the tribe and the department.  
37 The interlocal agreement must reflect the government-to-government  
38 relationship between the state and the tribe, including recognition  
39 of tribal sovereignty. The interlocal agreement must provide that:

1 (a) Tribal child care facilities and early learning programs may  
2 volunteer, but are not required, to be licensed by the department;

3 (b) Tribal child care facilities and early learning programs are  
4 not required to have their early achievers program rating level  
5 published to the department's web site or through a link on the  
6 department's web site; and

7 (c) Tribal child care facilities and early learning programs must  
8 provide notification to parents or guardians who apply for or have  
9 been admitted into their program that early achievers program rating  
10 level information is available and provide the parents or guardians  
11 with the program's early achievers program rating level upon request.

12 (13) The department shall consult with the early achievers review  
13 subcommittee on all substantial policy changes to the early achievers  
14 program.

15 (14) Nothing in this section changes the department's  
16 responsibility to collectively bargain over mandatory subjects or  
17 limits the legislature's authority to make programmatic modifications  
18 to licensed child care and early learning programs under RCW  
19 41.56.028(4)(d).

20 NEW SECTION. Sec. 3. A new section is added to chapter 43.215  
21 RCW to read as follows:

22 SINGLE SET OF LICENSING STANDARDS. (1)(a) No later than July 1,  
23 2016, the department shall implement a single set of licensing  
24 standards for child care and the early childhood education and  
25 assistance program. The department shall produce the single set of  
26 licensing standards within the department's available appropriations.  
27 The new licensing standards must:

28 (i) Provide minimum health and safety standards for child care  
29 and preschool programs;

30 (ii) Rely on the standards established in the early achievers  
31 program to address quality issues in participating early childhood  
32 programs;

33 (iii) Take into account the separate needs of family care  
34 providers and child care centers; and

35 (iv) Promote the continued safety of child care settings.

36 (b) By July 1, 2016, private schools that operate early learning  
37 programs and do not receive state subsidy payments shall be subject  
38 only to the minimum health and safety standards in subsection  
39 (1)(a)(i) of this section and the requirements necessary to assure a

1 sufficient early childhood education to meet usual requirements  
2 needed for transition into elementary school. The state, and any  
3 agency thereof, shall not restrict or dictate any specific  
4 educational or other programs for early learning programs operated by  
5 private schools except for programs that receive state subsidy  
6 payments.

7 **Sec. 4.** RCW 43.215.200 and 2011 c 359 s 2 and 2011 c 253 s 3 are  
8 each reenacted and amended to read as follows:

9 DIRECTOR'S LICENSING DUTIES. It shall be the director's duty with  
10 regard to licensing:

11 (1) In consultation and with the advice and assistance of persons  
12 representative of the various type agencies to be licensed, to  
13 designate categories of child care facilities for which separate or  
14 different requirements shall be developed as may be appropriate  
15 whether because of variations in the ages and other characteristics  
16 of the children served, variations in the purposes and services  
17 offered or size or structure of the agencies to be licensed, or  
18 because of any other factor relevant thereto;

19 (2) In consultation with the state fire marshal's office, the  
20 director shall use an interagency process to address health and  
21 safety requirements for child care programs that serve school-age  
22 children and are operated in buildings that contain public or private  
23 schools that safely serve children during times in which school is in  
24 session. For child care programs serving only school-age children and  
25 operating in the same facilities used by public or private schools,  
26 the director shall not impose additional health and safety licensing  
27 requirements related to the physical facility beyond the health and  
28 safety standards established by the state board of health for primary  
29 and secondary schools pursuant to its authority in RCW 43.20.050;

30 (3) In consultation and with the advice and assistance of parents  
31 or guardians, and persons representative of the various type agencies  
32 to be licensed, to adopt and publish minimum requirements for  
33 licensing applicable to each of the various categories of agencies to  
34 be licensed under this chapter;

35 (4) In consultation with law enforcement personnel, the director  
36 shall investigate the conviction record or pending charges of each  
37 agency and its staff seeking licensure or relicensure, and other  
38 persons having unsupervised access to children in care;

1 (5) To satisfy the shared background check requirements provided  
2 for in RCW 43.215.215 and 43.20A.710, the department of early  
3 learning and the department of social and health services shall share  
4 federal fingerprint-based background check results as permitted under  
5 the law. The purpose of this provision is to allow both departments  
6 to fulfill their joint background check responsibility of checking  
7 any individual who may have unsupervised access to vulnerable adults,  
8 children, or juveniles. Neither department may share the federal  
9 background check results with any other state agency or person;

10 (6) To issue, revoke, or deny licenses to agencies pursuant to  
11 this chapter. Licenses shall specify the category of care that an  
12 agency is authorized to render and the ages and number of children to  
13 be served;

14 (7) To prescribe the procedures and the form and contents of  
15 reports necessary for the administration of this chapter and to  
16 require regular reports from each licensee;

17 (8) To inspect agencies periodically to determine whether or not  
18 there is compliance with this chapter and the requirements adopted  
19 under this chapter;

20 (9) To review requirements adopted under this chapter at least  
21 every two years and to adopt appropriate changes after consultation  
22 with affected groups for child day care requirements; and

23 (10) To consult with public and private agencies in order to help  
24 them improve their methods and facilities for the care and early  
25 learning of children.

26 NEW SECTION. **Sec. 5.** A new section is added to chapter 43.215  
27 RCW to read as follows:

28 REDUCTION OF BARRIERS—LOW-INCOME PROVIDERS AND PROGRAMS—EARLY  
29 ACHIEVERS. (1)(a) The department shall, in collaboration with tribal  
30 governments and community and statewide partners, implement a  
31 protocol to maximize and encourage participation in the early  
32 achievers program for culturally diverse and low-income center and  
33 family home child care providers. Amounts appropriated for the  
34 encouragement of culturally diverse and low-income center and family  
35 home child care provider participation shall be appropriated  
36 separately from the other funds appropriated for the department, are  
37 the only funds that may be used for the protocol, and may not be used  
38 for any other purposes. Funds appropriated for the protocol shall be



1 considered an ongoing program for purposes of future departmental  
2 budget requests.

3 (b) During the first thirty months of implementation of the early  
4 achievers program the department shall prioritize the resources  
5 authorized in this section to assist providers rating at a level 2 in  
6 the early achievers program to help them reach a level 3 rating  
7 wherever access to subsidized care is at risk.

8 (2) The protocol should address barriers to early achievers  
9 program participation and include at a minimum the following:

10 (a) The creation of a substitute pool;

11 (b) The development of needs-based grants for providers at level  
12 2 in the early achievers program to assist with purchasing curriculum  
13 development, instructional materials, supplies, and equipment to  
14 improve program quality. Priority for the needs-based grants shall be  
15 given to culturally diverse and low-income providers;

16 (c) The development of materials and assessments in a timely  
17 manner, and to the extent feasible, in the provider and family home  
18 languages; and

19 (d) The development of flexibility in technical assistance and  
20 coaching structures to provide differentiated types and amounts of  
21 support to providers based on individual need and cultural context.

22 **Sec. 6.** RCW 43.215.135 and 2013 c 323 s 9 are each amended to  
23 read as follows:

24 WORKING CONNECTIONS CHILD CARE. (1) The department shall  
25 establish and implement policies in the working connections child  
26 care program to promote stability and quality of care for children  
27 from low-income households. These policies shall focus on supporting  
28 school readiness for young learners. Policies for the expenditure of  
29 funds constituting the working connections child care program must be  
30 consistent with the outcome measures defined in RCW 74.08A.410 and  
31 the standards established in this section intended to promote  
32 ~~((continuity of care for children))~~ stability, quality, and  
33 continuity of early care and education programming.

34 (2) ~~((Beginning in fiscal year 2013,))~~ As recommended by Public  
35 Law 113-186, authorizations for the working connections child care  
36 subsidy shall be effective for twelve months ~~((unless a change in~~  
37 ~~circumstances necessitates reauthorization sooner than twelve months.~~  
38 ~~The twelve-month certification applies only if the enrollments in the~~

1 ~~child care subsidy or working connections child care program are~~  
2 ~~capped.~~

3 ~~(3) Subject to the availability of amounts appropriated for this~~  
4 ~~specific purpose, beginning September 1, 2013, working connections~~  
5 ~~child care providers shall receive a five percent increase in the~~  
6 ~~subsidy rate for enrolling in level 2 in the early achievers~~  
7 ~~programs. Providers must complete level 2 and advance to level 3~~  
8 ~~within thirty months in order to maintain this increase)) beginning~~  
9 ~~January 1, 2016.~~

10 (3) Existing child care providers serving nonschool age children  
11 and receiving state subsidy payments must complete the following  
12 requirements to be eligible for a state subsidy under this section:

13 (a) Enroll in the early achievers program by August 1, 2016;

14 (b) Complete level 2 activities in the early achievers program by  
15 August 1, 2017; and

16 (c) Rate at a level 3 or higher in the early achievers program by  
17 December 31, 2019. If a child care provider rates below a level 3 by  
18 December 31, 2019, the provider must complete remedial activities  
19 with the department, and rate at a level 3 or higher no later than  
20 June 30, 2020.

21 (4) Effective July 1, 2016, a new child care provider serving  
22 nonschool age children and receiving state subsidy payments must  
23 complete the following activities to be eligible to receive a state  
24 subsidy under this section:

25 (a) Enroll in the early achievers program within thirty days of  
26 receiving the initial state subsidy payment;

27 (b) Complete level 2 activities in the early achievers program  
28 within twelve months of enrollment; and

29 (c) Rate at a level 3 or higher in the early achievers program  
30 within thirty months of enrollment. If a child care provider rates  
31 below a level 3 within thirty months from enrollment into the early  
32 achievers program, the provider must complete remedial activities  
33 with the department, and rate at a level 3 or higher within six  
34 months of beginning remedial activities.

35 (5) If a child care provider does not rate at a level 3 or higher  
36 following the remedial period, the provider is no longer eligible to  
37 receive state subsidy under this section.

38 (6) If a child care provider serving nonschool age children and  
39 receiving state subsidy payments has successfully completed all level  
40 2 activities and is waiting to be rated by the deadline provided in

1 this section, the provider may continue to receive a state subsidy  
2 pending the successful completion of the level 3 rating activity.

3 (7) The department shall implement tiered reimbursement for early  
4 achievers program participants in the working connections child care  
5 program rating at level 3, 4, or 5.

6 (8) The department shall account for a child care copayment  
7 collected by the provider from the family for each contracted slot  
8 and establish the copayment fee by rule.

9 **Sec. 7.** RCW 43.215.1352 and 2012 c 251 s 2 are each amended to  
10 read as follows:

11 WORKING CONNECTIONS CHILD CARE. When an applicant or recipient  
12 applies for or receives working connections child care benefits, (~~he~~  
13 ~~or she~~) the applicant or recipient is required to(~~+~~

14 ~~(1)~~) notify the department of social and health services, within  
15 five days, of any change in providers(~~+~~and

16 ~~(2) Notify the department of social and health services, within~~  
17 ~~ten days, about any significant change related to the number of child~~  
18 ~~care hours the applicant or recipient needs, cost sharing, or~~  
19 ~~eligibility)).~~

20 **Sec. 8.** RCW 43.215.425 and 1994 c 166 s 6 are each amended to  
21 read as follows:

22 EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM. (1) The  
23 department shall adopt rules under chapter 34.05 RCW for the  
24 administration of the early childhood education and assistance  
25 program. Approved early childhood education and assistance programs  
26 shall conduct needs assessments of their service area(~~+~~) and  
27 identify any targeted groups of children, to include but not be  
28 limited to children of seasonal and migrant farmworkers and native  
29 American populations living either on or off reservation(~~+~~and)).  
30 Approved early childhood education and assistance programs shall  
31 provide to the department a service delivery plan, to the extent  
32 practicable, that addresses these targeted populations.

33 (2) The department, in developing rules for the early childhood  
34 education and assistance program, shall consult with the early  
35 learning advisory (~~committee~~) council, and shall consider such  
36 factors as coordination with existing head start and other early  
37 childhood programs, the preparation necessary for instructors,  
38 qualifications of instructors, adequate space and equipment, and

1 special transportation needs. The rules shall specifically require  
2 the early childhood programs to provide for parental involvement in  
3 participation with their child's program, in local program policy  
4 decisions, in development and revision of service delivery systems,  
5 and in parent education and training.

6 (3)(a) The department shall adopt rules pertaining to the early  
7 childhood education and assistance program that outline allowable  
8 periods of child absences, required contact with parents or  
9 caregivers to discuss child absences and encourage regular  
10 attendance, and a de-enrollment procedure when allowable child  
11 absences are exceeded. The department shall adopt rules on child  
12 absences and attendance within the department's appropriations.

13 (b) Rules pertaining to child absences and de-enrollment  
14 procedures shall be adopted no later than July 31, 2016. The  
15 department shall adopt rules on child absences and attendance within  
16 the department's appropriations.

17 (4) The department shall adopt rules requiring early childhood  
18 education and assistance program employees who have access to  
19 children to submit to a fingerprint background check. Fingerprint  
20 background check procedures for the early childhood education and  
21 assistance program shall be the same as the background check  
22 procedures in RCW 43.215.215.

23 **Sec. 9.** RCW 43.215.415 and 1994 c 166 s 5 are each amended to  
24 read as follows:

25 EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM. (1) Approved  
26 early childhood education and assistance programs shall receive  
27 state-funded support through the department. Public or private  
28 ((nonsectarian)) organizations((r)) including, but not limited to,  
29 school districts, educational service districts, community and  
30 technical colleges, local governments, or nonprofit organizations,  
31 are eligible to participate as providers of the state early childhood  
32 education and assistance program. ((Funds appropriated for the state  
33 program shall be used to continue to operate existing programs or to  
34 establish new or expanded early childhood programs, and shall not be  
35 used to supplant federally supported head start programs.))

36 (2) Funds obtained by providers through voluntary grants or  
37 contributions from individuals, agencies, corporations, or  
38 organizations may be used to expand or enhance preschool programs so  
39 long as program standards established by the department are

1 maintained(~~(, but shall not be used to supplant federally supported~~  
2 ~~head start programs or state-supported early childhood programs)~~).

3 (3) Persons applying to conduct the early childhood education and  
4 assistance program shall identify targeted groups and the number of  
5 children to be served, program components, the qualifications of  
6 instructional and special staff, the source and amount of grants or  
7 contributions from sources other than state funds, facilities and  
8 equipment support, and transportation and personal care arrangements.

9 (4) Existing early childhood education and assistance program  
10 providers must complete the following requirements to be eligible to  
11 receive state-funded support under the early childhood education and  
12 assistance program:

13 (a) Enroll in the early achievers program by August 1, 2015;

14 (b) Rate at a level 4 or 5 in the early achievers program by  
15 January 1, 2016. If an early childhood education and assistance  
16 program provider rates below a level 4 by January 1, 2016, the  
17 provider must complete remedial activities with the department, and  
18 rate at a level 4 or 5 within six months of beginning remedial  
19 activities.

20 (5) Effective August 1, 2015, a new early childhood education and  
21 assistance program provider must complete the requirements in this  
22 subsection (5) to be eligible to receive state-funded support under  
23 the early childhood education and assistance program:

24 (a) Enroll in the early achievers program within thirty days of  
25 the start date of the early childhood education and assistance  
26 program contract;

27 (b)(i) Except as provided in (b)(ii) of this subsection, rate at  
28 a level 4 or 5 in the early achievers program within twelve months of  
29 enrollment. If an early childhood education and assistance program  
30 provider rates below a level 4 within twelve months of enrollment,  
31 the provider must complete remedial activities with the department,  
32 and rate at a level 4 or 5 within six months of beginning remedial  
33 activities.

34 (ii) Licensed or certified child care centers and homes that  
35 administer an early childhood education and assistance program shall  
36 rate at a level 4 or 5 in the early achievers program within eighteen  
37 months of the start date of the early childhood education and  
38 assistance program contract. If an early childhood education and  
39 assistance program provider rates below a level 4 within eighteen  
40 months, the provider must complete remedial activities with the

1 department, and rate at a level 4 or 5 within six months of beginning  
2 remedial activities.

3 (6)(a) If an early childhood education and assistance program  
4 provider has successfully completed all of the required early  
5 achievers program activities and is waiting to be rated by the  
6 deadline provided in this section, the provider may continue to  
7 participate in the early achievers program as an approved early  
8 childhood education and assistance program provider and receive state  
9 subsidy pending the successful completion of a level 4 or 5 rating.

10 (b) To avoid disruption, the department may allow for early  
11 childhood education and assistance program providers who have rated  
12 below a level 4 after completion of the six-month remedial period to  
13 continue to provide services until the current school year is  
14 finished.

15 (7) The department shall collect data periodically to determine  
16 the demand for full-day programming for early childhood education and  
17 assistance program providers. The department shall analyze this  
18 demand by geographic region and shall include the findings in the  
19 annual report required under section 17(5) of this act.

20 (8) By December 1, 2015, the department shall develop a pathway  
21 for licensed or certified child care centers and homes to administer  
22 an early childhood education and assistance program. The pathway  
23 shall include an accommodation for these providers to rate at a level  
24 4 or 5 in the early achievers program according to the timelines and  
25 standards established in subsection (5)(b)(ii) of this section.

26 **Sec. 10.** RCW 43.215.430 and 2013 c 323 s 7 are each amended to  
27 read as follows:

28 EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM. The department  
29 shall review applications from public or private (~~nonsectarian~~)  
30 organizations for state funding of early childhood education and  
31 assistance programs. The department shall consider local community  
32 needs, demonstrated capacity, and the need to support a mixed  
33 delivery system of early learning that includes alternative models  
34 for delivery including licensed centers and licensed family child  
35 care providers when reviewing applications.

36 **Sec. 11.** RCW 43.215.455 and 2010 c 231 s 3 are each amended to  
37 read as follows:

1 EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM. (1) Beginning  
2 September 1, 2011, an early learning program to provide voluntary  
3 preschool opportunities for children three and four years of age  
4 shall be implemented according to the funding and implementation plan  
5 in RCW (~~(43.215.142)~~) 43.215.456. The program must ~~((be))~~ offer a  
6 comprehensive program ~~((providing))~~ of early childhood education and  
7 family support, ~~((options for))~~ including parental involvement~~((r))~~  
8 and health information, screening, and referral services, ~~((as))~~  
9 based on family need ~~((is determined))~~. Participation in the program  
10 is voluntary. On a space available basis, the program may allow  
11 enrollment of children who are not otherwise eligible by assessing a  
12 fee.

13 (2) The ~~((first phase of the))~~ program shall be implemented by  
14 utilizing the program standards and eligibility criteria in the early  
15 childhood education and assistance program in RCW 43.215.400 through  
16 43.215.450.

17 (3)(a) Beginning in the 2015-16 school year, the program  
18 implementation in this section shall prioritize early childhood  
19 education and assistance programs located in low-income neighborhoods  
20 within high-need geographical areas.

21 (b) Following the priority in (a) of this subsection, preference  
22 shall be given to programs meeting at least one of the following  
23 characteristics:

24 (i) Programs offering an extended day program for early care and  
25 education;

26 (ii) Programs offering services to children diagnosed with a  
27 special need; or

28 (iii) Programs offering services to children involved in the  
29 child welfare system.

30 (4) The director shall adopt rules for the following program  
31 components, as appropriate and necessary during the phased  
32 implementation of the program, consistent with early achievers  
33 program standards established in RCW 43.215.100:

34 (a) Minimum program standards~~((, including lead teacher,~~  
35 ~~assistant teacher, and staff qualifications))~~;

36 (b) Approval of program providers; and

37 (c) Accountability and adherence to performance standards.

38 ~~((4))~~ (5) The department has administrative responsibility for:

39 (a) Approving and contracting with providers according to rules  
40 developed by the director under this section;

1 (b) In partnership with school districts, monitoring program  
2 quality and assuring the program is responsive to the needs of  
3 eligible children;

4 (c) Assuring that program providers work cooperatively with  
5 school districts to coordinate the transition from preschool to  
6 kindergarten so that children and their families are well-prepared  
7 and supported; and

8 (d) Providing technical assistance to contracted providers.

9 NEW SECTION. **Sec. 12.** A new section is added to chapter 43.215  
10 RCW to read as follows:

11 PROGRAM DATA COLLECTION AND EVALUATION. (1) The education data  
12 center established in RCW 43.41.400 must collect longitudinal,  
13 student-level data on all children attending an early childhood  
14 education and assistance program. Upon completion of an electronic  
15 time and attendance record system, the education data center must  
16 collect longitudinal, student-level data on all children attending a  
17 working connections child care program. Data collected should capture  
18 at a minimum the following characteristics:

19 (a) Daily program attendance;

20 (b) Identification of classroom and teacher;

21 (c) Early achievers program quality level rating;

22 (d) Program hours;

23 (e) Program duration;

24 (f) Developmental results from the Washington kindergarten  
25 inventory of developing skills in RCW 28A.655.080; and

26 (g) To the extent data is available, the distinct ethnic  
27 categories within racial subgroups of children and providers that  
28 align with categories recognized by the education data center.

29 (2) The department shall provide early learning providers  
30 student-level data collected pursuant to this section that are  
31 specific to the early learning provider's program. Upon completion of  
32 an electronic time and attendance record system identified in  
33 subsection (1) of this section, the department shall provide child  
34 care providers student-level data that are specific to the child care  
35 provider's program.

36 (3)(a) The department shall review available research and best  
37 practices literature on cultural competency in early learning  
38 settings. The department shall review the K-12 components for  
39 cultural competency developed by the professional educator standards



1 board and identify components appropriate for early learning  
2 professional development.

3 (b) By July 31, 2016, the department shall provide  
4 recommendations to the appropriate committees of the legislature and  
5 the early learning advisory council on research-based cultural  
6 competency standards for early learning professional training.

7 (4)(a) The Washington state institute for public policy shall  
8 conduct a longitudinal analysis examining relationships between the  
9 early achievers program quality ratings levels and outcomes for  
10 children participating in subsidized early care and education  
11 programs.

12 (b) The institute shall submit the first report to the  
13 appropriate committees of the legislature and the early learning  
14 advisory council by December 31, 2019. The institute shall submit  
15 subsequent reports annually to the appropriate committees of the  
16 legislature and the early learning advisory council by December 31st,  
17 with the final report due December 31, 2022. The final report shall  
18 include a cost-benefit analysis.

19 (5)(a) The department shall complete an annual early learning  
20 program implementation report on the early childhood education and  
21 assistance program and the working connections child care program.

22 (b) The early learning program implementation report must be  
23 posted annually on the department's web site and delivered to the  
24 appropriate committees of the legislature. The first report is due by  
25 December 31, 2015, and the final report is due by December 31, 2019.

26 (c) The early learning program implementation report must address  
27 the following:

28 (i) Progress on early childhood education and assistance program  
29 implementation as required pursuant to RCW 43.215.415, 43.215.425,  
30 and 43.215.455;

31 (ii) An examination of the regional distribution of new preschool  
32 programming by zip code;

33 (iii) An analysis of the impact of preschool expansion on low-  
34 income neighborhoods and communities;

35 (iv) Recommendations to address any identified barriers to access  
36 to quality preschool for children living in low-income neighborhoods;

37 (v) An analysis of any impact from quality strengthening efforts  
38 on the availability and quality of infant and toddler care;

39 (vi) An analysis of any impact of extended day early care and  
40 education opportunities directives;

1 (vii) An examination of any identified barriers for providers to  
2 offer extended day early care and education opportunities;

3 (viii) The number of contracted slots that use both early  
4 childhood education and assistance program funding and working  
5 connections child care program funding;

6 (ix) An analysis of the demand for full-day programming for early  
7 childhood education and assistance program providers required under  
8 RCW 43.215.415; and

9 (x) To the extent data is available, an analysis of the cultural  
10 diversity of early childhood education and assistance program  
11 providers and participants.

12 (6) The first annual report due under subsection (5) of this  
13 section also shall include a description of the early achievers  
14 program extension protocol required under RCW 43.215.100.

15 NEW SECTION. **Sec. 13.** A new section is added to chapter 43.215  
16 RCW to read as follows:

17 **CONTRACTED CHILD CARE SLOTS AND VOUCHERS.** (1) The department may  
18 employ a combination of vouchers and contracted slots for the  
19 subsidized child care programs in RCW 43.215.135. Child care vouchers  
20 preserve parental choice. Child care contracted slots promote access  
21 to continuous quality care for children, provide parents and  
22 caregivers stable child care that supports employment, and allow  
23 providers to have predictable funding. Any contracted slots the  
24 department may create under this section must meet the requirements  
25 in subsections (2) through (7) of this section.

26 (2) Only child care providers who participate in the early  
27 achievers program and rate at a level 3, 4, or 5 are eligible to be  
28 awarded a contracted slot.

29 (3)(a) The department is required to use data to calculate a set  
30 number of targeted contracted slots. In calculating the number, the  
31 department must take into account a balance of family home and center  
32 child care programs and the overall geographic distribution of child  
33 care programs in the state and the distribution of slots between ages  
34 zero and five.

35 (b) The targeted contracted slots are reserved for programs  
36 meeting both of the following conditions:

37 (i) Programs in low-income neighborhoods; and

38 (ii) Programs that consist of at least fifty percent of children  
39 receiving subsidy pursuant to RCW 43.215.135.

1 (c) Until August 1, 2017, the department shall assure an even  
2 distribution of contracted slots for children birth to age five.

3 (4) The department shall award the remaining contracted slots via  
4 a competitive process and prioritize child care programs with at  
5 least one of the following characteristics:

6 (a) Programs located in a high-need geographic area;

7 (b) Programs partnering with elementary schools to offer  
8 transitional planning and support to children as they advance to  
9 kindergarten;

10 (c) Programs serving children involved in the child welfare  
11 system; or

12 (d) Programs serving children diagnosed with a special need.

13 (5)(a) The department shall adopt rules pertaining to the working  
14 connections child care program for both contracted slots and child  
15 care vouchers that outline the following:

16 (i) Allowable periods of child absences;

17 (ii) Required contact with parents or caregivers to discuss child  
18 absences and encourage regular program attendance; and

19 (iii) A de-enrollment procedure when allowable child absences are  
20 exceeded.

21 (b) Rules pertaining to child absences and de-enrollment  
22 procedures shall be adopted no later than July 31, 2016. The  
23 department shall adopt rules on child absences and attendance within  
24 the department's appropriations.

25 (6) The department shall pay a provider for each contracted slot,  
26 unless a contracted slot is not used for thirty days.

27 (7) The department shall include the number of contracted slots  
28 that use both early childhood education and assistance program  
29 funding and working connections child care program funding in the  
30 annual report to the legislature required under section 17 of this  
31 act.

32 NEW SECTION. **Sec. 14.** A new section is added to chapter 43.215  
33 RCW to read as follows:

34 INTEGRATION WITH LOCAL GOVERNMENT EFFORTS. (1) The foundation of  
35 quality in the early care and education system in Washington is the  
36 quality rating and improvement system entitled the early achievers  
37 program. In an effort to build on the existing quality framework,  
38 enhance access to quality care for children, and strengthen the

1 entire early care and education systems in the state, it is important  
2 to integrate the efforts of state and local governments.

3 (2) Local governments are encouraged to collaborate with the  
4 department when establishing early learning programs for residents.

5 (3) Local governments may contribute funds to the department for  
6 the following purposes:

7 (a) Initial investments to build capacity and quality in local  
8 early care and education programming; and

9 (b) Reductions in copayments charged to parents or caregivers.

10 (4) Funds contributed to the department by local governments must  
11 be deposited in the early start account established in section 16 of  
12 this act.

13 **Sec. 15.** RCW 43.215.090 and 2012 c 229 s 589 are each amended to  
14 read as follows:

15 EARLY LEARNING ADVISORY COUNCIL. (1) The early learning advisory  
16 council is established to advise the department on statewide early  
17 learning issues that would build a comprehensive system of quality  
18 early learning programs and services for Washington's children and  
19 families by assessing needs and the availability of services,  
20 aligning resources, developing plans for data collection and  
21 professional development of early childhood educators, and  
22 establishing key performance measures.

23 (2) The council shall work in conjunction with the department to  
24 develop a statewide early learning plan that guides the department in  
25 promoting alignment of private and public sector actions, objectives,  
26 and resources, and ensuring school readiness.

27 (3) The council shall include diverse, statewide representation  
28 from public, nonprofit, and for-profit entities. Its membership shall  
29 reflect regional, racial, and cultural diversity to adequately  
30 represent the needs of all children and families in the state.

31 (4) Councilmembers shall serve two-year terms. However, to  
32 stagger the terms of the council, the initial appointments for twelve  
33 of the members shall be for one year. Once the initial one-year to  
34 two-year terms expire, all subsequent terms shall be for two years,  
35 with the terms expiring on June 30th of the applicable year. The  
36 terms shall be staggered in such a way that, where possible, the  
37 terms of members representing a specific group do not expire  
38 simultaneously.

1 (5) The council shall consist of not more than twenty-three  
2 members, as follows:

3 (a) The governor shall appoint at least one representative from  
4 each of the following: The department, the office of financial  
5 management, the department of social and health services, the  
6 department of health, the student achievement council, and the state  
7 board for community and technical colleges;

8 (b) One representative from the office of the superintendent of  
9 public instruction, to be appointed by the superintendent of public  
10 instruction;

11 (c) The governor shall appoint seven leaders in early childhood  
12 education, with at least one representative with experience or  
13 expertise in one or more of the areas such as the following: The K-12  
14 system, family day care providers, and child care centers with four  
15 of the seven governor's appointees made as follows:

16 (i) The head start state collaboration office director or the  
17 director's designee;

18 (ii) A representative of a head start, early head start, migrant/  
19 seasonal head start, or tribal head start program;

20 (iii) A representative of a local education agency; and

21 (iv) A representative of the state agency responsible for  
22 programs under section 619 or part C of the federal individuals with  
23 disabilities education act;

24 (d) Two members of the house of representatives, one from each  
25 caucus, and two members of the senate, one from each caucus, to be  
26 appointed by the speaker of the house of representatives and the  
27 president of the senate, respectively;

28 (e) Two parents, one of whom serves on the department's parent  
29 advisory group, to be appointed by the governor;

30 (f) One representative of the private-public partnership created  
31 in RCW 43.215.070, to be appointed by the partnership board;

32 (g) One representative designated by sovereign tribal  
33 governments; and

34 (h) One representative from the Washington federation of  
35 independent schools.

36 (6) The council shall be cochaired by one representative of a  
37 state agency and one nongovernmental member, to be elected by the  
38 council for two-year terms.

1 (7) The council shall appoint two members and stakeholders with  
2 expertise in early learning to sit on the technical working group  
3 created in section 2, chapter 234, Laws of 2010.

4 (8) Each member of the board shall be compensated in accordance  
5 with RCW 43.03.240 and reimbursed for travel expenses incurred in  
6 carrying out the duties of the board in accordance with RCW 43.03.050  
7 and 43.03.060.

8 (9)(a) The council shall convene an early achievers review  
9 subcommittee to provide feedback and guidance on strategies to  
10 improve the quality of instruction and environment for early learning  
11 and provide input and recommendations on the implementation and  
12 refinement of the early achievers program. The review conducted by  
13 the subcommittee shall be a part of the annual progress report  
14 required in section 17 of this act. At a minimum the review shall  
15 address the following:

16 (i) Adequacy of data collection procedures;

17 (ii) Coaching and technical assistance standards;

18 (iii) Progress in reducing barriers to participation for low-  
19 income providers and providers from diverse cultural backgrounds,  
20 including a review of the early achievers program's rating tools,  
21 quality standard areas, and components, and how they are applied;

22 (iv) Strategies in response to data on the effectiveness of early  
23 achievers program standards in relation to providers and children  
24 from diverse cultural backgrounds;

25 (v) Status of the life circumstance exemption protocols; and

26 (vi) Analysis of early achievers program data trends.

27 (b) The subcommittee must include consideration of cultural  
28 linguistic responsiveness when analyzing the areas for review  
29 required by (a) of this subsection.

30 (c) The subcommittee shall include representatives from child  
31 care centers, family child care, the early childhood education and  
32 assistance program, contractors for early achievers program technical  
33 assistance and coaching, the organization responsible for conducting  
34 early achiever program ratings, and parents of children participating  
35 in early learning programs, including working connections child care  
36 and early childhood education and assistance programs. The  
37 subcommittee shall include representatives from diverse cultural and  
38 linguistic backgrounds.

39 (10) The department shall provide staff support to the council.

1        NEW SECTION.    **Sec. 16.**    A new section is added to chapter 43.215  
2    RCW to read as follows:

3        EARLY START ACCOUNT.    The early start account is created in the  
4    state treasury.    Revenues in the account shall consist of  
5    appropriations by the legislature and all other sources deposited  
6    into the account.    Moneys in the account may only be used after  
7    appropriation.    Expenditures from the account may be used only to  
8    improve the quality of early care and education programming.    The  
9    department oversees the account.

10       NEW SECTION.    **Sec. 17.**    A new section is added to chapter 43.215  
11    RCW to read as follows:

12       ANNUAL PROGRESS REPORT.    Beginning December 1, 2015, and each  
13    December 1st thereafter, the department, in collaboration with the  
14    early achievers review subcommittee of the early learning advisory  
15    council, shall submit, in compliance with RCW 43.01.036, a progress  
16    report to the governor and the legislature regarding providers'  
17    progress in the early achievers program.    Each progress report must  
18    include the following elements:

19        (1) The number, and relative percentage, of providers by region  
20    who have enrolled in early achievers and who have:

21        (a) Completed the level 2 activities;

22        (b) Achieved the required rating level to remain eligible for  
23    state-funded support under the early childhood education and  
24    assistance program or a subsidy under the working connections child  
25    care program;

26        (c) Failed to achieve the required rating level and engaged in  
27    remedial activities before successfully achieving the required rating  
28    level;

29        (d) Failed to achieve the required rating level after completing  
30    remedial activities; or

31        (e) Received an extension from the department based on  
32    exceptional circumstances pursuant to RCW 43.215.100;

33        (2) A review of the services available to providers and children  
34    from diverse cultural backgrounds;

35        (3) An examination of the effectiveness of efforts to increase  
36    successful participation by providers serving children and families  
37    from diverse cultural and linguistic backgrounds and providers who  
38    serve children from low-income households;

1 (4) A description of the primary obstacles and challenges faced  
2 by providers who have not achieved the required rating level to  
3 remain eligible to receive:

4 (a) A subsidy under the working connections child care program;  
5 or

6 (b) State-funded support under the early childhood education and  
7 assistance program;

8 (5) A summary of the types of exceptional circumstances for which  
9 the department has granted an extension pursuant to RCW 43.215.100;

10 (6) To the extent data is available, an analysis of the  
11 distribution of early achievers program rated facilities in relation  
12 to child and provider demographics, including but not limited to race  
13 and ethnicity, home language, and geographical location;

14 (7) Recommendations for improving access for children from  
15 diverse cultural backgrounds to providers rated at a level 3 or  
16 higher in the early achievers program; and

17 (8) Recommendations for improving the early achievers program  
18 standards.

19 **Sec. 18.** RCW 43.215.010 and 2013 c 323 s 3 and 2013 c 130 s 1  
20 are each reenacted and amended to read as follows:

21 DEFINITIONS. The definitions in this section apply throughout  
22 this chapter unless the context clearly requires otherwise.

23 (1) "Agency" means any person, firm, partnership, association,  
24 corporation, or facility that provides child care and early learning  
25 services outside a child's own home and includes the following  
26 irrespective of whether there is compensation to the agency:

27 (a) "Child day care center" means an agency that regularly  
28 provides early childhood education and early learning services for a  
29 group of children for periods of less than twenty-four hours;

30 (b) "Early learning" includes but is not limited to programs and  
31 services for child care; state, federal, private, and nonprofit  
32 preschool; child care subsidies; child care resource and referral;  
33 parental education and support; and training and professional  
34 development for early learning professionals;

35 (c) "Family day care provider" means a child care provider who  
36 regularly provides early childhood education and early learning  
37 services for not more than twelve children in the provider's home in  
38 the family living quarters;



1 (d) "Nongovernmental private-public partnership" means an entity  
2 registered as a nonprofit corporation in Washington state with a  
3 primary focus on early learning, school readiness, and parental  
4 support, and an ability to raise a minimum of five million dollars in  
5 contributions;

6 (e) "Service provider" means the entity that operates a community  
7 facility.

8 (2) "Agency" does not include the following:

9 (a) Persons related to the child in the following ways:

10 (i) Any blood relative, including those of half-blood, and  
11 including first cousins, nephews or nieces, and persons of preceding  
12 generations as denoted by prefixes of grand, great, or great-great;

13 (ii) Stepfather, stepmother, stepbrother, and stepsister;

14 (iii) A person who legally adopts a child or the child's parent  
15 as well as the natural and other legally adopted children of such  
16 persons, and other relatives of the adoptive parents in accordance  
17 with state law; or

18 (iv) Spouses of any persons named in (a)(i), (ii), or (iii) of  
19 this subsection, even after the marriage is terminated;

20 (b) Persons who are legal guardians of the child;

21 (c) Persons who care for a neighbor's or friend's child or  
22 children, with or without compensation, where the person providing  
23 care for periods of less than twenty-four hours does not conduct such  
24 activity on an ongoing, regularly scheduled basis for the purpose of  
25 engaging in business, which includes, but is not limited to,  
26 advertising such care;

27 (d) Parents on a mutually cooperative basis exchange care of one  
28 another's children;

29 (e) Nursery schools that are engaged primarily in early childhood  
30 education with preschool children and in which no child is enrolled  
31 on a regular basis for more than four hours per day;

32 (f) Schools, including boarding schools, that are engaged  
33 primarily in education, operate on a definite school year schedule,  
34 follow a stated academic curriculum, accept only school((-))age  
35 children, and do not accept custody of children;

36 (g) Seasonal camps of three months' or less duration engaged  
37 primarily in recreational or educational activities;

38 (h) Facilities providing child care for periods of less than  
39 twenty-four hours when a parent or legal guardian of the child

1 remains on the premises of the facility for the purpose of  
2 participating in:

3 (i) Activities other than employment; or

4 (ii) Employment of up to two hours per day when the facility is  
5 operated by a nonprofit entity that also operates a licensed child  
6 care program at the same facility in another location or at another  
7 facility;

8 (i) Any entity that provides recreational or educational  
9 programming for school((-))age((@)) children only and the entity  
10 meets all of the following requirements:

11 (i) The entity utilizes a drop-in model for programming, where  
12 children are able to attend during any or all program hours without a  
13 formal reservation;

14 (ii) The entity does not assume responsibility in lieu of the  
15 parent, unless for coordinated transportation;

16 (iii) The entity is a local affiliate of a national nonprofit;  
17 and

18 (iv) The entity is in compliance with all safety and quality  
19 standards set by the associated national agency;

20 (j) A program operated by any unit of local, state, or federal  
21 government or an agency, located within the boundaries of a federally  
22 recognized Indian reservation, licensed by the Indian tribe;

23 (k) A program located on a federal military reservation, except  
24 where the military authorities request that such agency be subject to  
25 the licensing requirements of this chapter;

26 (l) A program that offers early learning and support services,  
27 such as parent education, and does not provide child care services on  
28 a regular basis.

29 (3) "Applicant" means a person who requests or seeks employment  
30 in an agency.

31 (4) "Conviction information" means criminal history record  
32 information relating to an incident which has led to a conviction or  
33 other disposition adverse to the applicant.

34 (5) "Department" means the department of early learning.

35 (6) "Director" means the director of the department.

36 (7) "Early achievers" means a program that improves the quality  
37 of early learning programs and supports and rewards providers for  
38 their participation.

39 (8) "Early childhood education and assistance program contractor"  
40 means an organization that provides early childhood education and

1 assistance program services under a signed contract with the  
2 department.

3 (9) "Early childhood education and assistance program provider"  
4 means an organization that provides site level, direct, and high  
5 quality early childhood education and assistance program services  
6 under the direction of an early childhood education and assistance  
7 program contractor.

8 (10) "Early start" means an integrated high quality continuum of  
9 early learning programs for children birth-to-five years of age.  
10 Components of early start include, but are not limited to, the  
11 following:

- 12 (a) Home visiting and parent education and support programs;
- 13 (b) The early achievers program described in RCW 43.215.100;
- 14 (c) Integrated full-day and part-day high quality early learning
- 15 programs; and
- 16 (d) High quality preschool for children whose family income is at
- 17 or below one hundred ten percent of the federal poverty level.

18 ~~((9))~~ (11) "Education data center" means the education data  
19 center established in RCW 43.41.400, commonly referred to as the  
20 education research and data center.

21 (12) "Employer" means a person or business that engages the  
22 services of one or more people, especially for wages or salary to  
23 work in an agency.

24 ~~((10))~~ (13) "Enforcement action" means denial, suspension,  
25 revocation, modification, or nonrenewal of a license pursuant to RCW  
26 43.215.300(1) or assessment of civil monetary penalties pursuant to  
27 RCW 43.215.300(3).

28 ~~((11))~~ (14) "Extended day program" means an early childhood  
29 education and assistance program that offers early learning education  
30 for at least ten hours per day, a minimum of two thousand hours per  
31 year, at least four days per week, and operates year round.

32 (15) "Full day program" means an early childhood education and  
33 assistance program that offers early learning education for a minimum  
34 of one thousand hours per year.

35 (16) "Low-income child care provider" means a person who  
36 administers a child care program that consists of at least eighty  
37 percent of children receiving working connections child care subsidy.

38 (17) "Low-income neighborhood" means a district or community  
39 where more than twenty percent of households are below the federal  
40 poverty level.

1        (18) "Negative action" means a court order, court judgment, or an  
2 adverse action taken by an agency, in any state, federal, tribal, or  
3 foreign jurisdiction, which results in a finding against the  
4 applicant reasonably related to the individual's character,  
5 suitability, and competence to care for or have unsupervised access  
6 to children in child care. This may include, but is not limited to:

7        (a) A decision issued by an administrative law judge;

8        (b) A final determination, decision, or finding made by an agency  
9 following an investigation;

10       (c) An adverse agency action, including termination, revocation,  
11 or denial of a license or certification, or if pending adverse agency  
12 action, the voluntary surrender of a license, certification, or  
13 contract in lieu of the adverse action;

14       (d) A revocation, denial, or restriction placed on any  
15 professional license; or

16       (e) A final decision of a disciplinary board.

17       ~~((+12+))~~ (19) "Nonconviction information" means arrest, founded  
18 allegations of child abuse, or neglect pursuant to chapter 26.44 RCW,  
19 or other negative action adverse to the applicant.

20       ~~((+13+))~~ (20) "Nonschool age child" means a child who is age six  
21 years or younger and who is not enrolled in a public or private  
22 school.

23       (21) "Part day program" means an early childhood education and  
24 assistance program that offers early learning education for at least  
25 two and one-half hours per class session, at least three hundred  
26 twenty hours per year, for a minimum of thirty weeks per year.

27       (22) "Private school" means a private school approved by the  
28 state under chapter 28A.195 RCW.

29       (23) "Probationary license" means a license issued as a  
30 disciplinary measure to an agency that has previously been issued a  
31 full license but is out of compliance with licensing standards.

32       ~~((+14+))~~ (24) "Requirement" means any rule, regulation, or  
33 standard of care to be maintained by an agency.

34       ~~((+15+))~~ (25) "School age child" means a child who is between the  
35 ages of five years and twelve years and is attending a public or  
36 private school or is receiving home-based instruction under chapter  
37 28A.200 RCW.

38       (26) "Washington state preschool program" means an education  
39 program for children three-to-five years of age who have not yet

1 entered kindergarten, such as the early childhood education and  
2 assistance program.

3 NEW SECTION. **Sec. 19.** A new section is added to chapter 43.215  
4 RCW to read as follows:

5 JOINT SELECT COMMITTEE ON THE EARLY ACHIEVERS PROGRAM. (1)(a) A  
6 joint select committee on the early achievers program is established  
7 with members as provided in this subsection.

8 (i) Chair and ranking minority member of the house of  
9 representatives appropriations committee, or his or her designee;

10 (ii) Chair and ranking minority member of the senate ways and  
11 means committee, or his or her designee;

12 (iii) Chair and ranking minority member of the house of  
13 representatives early learning and human services committee, or his  
14 or her designee; and

15 (iv) Chair and ranking minority member of the senate early  
16 learning and K-12 education committee, or his or her designee.

17 (b) The committee shall choose its chair or cochairs from among  
18 its legislative membership. The chair of the house of representatives  
19 appropriations committee, or his or her designee, and the chair of  
20 the senate ways and means committee, or his or her designee, shall  
21 convene the initial meeting of the committee.

22 (2) Between July 1, 2017, and December 1, 2017, the early  
23 achievers joint select committee shall review the demand and  
24 availability of licensed or certified child care family homes and  
25 centers, approved early childhood education and assistance programs,  
26 head start programs, and family, friend, and neighbor caregivers by  
27 geographic region, including rural and low-income areas. This review  
28 shall specifically look at the following:

29 (a) The geographic distribution of these child care programs by  
30 type of program, programs that accept state subsidy, enrollment in  
31 the early achievers program, and early achievers rating levels; and

32 (b) The demand and availability of these child care programs for  
33 major ethnic populations.

34 (3) By December 1, 2017, the early achievers joint select  
35 committee shall make recommendations to the legislature on the  
36 following:

37 (a) The sufficiency of funding provided for the early achievers  
38 program;

1 (b) The need for targeted funding for specific geographic regions  
2 or major ethnic populations; and

3 (c) Whether to modify the deadlines established in RCW 43.215.135  
4 for purposes of the early achievers program mandate established in  
5 RCW 43.215.100.

6 (4) Staff support for the committee must be provided by the  
7 senate committee services and the house of representatives office of  
8 program research.

9 (5) Legislative members of the committee must be reimbursed for  
10 travel expenses in accordance with RCW 44.04.120.

11 (6) The expenses of the committee must be paid jointly by the  
12 senate and the house of representatives. Committee expenditures are  
13 subject to approval by the senate facilities and operations committee  
14 and the house of representatives executive rules committee, or their  
15 successor committees.

16 (7) The committee shall report its findings and recommendations  
17 to the appropriate committees of the legislature by December 1, 2017.

18 (8) This section expires December 1, 2018.

19 NEW SECTION. **Sec. 20.** REPEALER. 2013 2nd sp.s. c 16 s 2  
20 (uncodified) is repealed.

21 NEW SECTION. **Sec. 21.** A new section is added to chapter 43.215  
22 RCW to read as follows:

23 SHORT TITLE. Chapter . . ., Laws of 2015 (this act) may be known  
24 and cited as the early start act.

25 NEW SECTION. **Sec. 22.** EFFECTIVE DATE. Section 7 of this act  
26 takes effect January 1, 2016. Section 4 of this act takes effect July  
27 1, 2016.

28 NEW SECTION. **Sec. 23.** NULL AND VOID. If specific funding for  
29 the purposes of this act, referencing this act by bill or chapter  
30 number, is not provided by June 30, 2015, in the omnibus  
31 appropriations act, this act is null and void."

32 Correct the title.

EFFECT: Retains the provisions of the underlying engrossed second  
substitute with the following changes:

Moves the language on private schools to the section that addresses licensing standards.

Clarifies that participation in the Early Achievers program is voluntary for: Licensed or certified child care centers and homes not receiving state subsidy payments; and early learning programs not receiving state funds.

Requires the Department of Early Learning (DEL) to collaborate with the Office of the Superintendent of Public Instruction (OSPI) to jointly design a plan to incorporate school age child care providers into the Early Achievers program or other appropriate quality improvement system.

Requires the DEL and the OSPI to jointly implement a pilot program for school age child care providers.

Requires the DEL to accept nationally accredited programs with standards that meet or exceed the Early Achievers program standards as a qualification for the Early Achievers program ratings, and specifies that eligibility for the Early Achievers program is not subject to bargaining consistent with the Legislature's reservation of rights under RCW 41.56.028(4)(d).

Clarifies that nothing in section 2 of this bill is outside the Legislature's authority to make programmatic modifications to licensed child care and early learning programs, consistent with the power reserved to modify the delivery of state services through child care subsidy programs, regardless of collective bargaining agreements.

Allows but does not require the DEL to charge a fee for optional rerating requests made by Early Achievers program participants outside the established rating cycle.

Makes it a requirement instead of an option that the DEL include opportunities for scholarships and grants in the professional development pathway established to assist Early Achievers program participants with the costs associated with obtaining an educational degree from voluntary to mandatory.

Makes it a requirement instead of an option that the DEL address cultural and linguistic diversity when developing the professional development pathway.

Makes it a requirement instead of an option that the Early Learning Advisory Council convene an Early Achievers Review Subcommittee (Subcommittee).

Requires the DEL to consult with the Early Achievers Review Subcommittee (Subcommittee) on all substantial policy changes to the Early Achievers program.

Requires that amounts appropriated for the encouragement of culturally diverse and low-income center and family home child care provider participation be appropriated separately from the other funds that may be used for the protocol. Requires these funds to be considered an ongoing program for purposes of future departmental budget requests.

Requires the DEL to prioritize resources during the first thirty months of implementation of the Early Achievers program to assist providers rating at a level 2 to reach a level 3 wherever access to subsidized care is at risk.

Provides twelve-month authorizations for Working Connections Child Care (WCCC) subsidy beginning January 1, 2016, and removes the requirement that participants report changes in circumstances.

Extends the deadlines by one year for existing child care providers serving nonschool age children and receiving WCCC subsidy payments.

Makes it a requirement instead of an option that the DEL implement tiered reimbursement for Early Achievers program participants in the WCCC program rating at a level 3 or higher.

Requires the DEL to develop a pathway for licensed or certified child care centers and homes to administer an Early Childhood Education and Assistance Program (ECEAP).

Provides licensed or certified child care centers and homes that administer an ECEAP additional time to rate at a level 4 or 5 in the Early Achievers program.

Requires the DEL to assure an even distribution of contracted slots for children birth to age five until August 1, 2017.

Requires the DEL to review available research and best practice literature on cultural competency in early learning settings.

Requires the review conducted by the Subcommittee be applied to the annual progress report conducted by the DEL in collaboration with the Subcommittee.

Consolidates reporting requirements into the annual progress report regarding providers' progress in the Early Achievers program. The annual progress report is conducted by the DEL in collaboration with the Subcommittee and submitted to the Governor and the Legislature.

Adds a definition for "early childhood education and assistance program contractor" to mean an organization that provides ECEAP services under a signed contract with the DEL.

Adds a definition for "early childhood education and assistance program provider" to mean an organization that provides site level, direct, and high quality ECEAP services under the direction of an ECEAP contractor.

Modifies the definition of "extended day program" to mean an ECEAP that offers early learning education for at least ten hours per day, a minimum of two thousand hours per year, at least four days per week, and operates year round.

Modifies the definition of "full day program" to mean an ECEAP that offers early learning education for a minimum of one thousand hours per year.

Creates a Joint Select Committee on the Early Achievers program to review and provide recommendations to the Legislature regarding the sufficiency of funding for the Early Achievers program.

Delays the effective date for section 7 of the act to January 1, 2016, to align with the effective date of twelve-month authorizations for WCCC.

Removes "subject to the availability of amounts appropriated for this specific purpose" throughout the bill.

Clarifies that for child care programs serving only school-age children and operating in the same facilities used by public or private schools, the Director of the DEL must not impose additional health and safety licensing requirements related to the physical facility beyond the health and safety standards established by the State Board of Health for primary and secondary schools pursuant to its authority in RCW 43.20.050.

Clarifies that for new child care providers receiving WCCC subsidy the enrollment deadline for the Early Achievers program is within thirty days of receiving the initial subsidy payment.

Clarifies that for new ECEAP providers the enrollment deadline for the Early Achievers program is within thirty days of the ECEAP contract start date.

Changes references from extended day programming to extended day program.



Delays the collection of longitudinal, student-level data on all children attending a WCCC program until the completion of an electronic time and attendance record system.

Delays the Washington State Institute for Public Policy reporting deadlines by one year.

Makes it voluntary that the DEL employ a combination of vouchers and contracted slots for the WCCC program.

Specifies that the Early Achievers Review Subcommittee must include parents of children participating in a WCCC program and an ECEAP.

Replaces the term "child care" with the term "early learning education" in the definition for "part day program."

Defines "private school" to mean a private school approved by the state under chapter 28A.195 RCW.

Modifies the definition for "nonschool age child" to mean a child who is six years or younger and who is not enrolled in a public or private school.

Modifies the definition for "school age child" to mean a child who is between the ages of five years and twelve years and is attending a public or private school or is receiving home-based instruction under chapter 28A.200 RCW.

Allows the members of the Joint Select Committee on the Early Achievers Program to appoint a designee to serve in their place.

Clarifies that by July 1, 2016, private schools that operate early learning programs and do not receive state subsidy payments shall be subject only to the minimum health and safety standards developed by the DEL and the requirements necessary to assure a sufficient early childhood education to meet usual requirements needed for transition into elementary school.

Delays the effective date for section 4 of this act to July 1, 2016.

--- END ---