
HOUSE BILL 1758

State of Washington

65th Legislature

2017 Regular Session

By Representatives Senn, Ryu, Kraft, Springer, Kagi, Farrell, Pollet, Griffey, Caldier, and Jinkins

Read first time 01/27/17. Referred to Committee on Early Learning & Human Services.

1 AN ACT Relating to supporting the business of child care; adding
2 new sections to chapter 43.215 RCW; adding a new section to chapter
3 28C.18 RCW; creating new sections; and providing an expiration date.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** (1) The legislature finds that early
6 learning is a critical part of every child's education, and the
7 quality of early education impacts long-term performance. The
8 legislature also finds that child care workers in the state have been
9 at or near the minimum wage for decades despite efforts to increase
10 standards, credentialing, and support. Washington's wages for child
11 care providers are in the third percentile of occupations ranked by
12 annual earnings in 2015 and nearly forty percent of child care
13 providers are on public assistance themselves. The poverty wages
14 undermine the child care industry's ability to recruit qualified
15 providers and providers' ability to offer quality care for children.
16 Since 2011, Washington has suffered from a net decline of about one
17 thousand five hundred licensed providers. This accounts for a twenty-
18 one percent decline in the overall supply of child care. Washington
19 ranks third in the nation for least affordable child care for an
20 infant in family child care, and sixth in the nation for least
21 affordable child care for an infant in a child care center. The

1 annualized cost of an infant in a child care center is greater than
2 fifty percent of the state median income for mothers.

3 (2) The legislature intends to create incentives to support early
4 learning providers with the goal of making the business of child care
5 sustainable, rewarding, and mutually beneficial for providers,
6 children, parents, and the state.

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

9 (1) The department shall contract with a nonprofit entity that
10 provides quality improvement services to participants in the early
11 achievers program to develop, in consultation with the community and
12 technical college system, a community-based training module for
13 licensed child care providers. The training module must train
14 providers specifically in managing and sustaining a child care
15 business.

16 (2) The training module must include direct participant coaching,
17 provided by the nonprofit entity, to ensure that early childhood
18 education and assistance program performance standards are
19 implemented with fidelity.

20 (3) The training module must be offered to providers as a pilot
21 program in at least four communities: An urban community, a rural
22 community, a community with a high number of mono-lingual Spanish
23 speaking licensed child care providers, and a community with a high
24 number of mono-lingual Somali speaking licensed child care providers.
25 The department must select the communities where the training modules
26 will be offered.

27 (4) Training must be provided by state-approved trainers listed
28 in the managed education registry information tool and associated in
29 the managed education registry information tool with the identified
30 agency. The department must offer reimbursement for training taken
31 from state-approved trainers. Professionals who work in department
32 licensed or certified child care facilities and have confirmed or
33 verified their employment record may access reimbursement within
34 available funds through their managed education registry information
35 tool professional record.

36 (5) As part of the review of the state early childhood
37 certificates under the pilot program created in this section,
38 business of child care training and new child care and development
39 fund requirements must be conducted to ensure there is not

1 duplication of services. The department, the state board for
2 community and technical colleges, and the nonprofit entity with whom
3 the department is contracting must work together in conducting the
4 review. The review must provide recommendations for how the business
5 of child care training should be delivered in the future.

6 (6) Upon completion of the first cohort of providers receiving
7 training under the pilot program in the four communities, but no
8 later than July 1, 2019, the training module must be made available
9 statewide for all licensed child care providers.

10 (7) The training module must be functionally translated into
11 languages other than English, particularly for licensed child care
12 providers who speak Spanish and Somali.

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

15 (1) The department shall contract with a nonprofit entity that
16 provides quality improvement services to participants in the early
17 achievers program to develop, implement, and modify as necessary a
18 community-based training module that supports licensed child care
19 providers who have been rated in early achievers and who are
20 specifically interested in serving children in the early childhood
21 education and assistance program.

22 (2) The module must prepare trainees to administer all aspects of
23 the early childhood education and assistance program for eligible
24 children in their licensed program.

25 (3) By school year 2020-2021, the module must be offered
26 statewide with the goal of training enough child care providers to
27 serve all children eligible for the early childhood education and
28 assistance program.

29 (4) The module must include a pilot program for shared services
30 in at least one community to support high-quality program
31 implementation, including comprehensive services and sound business
32 practices. Shared services include, but are not limited to, workforce
33 and professional development, comprehensive series, back-office
34 functions, and community resources and referrals.

35 (5) The community-based training module must be functionally
36 translated into languages other than English, particularly for
37 licensed child care providers who speak Spanish and Somali.

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

3 (1) Upon completion of the pilot program created in section 2 of
4 this act, the department must collaborate with the state board for
5 community and technical colleges to align all or parts of the
6 training module created in section 2 of this act with course outcomes
7 identified in one or more early childhood education classes that may
8 be offered by the community and technical colleges. The department
9 and the state board for community and technical colleges must consult
10 with the nonprofit entity in integrating training module content in
11 early childhood education curriculum. This section does not create
12 any new requirements for receiving a certification in a program.

13 (2) The state board must work with community and technical
14 college early childhood education programs to incorporate outcomes
15 related to managing and sustaining a child care business by fall
16 quarter of the 2020 academic year.

17 NEW SECTION. **Sec. 5.** (1) The child care workforce and business
18 development work group is created. The purpose of the work group is
19 to address improving the stability of the early learning workforce
20 and sustaining and expanding access to high quality care throughout
21 the state.

22 (2) The department of early learning shall convene and provide
23 staff support for the work group. The work group shall consist of no
24 more than twenty-seven members. The department of early learning
25 shall consult with advocates and stakeholders of the early learning
26 workforce when selecting members to serve on the work group. The work
27 group must choose its cochairs from its membership. Membership of the
28 work group must be comprised of representatives from the following
29 organizations and entities:

- 30 (a) The early childhood education and assistance program;
- 31 (b) A military child care provider;
- 32 (c) A family child care provider;
- 33 (d) A for-profit child care center;
- 34 (e) The private school sector;
- 35 (f) The statewide child care resource and referral network;
- 36 (g) The economic opportunity institute;
- 37 (h) The department;
- 38 (i) The workforce training and education coordinating board;
- 39 (j) The economic development councils;

1 (k) An early childhood education degree program from an
2 institution of higher education;

3 (l) Small businesses;

4 (m) An economist;

5 (n) The head start program;

6 (o) A tribal care provider;

7 (p) A nonprofit child care center;

8 (q) A child care classroom teacher;

9 (r) The K-12 sector;

10 (s) A union representing child care workers;

11 (t) A statewide organization that is part of a public-private
12 partnership that engages in advocating and investing in early
13 learning;

14 (u) The office of the superintendent of public instruction;

15 (v) The workforce development councils;

16 (w) A coalition of organizations representing nonprofits,
17 professional associations, businesses, and industries in early
18 learning;

19 (x) The state board for community and technical colleges;

20 (y) Parents;

21 (z) The department of labor and industries; and

22 (aa) An organization that provides cultural responsive services
23 for early childhood education and awareness in East African
24 communities.

25 (3) The work group must develop recommendations for the
26 legislature and the early childhood education industry that will
27 address the issues of poverty wages, high turnover, and the loss of
28 highly qualified members of the early learning workforce.
29 Recommendations must address, but not be limited to, the following:

30 (a) The career and wage ladder;

31 (b) Tax incentives;

32 (c) Facility acquisition;

33 (d) Streamlining regulations;

34 (e) Public reimbursement rates;

35 (f) Private rates;

36 (g) Public investment;

37 (h) Maintaining and increasing racial and ethnic equity and
38 diversity in the workforce; and

39 (i) Cultural competency and multilingualism as forms of
40 qualification.

1 (4) The work group must submit an interim progress report to the
2 appropriate committees of the legislature by December 1, 2017. The
3 work group must submit a final report to the appropriate committees
4 of the legislature by June 30, 2018. The final report must contain
5 recommendations and a plan for the implementation of the work group's
6 recommendations.

7 (5) This section expires June 30, 2019.

8 NEW SECTION. **Sec. 6.** A new section is added to chapter 28C.18
9 RCW to read as follows:

10 (1) The legislature also recognizes that there is a high demand
11 for quality child care throughout the state and that the child care
12 industry is growing both in the need for more child care providers
13 and the higher standards required of providers.

14 (2) At the next update of the state comprehensive plan for
15 workforce training and education, the board shall specifically assess
16 the need for early learning providers to receive support and training
17 in the managing and running of a child care business. As part of its
18 duties of planning, coordinating, evaluating, and monitoring
19 statewide workforce training, the board shall ensure that local
20 workforce development councils have plans that emphasize business
21 training for early learning providers. Local workforce development
22 councils may, where appropriate, utilize existing training modules
23 created under sections 2, 3, and 4 of this act.

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