

Section/Topic	Substitute House Bill 1213 (SHB 1213)	Substitute Senate Bill 5237 (SSB 5237)
<p><b>Sec 101: Creates Fair Start Act Account</b></p>	<ul style="list-style-type: none"> <li>• There is not an identified revenue source</li> <li>• Funding is deposited directly into the account</li> <li>• Money spent only after appropriation</li> <li>• Only used for these specified purposes:               <ul style="list-style-type: none"> <li>○ Increase WCCC rates, with the goal of moving toward the full cost of high quality child care</li> <li>○ Expand access to health care for workers through state sponsorship of child care workers on the Health Benefit Exchange and providing consumer assistance through navigators, as well as any other expansions of access to affordable health care for staff in in centers, family child care and ECEAP</li> <li>○ Increasing child care and early learning providers' compensation</li> <li>○ Support and expand access to ECEAP to reach entitlement</li> <li>○ Make child care more affordable for families</li> <li>○ Provide resources and supports for Family Friend and Neighbor providers</li> <li>○ Professional Development</li> <li>○ Infant and Early Childhood Mental Health Consultation</li> <li>○ School-age child care</li> <li>○ Grants and loans through Early Learning Facilities Fund (note statute for ELFF is cited)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is not an identified revenue source</li> <li>• Funding is deposited directly into the account</li> <li>• Money spent only after appropriation</li> <li>• Only used for these specified purposes:               <ul style="list-style-type: none"> <li>○ Increase WCCC rates, with the goal of moving toward the full cost of high quality child care</li> <li>○ Expand access to health care for workers through state sponsorship of child care workers on the Health Benefit Exchange and providing consumer assistance through navigators, as well as any other expansions of access to affordable health care for staff in in centers, family child care and ECEAP</li> <li>○ Increasing child care and early learning providers' compensation</li> <li>○ Support and expand access to ECEAP to reach entitlement</li> <li>○ Make child care more affordable for families</li> <li>○ Provide resources and supports for Family Friend and Neighbor providers</li> <li>○ Professional Development</li> <li>○ Infant and Early Childhood Mental Health Consultation</li> <li>○ School-age child care</li> <li>○ Grants and loans through Early Learning Facilities Fund (note statute for ELFF is cited)</li> <li>○ Enhanced rates for WCCC, ECEAP and Early ECEAP</li> <li>○ Costs for data collection and information technology for DCYF and contractors</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Enhanced rates for WCCC, ECEAP and Early ECEAP</li> <li>○ Costs for data collection and information technology for DCYF and contractors</li> <li>○ Access to learning technology</li> <li>○ Providing resource and referral services</li> <li>○ QRIS activities through Early Achievers</li> <li>○ Expanding prenatal to three services and supports, including home visiting (HVSA statute cited) and Early ECEAP.</li> <li>○ Help Me Grow</li> <li>○ Allowing the exploration of options to provide regulatory relief and make licensing more affordable for child care providers</li> <li>○ Comprehensive shared services hubs</li> <li>○ Training DCYF staff for consistent licensing and quality standards</li> <li>○ Incentives for child care providers to become licensed</li> <li>○ Studying and evaluating options to incentivize business participation in the child care and early learning system</li> <li>○ Facilitating communication in the three most commonly spoken languages</li> </ul>	<ul style="list-style-type: none"> <li>○ Access to learning technology</li> <li>○ Providing resource and referral services</li> <li>○ QRIS activities through Early Achievers</li> <li>○ Expanding prenatal to three services and supports, including home visiting (HVSA statute cited) and Early ECEAP.</li> <li>○ Help Me Grow</li> <li>○ Comprehensive shared services hubs</li> <li>○ Training DCYF staff for consistent licensing and quality standards</li> <li>○ Incentives for child care providers to become licensed and</li> <li>○ Facilitating communication in the three most commonly spoken languages</li> </ul>
<p><b>Sec 102: Investment Accountability and Oversight</b></p>	<ul style="list-style-type: none"> <li>● Amends the statute around the <b>Early Learning Advisory Council</b> to include the following new roles: <ul style="list-style-type: none"> <li>○ Provide guidance to Governor and legislature on phasing priorities as system capacity is developed and revenue is expanded.</li> <li>○ Keep racial equity and inclusion, undoing intergenerational poverty and addressing systemic racism at its core</li> <li>○ Maintain a focus on inclusionary practices for children with disabilities</li> <li>○ Partner with nonprofit organizations to collect and analyze data and measure progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Amends the statute around the <b>Early Learning Advisory Council</b> to include the following new roles: <ul style="list-style-type: none"> <li>○ Provide guidance to Governor and legislature on phasing priorities as system capacity is developed and revenue is expanded.</li> <li>○ Keep racial equity and inclusion, undoing intergenerational poverty and addressing systemic racism at its core</li> <li>○ Maintain a focus on inclusionary practices for children with disabilities</li> <li>○ Partner with nonprofit organizations to collect and analyze data and measure progress</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Assist DCYF in monitoring and ensuring that the investments funded by FSA account support these objectives: advance racial equity and strengthen families; promote access to affordable and high quality child care and other early learning opportunities for all families, paying particular attention to the needs of rural and other underserved communities; promote kindergarten readiness, strengthen our state’s economy.</li> <li>● DCYF is required to consult with the ELAC, its advisory groups and other stakeholders to submit an biennial report to the Governor and Legislature describing how the investments have helped achieve the objectives listed above. First report is due 9/15/23.</li> <li>● The bill reconstitutes ELAC and would be comprised of <b>44 members</b> (note those in bold are new representatives to the existing ELAC make-up): <ul style="list-style-type: none"> <li>○ Representatives of the following departments, appointed by the Governor: <ul style="list-style-type: none"> <li>▪ <b>Department of Commerce (1);</b></li> <li>▪ Department of Health (1);</li> <li>▪ Student Achievement Council (1);</li> <li>▪ State Board for Community and Technical Colleges (1);</li> </ul> </li> <li>○ Office of Superintendent of Public Instruction, <i>appointed by the Superintendent of Public Instruction</i> (1);</li> <li>○ The Governor shall appoint at least one representative from the following: <ul style="list-style-type: none"> <li>▪ Head Start, Early Head Start, or Migrant/Seasonal Head Start (1);</li> <li>▪ Educational Service Districts (1);</li> <li>▪ <b>Provider responsible for programs under part C of the individuals with disabilities act (1);</b></li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Assist DCYF in monitoring and ensuring that the investments funded by FSA account support these objectives: advance racial equity and strengthen families; promote access to affordable and high quality child care and other early learning opportunities for all families, paying particular attention to the needs of rural and other underserved communities; promote kindergarten readiness, strengthen our state’s economy.</li> <li>● DCYF is required to consult with the ELAC, its advisory groups and other stakeholders to submit an biennial report to the Governor and Legislature describing how the investments have helped achieve the objectives listed above. First report is due 9/15/23.</li> <li>● The bill reconstitutes ELAC and would be comprised of <b>45 members</b> (note those in bold are new representatives to the existing ELAC make-up): <ul style="list-style-type: none"> <li>○ Representatives of the following departments, appointed by the Governor: <ul style="list-style-type: none"> <li>▪ <b>Department of Commerce (1);</b></li> <li>▪ Department of Health (1);</li> <li>▪ Student Achievement Council (1);</li> <li>▪ State Board for Community and Technical Colleges (1);</li> </ul> </li> <li>○ Office of Superintendent of Public Instruction, <i>appointed by the Superintendent of Public Instruction</i> (1);</li> <li>○ The Governor shall appoint at least one representative from the following: <ul style="list-style-type: none"> <li>▪ Head Start, Early Head Start, or Migrant/Seasonal Head Start (1);</li> <li>▪ Educational Service Districts (1);</li> <li>▪ <b>Provider responsible for programs under part C of the individuals with disabilities act (1);</b></li> <li>▪ Representative of the state agency responsible for part C of the individuals with disabilities act (1);</li> <li>▪ ECEAP (1);</li> <li>▪ Licensed family child care providers (1);</li> </ul> </li> </ul> </li> </ul>
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| <ul style="list-style-type: none"> <li>▪ Representative of the state agency responsible for part C of the individuals with disabilities act (1);</li> <li>▪ ECEAP (1);</li> <li>▪ Licensed family child care providers (1);</li> <li>▪ Child care centers (1);</li> <li>▪ Home visiting advisory committee (1) ;</li> <li>▪ <b>An infant or early childhood mental health expert (1);</b></li> <li>▪ <b>Family, friend and neighbor caregiver (1);</b></li> <li>▪ <b>Representative of prenatal to three services (1);</b></li> <li>▪ <b>Pediatrician (1);</b></li> <li>▪ <b>Statewide child care resource and referral agency (1);</b></li> <li>▪ Two parents, one of whom serves on DCYF’s parent advisory group (2);</li> <li>▪ Start Early Washington (public-private partnership) (1);</li> <li>▪ One representative from the Washington state developmental disabilities council (1);</li> <li>▪ Two representatives from early learning coalitions (2);</li> <li>▪ Up to five representatives of underserved communities who have a special expertise or interest in high quality early learning, one to be appointed by each of the following commissions: (5) <ul style="list-style-type: none"> <li>• Washington state commission on Asian Pacific American Affairs ;</li> <li>• Washington state commission on African America Affairs;</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Child care centers (1);</li> <li>▪ Home visiting advisory committee (1) ;</li> <li>▪ <b>An infant or early childhood mental health expert (1);</b></li> <li>▪ <b>Family, friend and neighbor caregiver (1);</b></li> <li>▪ <b>Representative of prenatal to three services (1);</b></li> <li>▪ <b>Pediatrician (1);</b></li> <li>▪ <b>Statewide child care resource and referral agency (1);</b></li> <li>▪ Two parents, one of whom serves on DCYF’s parent advisory group (2);</li> <li>▪ Start Early Washington (public-private partnership) (1);</li> <li>▪ One representative from the developmental disabilities community <b>representing children and families involved in part C and one representative from the developmental disabilities community representing children and families involved in part B (2);</b></li> <li>▪ Two representatives from early learning coalitions (2);</li> <li>▪ Up to five representatives of underserved communities who have a special expertise or interest in high quality early learning, one to be appointed by each of the following commissions: (5) <ul style="list-style-type: none"> <li>• Washington state commission on Asian Pacific American Affairs ;</li> <li>• Washington state commission on African America Affairs;</li> <li>• Washington state commission on Hispanic affairs;</li> <li>• <b>Office of Equity;</b></li> <li>• <b>Women’s Commission;</b></li> </ul> </li> </ul> |
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	<ul style="list-style-type: none"> <li>• Washington state commission on Hispanic affairs;</li> <li>• <b>Office of Equity;</b></li> <li>• <b>Women’s Commission;</b></li> <li>▪ Two representatives designated by sovereign tribal governments, one of whom much be a representative of a tribal ECEAP or Head Start (2);</li> <li>▪ One representative of the Office of Equity (1);</li> <li>▪ One representative from the Women’s Commission (1);</li> <li>▪ Washington federation of independent schools (1);</li> <li>▪ Washington library association (1);</li> <li>▪ Early Learning Action Alliance (1);</li> <li>▪ <b>One representative from the Association of Washington Business (1);</b></li> <li>▪ <b>Representative of an advocacy organization for immigrants and refugees (1);</b></li> <li>▪ <b>Schools Out Washington (1); and</b></li> <li>▪ <b>Union representing child care providers (1).</b></li> <li>○ 4 legislative members – two from the House and two from the Senate, one from each caucus appointed by the respective caucus leaders (4)</li> <li>• At the direction of the co-chairs, ELAC can convene advisory groups (e.g. parent caucuses) to evaluate specific issues and report finding and recommendations to the full council.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two representatives designated by sovereign tribal governments, one of whom much be a representative of a tribal ECEAP or Head Start (2);</li> <li>▪ One representative of the Office of Equity (1);</li> <li>▪ One representative from the Women’s Commission (1);</li> <li>▪ Washington federation of independent schools (1);</li> <li>▪ Washington library association (1);</li> <li>▪ Early Learning Action Alliance (1);</li> <li>▪ <b>One representative from the Association of Washington Business (1);</b></li> <li>▪ <b>Representative of an advocacy organization for immigrants and refugees (1);</b></li> <li>▪ <b>Schools Out Washington (1); and</b></li> <li>▪ <b>Union representing child care providers (1).</b></li> <li>○ 4 legislative members – two from the House and two from the Senate, one from each caucus appointed by the respective caucus leaders (4)</li> <li>• At the direction of the co-chairs, ELAC can convene advisory groups (e.g. parent caucuses) to evaluate specific issues and report finding and recommendations to the full council.</li> <li>• Calls for an annual report of findings and recommendations to the Governor and appropriate committees by August 1<sup>st</sup>.</li> </ul>
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<p><b>Sec 103: Inflationary Adjustments</b></p>	<ul style="list-style-type: none"> <li>• As of July 1, 2023, and <b>subject to availability of funds</b>, rates adjusted every two years for inflation for. ECEAP, Early ECEAP, Dual Language and Infant Care Incentives.</li> </ul>	<ul style="list-style-type: none"> <li>• As of July 1, 2023, and <b>subject to availability of funds</b>, rates adjusted every two years for inflation for. ECEAP, Early ECEAP, Dual Language and Infant Care Incentives.</li> </ul>
<p><b>Sec 201 – Working Connections Child care Eligibility and Co-payment</b></p>	<ul style="list-style-type: none"> <li>• Eligibility* <ul style="list-style-type: none"> <li>○ By July 1, 2025, a family is eligible for WCCC when the household annual income is at or below 75 percent of State Medium Income adjusted for family size.</li> <li>○ By July 1, 2025, <b>subject to the availability of funds</b>, a family is eligible for WCCC when the household income is between 75 percent of State Medium Income and 100 percent of State Medium Income (FYI – 100 percent of State Medium Income is \$6845/month for a family of three or \$82,140 a year).</li> </ul> </li> </ul> <p>*For both, all other program eligibility requirements remain</p> <ul style="list-style-type: none"> <li>• Co-pays – Note DCYF must adopt rules to implement: <ul style="list-style-type: none"> <li>○ Starting 7/1/21 at or below 36% SMI – waived to the extent allowable under federal law</li> <li>○ Starting 7/21 36% SMI – 50% SMI = \$65 (this is about 136%-189% Federal poverty level)</li> <li>○ Starting 7/23 50% SMI – 60% SMI = \$165</li> <li>○ Starting 7/25 60% SMI - 75% SMI = \$215</li> <li>○ Starting 7/25 75% SMI – 100% SMI = Subject to the availability of funds, co-pay calculated according to a co-payment model developed by DCYF that is no greater than 7% of the household’s countable income</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Eligibility* <ul style="list-style-type: none"> <li>○ By July 1, 2025, a family is eligible for WCCC when the household annual income is at or below 75 percent of State Medium Income adjusted for family size.</li> <li>○ By July 1, 2025, <b>subject to the availability of funds</b>, a family is eligible for WCCC when the household income is between 75 percent of State Medium Income and 100 percent of State Medium Income (FYI – 100 percent of State Medium Income is \$6845/month for a family of three or \$82,140 a year).</li> </ul> </li> </ul> <p>*For both, all other program eligibility requirements remain</p> <ul style="list-style-type: none"> <li>• Co-pays – Note DCYF must adopt rules to implement: <ul style="list-style-type: none"> <li>○ Starting 7/1/21 Less than 20% SMI = \$15 or waived to the extent allowable under federal law</li> <li>○ Starting 7/1/21 20% SMI – 36% SMI = \$65</li> <li>○ Starting 7/21 36% SMI – 50% SMI = \$115 (this is about 136%-189% Federal poverty level)</li> <li>○ Starting 7/23 50% SMI – 60% SMI = \$165</li> <li>○ Starting 7/25 60% SMI - 75% SMI = \$215</li> <li>○ Starting 7/25 75% SMI – 100% SMI = Subject to the availability of funds, co-pay calculated according to a co-payment model developed by DCYF that is no greater than 7% of the household’s countable income</li> </ul> </li> </ul>

<p><b>Sec 202: Amends the WCCC Student Parents</b></p>	<ul style="list-style-type: none"> <li>• 12-month authorization starts when care is expected to begin.</li> <li>• If a household does not start care within 12 months of authorization, they must apply again.</li> <li>• Starting 7/1/23, relieves the work requirements for full-time students of a community, technical or tribal college enrolled in a vocational program that leads to a degree or certificate in a specific occupation (removes requirement that it cannot result in a bachelor's or advanced degree), an associate degree or a registered apprenticeship program.</li> <li>• <b>Subject to the availability of funds appropriated for this specific purpose</b>, work requirements may be waived for full-time students enrolled in a bachelor's degree program or applied baccalaureate degree program.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-month authorization starts when care is expected to begin.</li> <li>• If a household does not start care within 12 months of authorization, they must apply again.</li> <li>• <b>Subject to the availability of funds</b> and starting 7/1/23, relieves the work requirements for full-time students of a community, technical or tribal college enrolled in a vocational program that leads to a degree or certificate in a specific occupation (removes requirement that it cannot result in a bachelor's or advanced degree), an associate degree or a registered apprenticeship program.</li> <li>• <b>Subject to the availability of funds appropriated for this specific purpose</b>, work requirements may be waived for full-time students enrolled in a bachelor's degree program or applied baccalaureate degree program.</li> </ul>
<p><b>Sec 203 ECEAP</b></p>	<ul style="list-style-type: none"> <li>• Intent language to increase income eligibility to 36% SMI by July 1, 2026 (this is 136% FPL).</li> <li>• Additional intent language to increase maximum family income to 50% of SMI starting in the 2030-31 school year.</li> <li>• Further intent language to support educational service districts to help school districts partner with ECEAP contractors and programs to expand access.</li> </ul>	<ul style="list-style-type: none"> <li>• Intent language to increase income eligibility to 36% SMI by July 1, 2026 (this is 136% FPL).</li> <li>• Additional intent language to increase maximum family income to 50% of SMI starting in the 2030-31 school year.</li> <li>• Further intent language to support educational service districts to help school districts partner with ECEAP contractors and programs to expand access.</li> </ul>
<p><b>Sec 204 Amendments to ECEAP statute</b></p>	<ul style="list-style-type: none"> <li>• Defines eligible child as at least three years old by the school year</li> <li>• Removes the 100% of FPL eligibility language, replacing with a family with "financial need." Family need aligns with the income eligibility timeline laid out in Section 203.</li> <li>• Makes homeless children automatically eligible (McKinney Vinto definition)</li> <li>• Children who were in Early Head Start, ESIT or Early ECEAP, or ECLIPSE are categorically eligible as are Indian children beginning in the 2030-31 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Removes the 100% of FPL eligibility language, replacing with a family with "financial need." Family need aligns with the income eligibility timeline laid out in Section 203.</li> <li>• Makes homeless children automatically eligible (McKinney Vinto definition)</li> <li>• Children who were in Early Head Start, ESIT or Early ECEAP, or ECLIPSE are categorically eligible as are Indian children beginning in the 2030-31 school year after consultation and agreement with the state's federally recognized tribes and at or below 100% of SMI adjusted for family size.</li> </ul>

	<p>after consultation and agreement with the state’s federally recognized tribes and at or below 100% of SMI adjusted for family size.</p> <ul style="list-style-type: none"> <li>• Adds connecting with culturally competent, disability positive therapists and supports where possible to the family support services opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Adds connecting with culturally competent, disability positive therapists and supports where possible to the family support services opportunities.</li> </ul>
<b>Sec 205: Amendments to ECEAP expanded enrollment statute</b>	<ul style="list-style-type: none"> <li>• Changes allowable above income to be between 36% of SMI and 50% SMI adjusted for family size (was 130% of FPL) along with one risk factor (existing statute).</li> <li>• Homelessness removed as a risk factor because would be automatically eligible</li> <li>• Note still limited to 25% of statewide slots</li> </ul>	<ul style="list-style-type: none"> <li>• Changes allowable above income to be between 36% of SMI and 50% SMI adjusted for family size (was 130% of FPL) along with one risk factor (existing statute).</li> <li>• Homelessness removed as a risk factor because would be automatically eligible</li> <li>• Note still limited to 25% of statewide slots</li> </ul>
<b>Sec 206: ECEAP Early Entry</b>	<ul style="list-style-type: none"> <li>• Directs DCYF to adopt rules to allow children who will turn three during the school year in ECEAP if space and funds are available and the child is income eligible and meets at least one risk factor or has participated in Early Head Start, ESIT, Early ECEAP or ECLIPSE. These children do not meet the entitlement requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Directs DCYF to adopt rules to allow children who will turn three during the school year in ECEAP if space and funds are available and the child is income eligible and meets at least one risk factor or has participated in Early Head Start, ESIT, Early ECEAP or ECLIPSE. These children do not meet the entitlement requirement.</li> </ul>
<b>Sec 207: Indian Child Definition</b>	<ul style="list-style-type: none"> <li>• DCYF must consult, and obtain the advice and consent of the governing bodies of the state’s federally recognized tribes in developing an agreed-upon definition of the term Indian.</li> </ul>	<ul style="list-style-type: none"> <li>• DCYF must consult, and obtain the advice and consent of the governing bodies of the state’s federally recognized tribes in developing an agreed-upon definition of the term Indian.</li> </ul>
<b>Sec 208: ECEAP Entitlement Date</b>	<ul style="list-style-type: none"> <li>• Pushes ECEAP entitlement from 2022-23 to the 2026-27 school year.</li> <li>• Defines that entitlement is voluntary enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Pushes ECEAP entitlement from 2022-23 to the 2026-27 school year.</li> </ul>
<b>Sec 301: Amend WCCC Rates Section</b>	<ul style="list-style-type: none"> <li>• Intent to increase WCCC rates over time until the rates are the full cost of providing high-quality child care. <ul style="list-style-type: none"> <li>○ By 7/1/21, 75<sup>th</sup> percentile of market rate</li> <li>○ By 7/1/23, 85<sup>th</sup> percentile of market rate</li> <li>○ DCYF shall build upon the work of the child care collaborative task force to develop a child care cost estimate model and use the model to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Intent to increase WCCC rates over time until the rates are the full cost of providing high-quality child care. <ul style="list-style-type: none"> <li>○ By 7/1/21, 75<sup>th</sup> percentile of market rate</li> <li>○ By 7/1/23, 85<sup>th</sup> percentile of market rate</li> <li>○ DCYF shall build upon the work of the child care collaborative task force to develop a child care cost</li> </ul> </li> </ul>



	<p>recommend subsidy rates at the full cost of quality.</p> <ul style="list-style-type: none"> <li>○ DCYF shall consider adjusting rates to reflect the cost of living as well as incorporating the model for nonstandard child care hours developed under section 306.</li> <li>○ DCYF should evaluate options to support access to affordable health care insurance coverage for licensed providers.</li> </ul>	<p>estimate model and use the model to recommend subsidy rates at the full cost of quality.</p> <ul style="list-style-type: none"> <li>○ DCYF shall consider adjusting rates to reflect the cost of living as well as incorporating the model for nonstandard child care hours developed under section 306.</li> <li>○ DCYF should evaluate options to support access to affordable health care insurance coverage for licensed providers.</li> </ul>
<b>Sec 302: ECEAP Rates</b>	<ul style="list-style-type: none"> <li>● For the 2021-22 and 2022-23 school years, rates must be set at a level at least 7 percent higher than the rates in the 2019-21 biennium.</li> <li>● For the 2023-24 school year, rates must be at a level at least 10 percent higher than the 2019-21 biennium.</li> <li>● The 2020 ECEAP rate study should inform the rate increases.</li> <li>● This section expires 6/30/27.</li> </ul>	<ul style="list-style-type: none"> <li>● For the 2021-22 and 2022-23 school years, rates must be set at a level at least 5 percent higher than the rates in the 2019-21 biennium.</li> <li>● For the 2023-24 school year, rates must be at a level at least 9 percent higher than the 2019-21 biennium.</li> <li>● The 2020 ECEAP rate study should inform the rate increases.</li> <li>● This section expires 6/30/27.</li> </ul>
<b>Sec 303: Complex Needs Fund</b>	<ul style="list-style-type: none"> <li>● DCYF shall administer two complex needs funds – one for ECEAP and another for licensed or certified child care providers and license-exempt child care providers.</li> <li>● Allowable uses include staffing, programming, therapeutic services and equipment or technology support, activities to assist families with children expelled or at risk of expulsion from child care, and to help families transition out of child care.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Subject to the availability of funds,</b> DCYF shall administer (in collaboration with OSPI) two complex needs funds – one for ECEAP and another for licensed or certified child care providers and license-exempt child care providers.</li> <li>● Allowable uses include staffing, programming, therapeutic services and equipment or technology support, activities to assist families with children expelled or at risk of expulsion from child care, and to help families transition out of child care.</li> </ul>
<b>Sec 304: Trauma-Informed Care Supports</b>	<ul style="list-style-type: none"> <li>● By 7/1/22, DCYF shall provide supports to aid eligible providers in providing trauma-informed care.</li> <li>● Supports may include: <ul style="list-style-type: none"> <li>○ Wage increases for staff who have an infant and early childhood mental health or other child development specialty credential,</li> <li>○ Purchase of screening tools and assessment materials,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● By 7/1/22, DCYF shall provide supports to aid eligible providers in providing trauma-informed care.</li> <li>● Supports may include: <ul style="list-style-type: none"> <li>○ Wage increases for staff who have an infant and early childhood mental health or other child development specialty credential,</li> <li>○ Purchase of screening tools and assessment materials,</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Supporting services for children with complex needs that are offered as fee-for-service within local communities, or</li> <li>○ Other related expenses.</li> </ul> <ul style="list-style-type: none"> <li>● Eligible providers include licensed child care centers accepting state subsidy, family homes accepting state subsidy, ECEAP, Early ECEAP, a licensed-exempt provider or an Early Achievers Coach.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supporting services for children with complex needs that are offered as fee-for-service within local communities, or</li> <li>○ Other related expenses.</li> </ul> <ul style="list-style-type: none"> <li>● Eligible providers include licensed child care centers or outdoor nature-based care accepting state subsidy, family homes accepting state subsidy, ECEAP, Early ECEAP, a licensed-exempt provider or an Early Achievers Coach.</li> </ul>
<b>Sec 305: Dual Language Rate Increase</b>	<ul style="list-style-type: none"> <li>● By 7/1/22, DCYF shall establish a dual language designation and provide a rate enhancement for licensed and certified child care providers participating in WCCC, ECEAP and Early ECEAP.</li> <li>● Legislative intent that the rate increases be used to increase wages for staff who provide bilingual instruction, professional development training, purchase of dual language and culturally appropriate curricula and accompanying training programs, instructional materials, or other expenses.</li> <li>● DCYF must consult with a culturally and linguistically diverse stakeholder advisory group to develop criteria for the designation.</li> </ul>	<ul style="list-style-type: none"> <li>● By 7/1/22, DCYF shall establish a dual language designation and provide a rate enhancement for licensed and certified child care providers participating in WCCC, ECEAP and Early ECEAP.</li> <li>● Legislative intent that the rate increases be used to increase wages for staff who provide bilingual instruction, professional development training, purchase of dual language and culturally appropriate curricula and accompanying training programs, instructional materials, or other expenses.</li> <li>● DCYF must consult with a culturally and linguistically diverse stakeholder advisory group to develop criteria for the designation.</li> <li>● Beginning in the 2023-25 fiscal biennium, in the collective bargaining process should consider implementation of a rate structure similar to the provisions in this section to the extent possible.</li> </ul>
<b>Sec 306: Nonstandard rate hours model rate increase</b>	<ul style="list-style-type: none"> <li>● DCYF develop a rate model for nonstandard child care hours in consultation with stakeholders and submit the model to the Governor and appropriate committees by 1/1/22.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Subject to the availability of funds</b> for this exact purpose, DCYF develop a rate model for nonstandard child care hours in consultation with stakeholders and submit the model to the Governor and appropriate committees by 1/1/22.</li> </ul>
<b>Sec 307: Equity Grants</b>	<ul style="list-style-type: none"> <li>● <b>Subject to the availability of funds</b>, DCYF distribute equity grants to Play and Learn groups, ECEAP, Early ECEAP Centers and Homes</li> <li>● The grants are intended to make the early learning system more inclusive and equitable.</li> <li>● Eligible applicants may receive a grant once every 2 years.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Subject to the availability of funds</b>, DCYF distribute equity grants to Play and Learn groups, ECEAP, Early ECEAP Centers and Homes</li> <li>● The grants are intended to make the early learning system more inclusive and equitable.</li> <li>● Eligible applicants may receive a grant once every 2 years.</li> </ul>

	<ul style="list-style-type: none"> <li>The bill describes how DCYF shall conduct an equitable grant process, including a requirement that the application materials be available in the five most commonly spoken languages.</li> </ul>	<ul style="list-style-type: none"> <li>The bill describes how DCYF shall conduct an equitable grant process, including a requirement that the application materials be available in the five most commonly spoken languages.</li> </ul>
<b>Sec 308: Employer Supported Child Care</b>	<ul style="list-style-type: none"> <li><b>Subject to the availability of funds</b>, Dept of Commerce, in collaboration with DCYF, provide or contract for TA for employers interested in supporting employee access to child care in many ways, including operating an on-site child care or providing financial assistance to employees.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject to the availability of funds</b>, Dept of Commerce, in collaboration with DCYF, provide or contract for TA for employers interested in supporting employee access to child care in many ways, including operating an on-site child care or providing financial assistance to employees.</li> </ul>
<b>Sec 309: Infant and Early Childhood Mental Health Consultation</b>	<ul style="list-style-type: none"> <li>DCYF shall administer or contract for infant and early childhood mental health consultation services to child care providers participating in early achievers.</li> <li>As capacity allows, DCYF may provide access to infant and early childhood mental health consultation services to license-exempt family, friend and neighbor providers and families with children expelled or at risk of expulsion from child care</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject to the availability of funds</b>, DCYF shall administer or contract for infant and early childhood mental health consultation services to child care providers participating in early achievers.</li> <li>As capacity allows, DCYF may provide access to infant and early childhood mental health consultation services to license-exempt family, friend and neighbor providers and families with children expelled or at risk of expulsion from child care</li> </ul>
<b>Sec 310: Amendments to Infant and Early Childhood Mental Health Consultation</b>	<ul style="list-style-type: none"> <li>By 7/1/21, DCYF must have or contract for one infant and early childhood mental health coordinator and enter into a contractual agreement with an organization providing coaching services to early achievers program participants to hire at least 12 qualified infant and early childhood mental health consultants, with at least one for each of the DCYF regions. In collaboration with Child Care Aware, DCYF shall determine where the additional consultants should be placed in regions based on highest need.</li> </ul>	<ul style="list-style-type: none"> <li>By 7/1/21, <b>and subject to the availability of funds</b>, DCYF must have one infant and early childhood mental health coordinator and enter into a contractual agreement with an organization providing coaching services to early achievers program participants to hire at least 12 qualified infant and early childhood mental health consultants, with at least one for each of the DCYF regions. The consultants must be placed in regions based on highest need.</li> </ul>
<b>Sec 311: Play and Learn Groups</b>	<ul style="list-style-type: none"> <li><b>Subject to the availability of funds</b>, DCYF, in consultation with community-based programs, shall provide or contract to provide, or both, resources and supports for inclusive and culturally and linguistically relevant play and learn groups.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject to the availability of funds</b>, DCYF, in consultation with community-based programs, shall provide or contract to provide, or both, resources and supports for inclusive and culturally and linguistically relevant play and learn groups.</li> </ul>

<p><b>Sec 312: Professional Development</b></p>	<ul style="list-style-type: none"> <li>• <b>Subject to the availability of funds</b>, DCYF shall provide professional development supports to aid eligible providers in reaching the professional education and training standards adopted by DCYF. Bill contains a list of eligible supports, including trainings and scholarships.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Subject to the availability of funds</b>, DCYF shall provide professional development supports to aid eligible providers in reaching the professional education and training standards adopted by DCYF. Bill contains a list of eligible supports, including trainings and scholarships.</li> </ul>
<p><b>Sec 401: Prenatal to Three Intent</b></p>	<ul style="list-style-type: none"> <li>• Findings that the federal Family First Prevention Services Act provides an opportunity for the state to leverage federal funding for certain programs like home visiting, but culturally relevant, evidence-based programs that may qualify for these federal funds are limited. The bill notes state support may be necessary to serve traditionally underrepresented communities.</li> <li>• Intent language to expand parent and family education and support, incentivize infant and toddler care and make therapeutic and preventive services more available.</li> </ul>	<ul style="list-style-type: none"> <li>• Findings that the federal Family First Prevention Services Act provides an opportunity for the state to leverage federal funding for certain programs like home visiting, but culturally relevant, evidence-based programs that may qualify for these federal funds are limited. The bill notes state support may be necessary to serve traditionally underrepresented communities.</li> <li>• Intent language to expand parent and family education and support, incentivize infant and toddler care and make therapeutic and preventive services more available.</li> </ul>
<p><b>Sec 402: Education and Support for Parents and Family, Friend and Neighbor Caregivers</b></p>	<ul style="list-style-type: none"> <li>• <b>Subject to availability of funds</b>, DCYF administer a prenatal to three family engagement strategy. Components must include supports and services to improve maternal and infant health outcomes, reduce and mitigate trauma, promote attachment and other social-emotional assets, strengthen parenting skills and provide early supports to help maximize healthy and robust childhood development and reduce isolation</li> <li>• May include supports and services including; <ul style="list-style-type: none"> <li>○ Parent skills programs and training (links to HVSA statute)</li> <li>○ Plan and Learn Groups</li> <li>○ Parent peer support groups</li> </ul> </li> <li>• Specifies that services are available to biological parents, foster parents, kinship care providers and other FFN caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Subject to availability of funds</b>, DCYF administer a prenatal to three family engagement strategy. Components must include supports and services to improve maternal and infant health outcomes, reduce and mitigate trauma, promote attachment and other social-emotional assets, strengthen parenting skills and provide early supports to help maximize healthy and robust childhood development and reduce isolation</li> <li>• May include supports and services including; <ul style="list-style-type: none"> <li>○ Parent skills programs and training (links to HVSA statute)</li> <li>○ Plan and Learn Groups</li> <li>○ Parent peer support groups</li> </ul> </li> <li>• Specifies that services are available to biological parents, foster parents, kinship care providers and other FFN caregivers.</li> </ul>

<b>Sec 403: Early ECEAP Amendment</b>	<ul style="list-style-type: none"> <li>• Removes pilot designation and allows for expansion <b>subject to the availability of funds.</b></li> <li>• Eligibility must be at or below 50% of SMI.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes pilot designation and allows for expansion <b>subject to the availability of funds.</b></li> <li>• Eligibility must be at or below 50% of SMI.</li> </ul>
<b>Sec 404: Infant Care Incentive Rate Enhancement</b>	<ul style="list-style-type: none"> <li>• By 7/1/22, DCYF shall provide an infant rate enhancement for licensed or certified child care providers and Early ECEAP providers who are accepting state subsidy, in good standing with Early Achievers and caring for a child between the ages of birth and 11 months.</li> <li>• Beginning in the 2021-23 biennium, participants in collective bargaining should consider a similar rate structure to the extent practicable.</li> </ul>	<ul style="list-style-type: none"> <li>• By 7/1/22, DCYF shall provide an infant rate enhancement for licensed or certified child care providers and Early ECEAP providers who are accepting state subsidy, in good standing with Early Achievers and caring for a child between the ages of birth and 11 months.</li> <li>• Beginning in the 2021-23 biennium, participants in collective bargaining should consider a similar rate structure to the extent practicable.</li> </ul>
<b>Sec 406: Early Therapeutic and Preventive Services Expansion</b>	<ul style="list-style-type: none"> <li>• <b>Subject to availability of funds,</b> DCYF shall administer an early therapeutic and preventive services and programs. The goal is statewide if funds are available.</li> <li>• This is the Eclipse program.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Subject to availability of funds,</b> DCYF shall administer an early therapeutic and preventive services and programs. The goal is statewide if funds are available.</li> <li>• This is the Eclipse program.</li> </ul>