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**SUBSTITUTE HOUSE BILL 1943**

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**State of Washington**

**61st Legislature**

**2009 Regular Session**

**By** House Early Learning & Children's Services (originally sponsored by Representatives Kagi, Goodman, Priest, Walsh, Probst, Quall, Rolfes, Kenney, Dickerson, Kelley, and Santos)

READ FIRST TIME 02/17/09.

1       AN ACT Relating to creating a comprehensive statewide integrated  
2 pathway of preparation and professional development for the early  
3 learning and school-age program workforce; creating new sections; and  
4 providing an expiration date.

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

6       NEW SECTION. **Sec. 1.** The legislature finds that well-prepared and  
7 appropriately supported teachers and caregivers are essential to  
8 improving the quality of early learning programs and enhancing the  
9 nature of children's experiences in those programs. The legislature  
10 also finds that professional development programs and supports are most  
11 effective when they are easily accessed by workers; aligned with other  
12 elements of quality; and articulated with degree-granting programs and  
13 clearly defined career pathways. In addition, the legislature  
14 acknowledges the potential for early learning professionals to support  
15 effective and positive parenting, and the benefits of making  
16 information about early learning and development accessible to the many  
17 family, friends, and neighbors providing care for Washington's infants,  
18 toddlers, and preschoolers. The legislature further finds that the  
19 professional development consortium convened by the early learning

1 advisory council has begun the work necessary to build an integrated  
2 system of preparation and ongoing professional development for the  
3 state's early learning and school-age program workforce. The  
4 legislature intends to promote the momentum of the consortium's work  
5 and to request periodic updates from the consortium before receiving a  
6 comprehensive report of progress and recommendations.

7 NEW SECTION. **Sec. 2.** (1) In partnership with the department of  
8 early learning, the professional development consortium convened by the  
9 early learning advisory council in response to the early learning  
10 partnership resolution between the department of early learning, thrive  
11 by five Washington, and the office of the superintendent of public  
12 instruction, shall develop recommendations for a statewide system of  
13 preparation and continuing professional development for the early  
14 learning and school-age program workforce. To develop its  
15 recommendations, the consortium shall collaborate or consult with  
16 existing work groups and similar discrete efforts underway in  
17 Washington.

18 (2) The professional development consortium shall include  
19 representatives from a wide array of organizations, including but not  
20 limited to:

- 21 (a) The department of early learning;
- 22 (b) The Washington state department of health;
- 23 (c) Educational service districts and school districts;
- 24 (d) Unions representing child care providers;
- 25 (e) The state board for community and technical colleges;
- 26 (f) The office of the superintendent of public instruction;
- 27 (g) Washington Indian tribes;
- 28 (h) Thrive by five Washington;
- 29 (i) School's out Washington;
- 30 (j) The Washington association for the education of personnel in  
31 early childhood programs;
- 32 (k) The Washington state association for head start and ECEAP;
- 33 (l) The Washington state child care resource and referral network;
- 34 (m) The Washington state association for the education of young  
35 children;
- 36 (n) The Washington state family child care association;
- 37 (o) The Washington state parent teacher association;

1 (p) The department of early learning parent advisory committee; and

2 (q) The economic opportunity institute.

3 (3) The professional development consortium shall map current  
4 professional development resources and strategies across the state to  
5 identify gaps in the current system and make recommendations for  
6 improving the coordination of existing resources and strategies; define  
7 core competencies or core knowledge areas for early learning  
8 professionals; and develop recommendations for a plan to implement a  
9 statewide, comprehensive, and integrated pathway of preparation and  
10 continuing professional development and support for the early learning  
11 and school-age program workforce.

12 (4) Recommendations for the plan shall include but not be limited  
13 to:

14 (a) Creation of a coherent system of professional development,  
15 including delineation of core competencies for early learning and  
16 school-age program staff, directors, and administrators;

17 (b) Requirements for articulation agreements between certificate  
18 and credential programs, degree-granting programs, professional  
19 development programs, and community-based training programs to enable  
20 students to transition effectively between two and four-year  
21 institutions of higher education and to apply approved training  
22 programs toward credit-based learning; and

23 (c) Creation of a comprehensive, integrated registry designed to  
24 capture information, including workforce and professional development  
25 data, for all early learning and school-age programs that is easily  
26 accessible, to the extent allowed by law, by early learning and school-  
27 age program professionals, directors, trainers, researchers, resource  
28 and referral networks, and the department of early learning.

29 (5) The report from the professional development consortium shall  
30 also include:

31 (a) An analysis of gaps in available professional development  
32 programs and recommendations for programs to address the needs of early  
33 learning and school-age providers who serve children with physical or  
34 developmental disabilities, behavioral challenges, and other special  
35 needs;

36 (b) A discussion of evidence-based incentives and supports for the  
37 early learning and school-age program workforce to obtain additional  
38 training and education;

1 (c) An analysis of evidence-based compensation policies that  
2 encourage and reward completion of professional development programs;  
3 and

4 (d) An exploration of strategies for providing professional  
5 development opportunities in languages other than English, and  
6 incorporation of these opportunities into the comprehensive pathway for  
7 preparation and professional development.

8 (6) The department of early learning and the professional  
9 development consortium shall report to the governor and the appropriate  
10 committees of the legislature by:

11 (a) September 15, 2009, and December 31, 2009, with a brief status  
12 update of the consortium's work plan; and

13 (b) December 31, 2010, with final recommendations for a  
14 comprehensive statewide integrated system of preparation and continuing  
15 professional development for the early learning and school-age program  
16 workforce.

17 (7) This section expires July 1, 2011.

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