
HOUSE BILL 1943

State of Washington

61st Legislature

2009 Regular Session

By Representatives Kagi, Goodman, Priest, Walsh, Probst, Quall, Rolfes, Kenney, Dickerson, Kelley, and Santos

Read first time 02/03/09. Referred to Committee on Early Learning & Children's Services.

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. The legislature further finds that
14 the professional development consortium convened by the early learning
15 advisory council has begun the work necessary to build an integrated
16 system of preparation and ongoing professional development for the
17 state's early learning and school-age program workforce. The
18 legislature intends to promote the momentum of the consortium's work

1 and to request periodic updates from the consortium before receiving a
2 comprehensive report of progress and recommendations.

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

14 (2) The professional development consortium shall include
15 representatives from a wide array of organizations, including but not
16 limited to:

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

34 (3) The professional development consortium shall map current
35 professional development resources and strategies across the state to
36 identify gaps in the current system and make recommendations for
37 improving the coordination of existing resources and strategies; define

1 core competencies or core knowledge areas for early learning
2 professionals; and develop recommendations for a plan to implement a
3 statewide, comprehensive, and integrated pathway of preparation and
4 continuing professional development and support for the early learning
5 and school-age program workforce.

6 (4) Recommendations for the plan shall include but not be limited
7 to:

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

11 (b) Requirements for articulation agreements between certificate
12 and credential programs, degree-granting programs, professional
13 development programs, and community-based training programs to enable
14 students to transition effectively between two and four-year
15 institutions of higher education and to apply approved training
16 programs toward credit-based learning; and

17 (c) Creation of a comprehensive, integrated registry designed to
18 capture information, including workforce and professional development
19 data, for all early learning and school-age programs that is easily
20 accessible, to the extent allowed by law, by early learning and school-
21 age program professionals, directors, trainers, researchers, resource
22 and referral networks, and the department of early learning.

23 (5) The report from the professional development consortium shall
24 also include:

25 (a) An analysis of gaps in available professional development
26 programs and recommendations for programs to address the needs of early
27 learning and school-age providers who serve children with physical or
28 developmental disabilities, behavioral challenges, and other special
29 needs;

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

33 (c) An analysis of evidence-based compensation policies that
34 encourage and reward completion of professional development programs;
35 and

36 (d) An exploration of strategies for providing professional
37 development opportunities in languages other than English, and

1 incorporation of these opportunities into the comprehensive pathway for
2 preparation and professional development.

3 (6) The department of early learning and the professional
4 development consortium shall report to the governor and the appropriate
5 committees of the legislature by:

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

8 (b) December 31, 2010, with final recommendations for a
9 comprehensive statewide integrated system of preparation and continuing
10 professional development for the early learning and school-age program
11 workforce.

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

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