
ENGROSSED HOUSE BILL 2861

State of Washington

65th Legislature

2018 Regular Session

By Representatives Ortiz-Self, Lovick, Klippert, Kilduff, Kagi, Frame, Jenkins, Macri, Kloba, Pollet, and Goodman

Read first time 01/18/18. Referred to Committee on Early Learning & Human Services.

1 AN ACT Relating to expanding the provision of trauma-informed
2 child care; creating new sections; and providing an expiration date.

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

4 NEW SECTION. **Sec. 1.** The legislature finds that all children
5 deserve the opportunity to learn and thrive. Children who experience
6 trauma and children with developmental disabilities are more likely
7 to exhibit severe emotional and behavioral problems. Children with
8 these challenging behaviors in early learning environments are
9 expelled at three times the rate of children in K-12 environments,
10 excluding these children from the early learning opportunities they
11 need.

12 The legislature further finds that children with social,
13 emotional, and behavioral differences may develop self-management and
14 other life skills with the help of intervention and habilitative
15 care. However, without effective behavior assessment and support,
16 underlying trauma, disabilities, or other conditions may go
17 unaddressed and lead to underdeveloped intellectual functioning and
18 adaptive behavior, including more extreme behavioral differences from
19 their peers. Scientific research on developing brains has shown that
20 earlier intervention is more effective for children who require
21 additional support.

1 The legislature further finds that training on trauma-informed
2 child care will help teachers and administrators better serve most
3 children, however some children may need access to more intense care
4 and treatment. Developing specialized care and interventions for very
5 high needs children throughout our state is critical in ensuring that
6 these children are ready to enter kindergarten.

7 Therefore, the legislature intends to direct the department of
8 children, youth, and families to develop a five-year strategy to
9 expand training and awareness in trauma identification and positive
10 behavior supports in early learning environments in order to improve
11 outcomes for young children.

12 NEW SECTION. **Sec. 2.** (1) The department of children, youth, and
13 families must convene an advisory group to develop a five-year
14 strategy to expand training in trauma-informed child care for early
15 learning providers statewide and reduce expulsions from early
16 learning environments. The five-year strategy must include:

17 (a) Plans to deliver training to early learning providers and
18 administrators in trauma-informed child care;

19 (b) Recommended changes to the early achievers program quality
20 rating and improvement system to better rate and support providers
21 serving high needs children;

22 (c) Plans for outreach to parents to expand awareness about the
23 availability of trauma-informed child care;

24 (d) An analysis of all available federal, state, and local
25 funding sources that may be used for funding elements of the five-
26 year strategy;

27 (e) Best practices for supporting family day care providers in
28 the provision of trauma-informed child care;

29 (f) Recommended child care center staffing ratios, requirements
30 for access to specialty providers, and subsidy rates for providers
31 specializing in trauma-informed child care; and

32 (g) Systems for tracking expulsions from child care and methods
33 to reduce expulsions by fifty percent over five years.

34 (2) Advisory group members are selected by the department and
35 must include:

36 (a) One or more child psychologists;

37 (b) A child care provider specializing in working with
38 traumatized children;

1 (c) A child care provider specializing in working with children
2 with developmental disabilities;

3 (d) An expert in research on adverse childhood experiences and
4 its impact on child development;

5 (e) A child care provider who operates a facility in which a
6 racially diverse group of children is served;

7 (f) An expert in racial diversity in education;

8 (g) A provider of the early childhood intervention and prevention
9 services (ECLIPSE) program;

10 (h) A representative of a nonprofit entity that provides quality
11 improvement services to participants in the early achievers program;

12 (i) A parent of a child with three or more adverse childhood
13 experiences;

14 (j) A representative of a nonprofit organization with expertise
15 in developing social-emotional curricula for early learning
16 environments;

17 (k) A representative of a union representing child care
18 providers;

19 (l) A nonunion representative of child care providers; and

20 (m) A representative from a statewide organization representing
21 early childhood education and assistance program providers.

22 (3) The department must submit the five-year strategy to the
23 governor and the appropriate committees of the legislature in
24 accordance with RCW 43.01.036 by November 1, 2018.

25 (4) For the purposes of this section, "trauma-informed child
26 care" means child care in which providers:

27 (a) Recognize the signs and symptoms of trauma in children;

28 (b) Incorporate an understanding of both the impact of trauma and
29 the potential paths for recovery; and

30 (c) Respond by fully integrating knowledge about trauma into
31 policies, procedures, and practices while actively seeking to avoid
32 retraumatization.

33 NEW SECTION. **Sec. 3.** This act expires December 30, 2018.

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