

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1943

61st Legislature
2009 Regular Session

Passed by the House April 20, 2009
Yeas 94 Nays 0

Speaker of the House of Representatives

Passed by the Senate April 9, 2009
Yeas 45 Nays 0

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1943** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

SUBSTITUTE HOUSE BILL 1943

AS AMENDED BY THE SENATE

Passed Legislature - 2009 Regular Session

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, the
11 nongovernmental private-public partnership created in RCW 43.215.070,
12 and the office of the superintendent of public instruction, shall
13 develop recommendations for a statewide system of preparation and
14 continuing professional development for the early learning and school-
15 age program workforce. To develop its recommendations, the consortium
16 shall collaborate or consult with existing work groups and similar
17 efforts underway in 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) The state board for community and technical colleges;
- 25 (e) The higher education coordinating board;
- 26 (f) The office of the superintendent of public instruction;
- 27 (g) Washington Indian tribes;
- 28 (h) The nongovernmental private-public partnership created in RCW
29 43.215.070;

30 (i) The Washington state child care resource and referral network;
31 and

32 (j) Any other organizations that represent, research, or provide
33 professional development to the early learning and school-age program
34 workforce.

35 (3) The professional development consortium shall map current
36 professional development resources and strategies across the state to
37 identify gaps in the current system and make recommendations for

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

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

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

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

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

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

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

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

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

37 (d) An exploration of strategies for providing professional

1 development opportunities in languages other than English, and
2 incorporation of these opportunities into the comprehensive pathway for
3 preparation and professional development.

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

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

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

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

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