

SHB 1943 - S COMM AMD

By Committee on Early Learning & K-12 Education

ADOPTED 04/09/2009

1 Strike everything after the enacting clause and insert the  
2 following:

3 NEW SECTION. **Sec. 1.** The legislature finds that well-prepared  
4 and appropriately supported teachers and caregivers are essential to  
5 improving the quality of early learning programs and enhancing the  
6 nature of children's experiences in those programs. The legislature  
7 also finds that professional development programs and supports are most  
8 effective when they are easily accessed by workers; aligned with other  
9 elements of quality; and articulated with degree-granting programs and  
10 clearly defined career pathways. In addition, the legislature  
11 acknowledges the potential for early learning professionals to support  
12 effective and positive parenting, and the benefits of making  
13 information about early learning and development accessible to the many  
14 family, friends, and neighbors providing care for Washington's infants,  
15 toddlers, and preschoolers. The legislature further finds that the  
16 professional development consortium convened by the early learning  
17 advisory council has begun the work necessary to build an integrated  
18 system of preparation and ongoing professional development for the  
19 state's early learning and school-age program workforce. The  
20 legislature intends to promote the momentum of the consortium's work  
21 and to request periodic updates from the consortium before receiving a  
22 comprehensive report of progress and recommendations.

23 NEW SECTION. **Sec. 2.** (1) In partnership with the department of  
24 early learning, the professional development consortium convened by the  
25 early learning advisory council in response to the early learning  
26 partnership resolution between the department of early learning, the  
27 nongovernmental private-public partnership created in RCW 43.215.070,  
28 and the office of the superintendent of public instruction, shall  
29 develop recommendations for a statewide system of preparation and

1 continuing professional development for the early learning and school-  
2 age program workforce. To develop its recommendations, the consortium  
3 shall collaborate or consult with existing work groups and similar  
4 efforts underway in Washington.

5 (2) The professional development consortium shall include  
6 representatives from a wide array of organizations, including but not  
7 limited to:

- 8 (a) The department of early learning;
- 9 (b) The Washington state department of health;
- 10 (c) Educational service districts and school districts;
- 11 (d) The state board for community and technical colleges;
- 12 (e) The higher education coordinating board;
- 13 (f) The office of the superintendent of public instruction;
- 14 (g) Washington Indian tribes;
- 15 (h) The nongovernmental private-public partnership created in RCW  
16 43.215.070;
- 17 (i) The Washington state child care resource and referral network;

18 and

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

22 (3) The professional development consortium shall map current  
23 professional development resources and strategies across the state to  
24 identify gaps in the current system and make recommendations for  
25 improving the coordination of existing resources and strategies; define  
26 core competencies or core knowledge areas for early learning  
27 professionals; and develop recommendations for a plan to implement a  
28 statewide, comprehensive, and integrated pathway of preparation and  
29 continuing professional development and support for the early learning  
30 and school-age program workforce.

31 (4) Recommendations for the plan shall include but not be limited  
32 to:

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

36 (b) Requirements for articulation agreements between certificate  
37 and credential programs, degree-granting programs, professional  
38 development programs, and community-based training programs to enable

1 students to transition effectively between two and four-year  
2 institutions of higher education and to apply approved training  
3 programs toward credit-based learning; and

4 (c) Creation of a comprehensive, integrated registry designed to  
5 capture information, including workforce and professional development  
6 data, for all early learning and school-age programs that is easily  
7 accessible, to the extent allowed by law, by early learning and school-  
8 age program professionals, directors, trainers, researchers, resource  
9 and referral networks, and the department of early learning.

10 (5) The report from the professional development consortium shall  
11 also include:

12 (a) An analysis of gaps in available professional development  
13 programs and recommendations for programs to address the needs of early  
14 learning and school-age providers who serve children with physical or  
15 developmental disabilities, behavioral challenges, and other special  
16 needs;

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

20 (c) An analysis of evidence-based compensation policies that  
21 encourage and reward completion of professional development programs;  
22 and

23 (d) An exploration of strategies for providing professional  
24 development opportunities in languages other than English, and  
25 incorporation of these opportunities into the comprehensive pathway for  
26 preparation and professional development.

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

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

32 (b) December 31, 2010, with final recommendations for a  
33 comprehensive statewide integrated system of preparation and continuing  
34 professional development for the early learning and school-age program  
35 workforce.

36 (7) This section expires July 1, 2011."

**SHB 1943** - S COMM AMD

By Committee on Early Learning & K-12 Education

**ADOPTED 04/09/2009**

1        On page 1, line 3 of the title, after "workforce;" strike the  
2 remainder of the title and insert "creating new sections; and providing  
3 an expiration date."

**--- END ---**