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HOUSE BILL 2861

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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 ten-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 ten-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 ten-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 ten-year  
26 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 ten 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 ten-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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