



# State *of* Children & Families

2016 Report



Northwest Early Learning

Island · San Juan · Skagit · Snohomish · Whatcom

# Risk Factors

The early years, prenatal through age eight, are increasingly recognized as foundational to a child's long-term health and achievement. Unfortunately, many children face huge obstacles right from the very start. Families in our region experience unnecessary adversity, such as poverty, racial discrimination, and/or household dysfunction. These factors put our children's health and well-being at risk and can alter their life trajectories and those of subsequent generations.

## Adverse Childhood Experiences (ACEs)

According to The Centers for Disease Control and Prevention, ACEs have been shown to be the single best predictor of school failure, drug and alcohol dependence, depression and teen pregnancy, among others. The more ACEs a person experiences, the greater the risk for chronic disease, mental illness, violence and being a victim of violence.

### Neglect

- Physical
- Emotional

### Abuse

- Physical
- Emotional
- Sexual

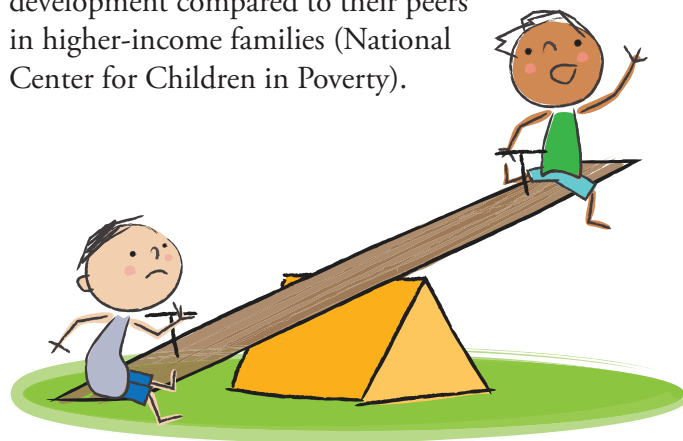
### Household Dysfunction

- Mental Illness
- Substance Abuse
- Divorce
- Mother Treated Violently
- Incarcerated Relative



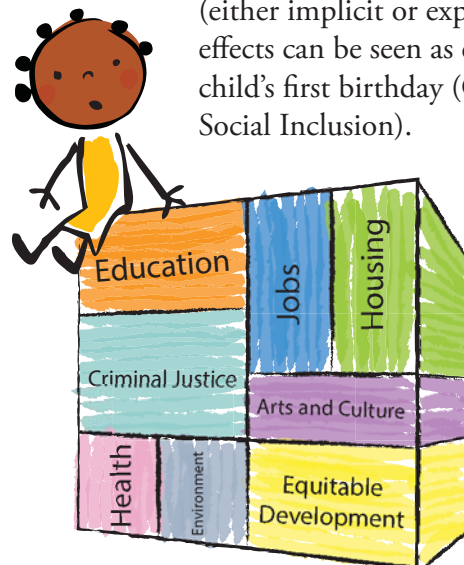
## Income

According to WaKIDS 2015 data for our region, only 34.6% of low-income children were ready for kindergarten. Family economic hardship is consistently associated with academic failure and poor health. As early as twenty-four months, children in low-income families can show lags in cognitive and behavioral development compared to their peers in higher-income families (National Center for Children in Poverty).



## Race

Racial disparities and disproportionalities exist for almost every indicator of well-being. These are often perpetuated by racial bias in policies and practices (either implicit or explicit) and effects can be seen as early as a child's first birthday (Center for Social Inclusion).



# Building Resilient Communities

Even though research has shown lasting consequences of poverty, racial inequities and toxic stress, it also indicates that providing stable, responsive, nurturing relationships for children and families can prevent or even reverse the damaging effects. Protective factors, like concrete support in times of need, can lead to more positive social adjustment, higher academic attainment, and improved health, as well as reduced crime and greater economic returns. Communities can work together to eliminate unnecessary and damaging factors that put families at risk and to build protective factors that will strengthen the conditions for all children to succeed.

## Protective Factors

Protective factors are conditions or attributes of individuals and communities that can mitigate or even eliminate unnecessary adversity and increase the health and well-being of children and families.

- **Concrete support in times of need**
- **Knowledge of parenting**
- **Social connections**
- **Parental resilience**
- **Developing the social-emotional competence of children**

(Comprehensive Health Education Foundation)



## About the State of Children & Families Report

This report was created by Northwest Early Learning (NWEL) to support progress toward our vision that *all children have high quality early care and learning experiences that support optimal growth and development leading to success in school and life*. Through the State of Children Families report, we hope to shine a light on the experiences of local families and professionals who are raising young children and building their lives in our region.

The report is organized around the Washington Early Learning Plan (ELP) **READY & SUCCESSFUL** framework. NWEL has adopted this framework as a roadmap for building a comprehensive, coordinated, and effective early learning system across our five counties. For more information about the ELP see [del.wa.gov/partnerships/elac/elp](http://del.wa.gov/partnerships/elac/elp).



**RED UMBRELLAS** throughout this report indicate special community efforts to build protective factors so that local children and families can flourish.

**UP & DOWN ARROWS** (^ ▼) indicate the data value has increased or decreased over the previous year. No arrow indicates no change or that the data is new.

**SOURCES** Data included in the report was collected from both primary and secondary sources based on the best data available at the time of development. We rely on early learning professionals to provide information about the children and families they serve. We also refer to state data sources throughout. For data sources and definitions go to [tinyurl.com/socf-data](http://tinyurl.com/socf-data) or scan:



# Children Ready & Successful

Ready and successful children are healthy and socially, emotionally, and cognitively prepared for success in school and life.

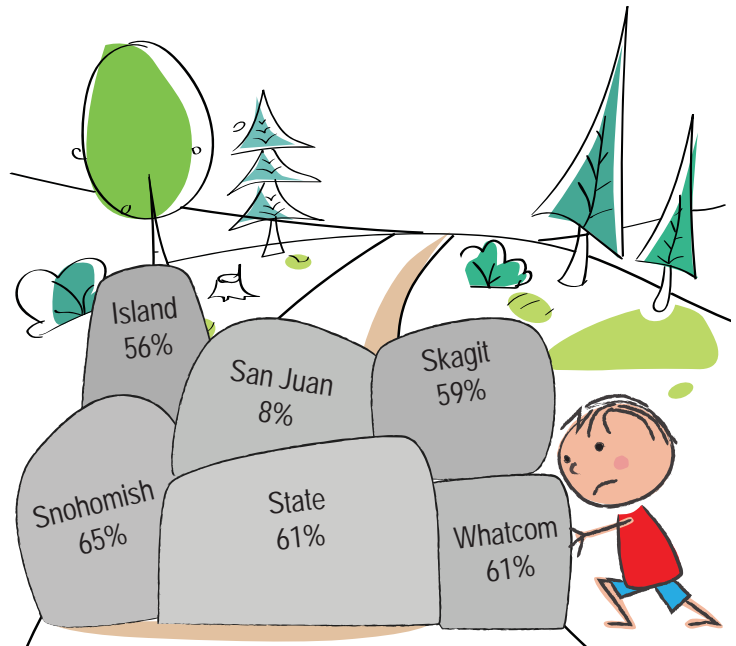
Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Children under 6 living in extreme poverty	6.7% ^	17% ^	10.2% ^	8.1% ^	9.2% ^	8.8%
Children served by Children's Administration (CPS, Child Welfare, Family Reconciliation)	1,003	125	2,146	10,335	3,440	109,363
Number foster care placements, ages 0-17	66 v	<10	123 v	731 v	329 v	9,154 ^
Children with developmental delays, ages 0-3, served by early intervention	169	6	180	1,714	413	14,985
<i>Kindergarteners meeting or exceeding standards by area of development at Fall 2015:</i>						
Social-Emotional standards	81.2%	74.5% v	70.1% v	73.8% v	80.4% ^	73.2%
Physical standards	90.3% ^	87.8% v	82.8% v	81.3% v	83.7% v	77.3% v
Language standards	90.5% v	88.8% v	76.3% ^	82.5% ^	85.9% ^	78.9% ^
Cognitive standards	86.4% ^	88.8% v	68.5% v	76.2%	84%	74.6% ^
Literacy standards	90% v	87.8% v	72.2% v	81.8%v	88.7%	80.9% ^
Math standards	70.6% v	74.5% v	51.5% v	64.7% v	70.3% v	60.8% v
8th graders with depressive symptoms	29%	24%	30%	28%	28%	26%
On-time graduation rate, public schools	81.8%	75.2% v	71.9% ^	77.8%	79% ^	78.1% ^



Scan for data sources and definitions, or visit [tinyurl.com/socf-data](http://tinyurl.com/socf-data).

## Exposure to Early Trauma

We all experience stress in our lives. Minor stress can actually help children learn coping skills, but toxic stress associated with childhood trauma such as abuse or neglect is harmful to health and developing brains. In infants and young children, the symptoms of toxic stress may include difficulty attaching to caregivers, inability to regulate emotions, and academic problems. These challenges and associated behaviors put children at further risk of harm when care-giving adults are unable to recognize the effects of trauma and respond in supportive ways.



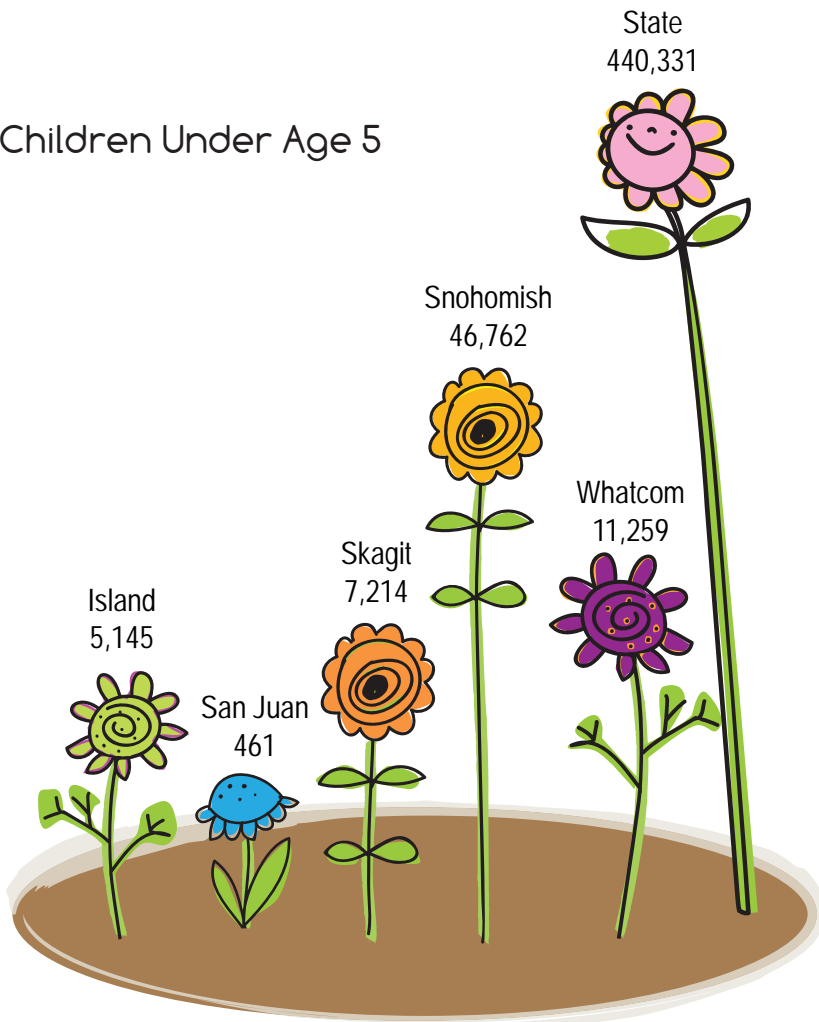
## Percent of Dependency Cases Involving Children Age 5 and Under

Dependency cases are filed when there may be abuse or neglect of children in the home.

# Ingredients for Resilience

Because young minds are growing rapidly and are still very “plastic”, young children are especially receptive to caring adults and positive environments. Individuals and communities can work together to grow the best conditions for all children to succeed and to eliminate unnecessary and damaging factors that put children at risk.

## Children Under Age 5



## At All Ages Children Need:

- Safe and stable home environments
- Responsive networks of people
- Fun places for indoor and outdoor exploration
- Families that access resources about healthy growth and development
- Families that know the effects of toxic stress and how to avoid it
- Families that know where to turn to about domestic violence or substance abuse and for treatment



## Table of Ten

In early 2015, Snohomish County Juvenile/Family Court professionals noticed a significant increase in the

number of children under one-year of age being taken into dependency. Dependency cases involve families where there may be abuse or neglect of children in the home. It is the Juvenile Court’s job (as part of the Superior Court) to protect the children in the family – ensuring their safety and working to create stability and permanency.

The proportion of children entering dependency while under one-year of age had risen dramatically in 2014, and the trend has continued. As of April 2016, the proportion was at 33%.

The single largest cause of the increase is heroin and opioid use by parents. Snohomish County’s Family & Juvenile Court Improvement Program (FJCIP) and the Table of Ten\* are aiming to reduce the number of infants being taken into dependency. A group of community partners are moving forward with plans for training, expanded substance abuse treatment and family housing, intensive case management, and, increased availability of early intervention, child development, and other supports and services for these vulnerable children and families.

\* The Table of Ten is a representative group of judges, parents’ attorneys, assistant attorneys general, Children’s Administration, Parent to Parent, early intervention, and other professionals who provide vision, guidance, and leadership to the FJCIP.

Back row, from left to right:  
Blair Bennett, Stephen Ritchie, Jennifer Langbehn,  
Judge Linda Krese, Rachel King, Katrina Hanawalt,  
Sandra Jewell, Meagan Cordova, Ida Keeley, Jaime Peniche

Front row, from left to right:  
Judge Marybeth Dingley, Gina Enochs, Sharon Smith,  
Wyndi Horness, Kelly Warner-King

# Families *Ready & Successful*

*Ready and successful parents, families, and caregivers have the information and resources needed to be their children's first and most important teachers.*

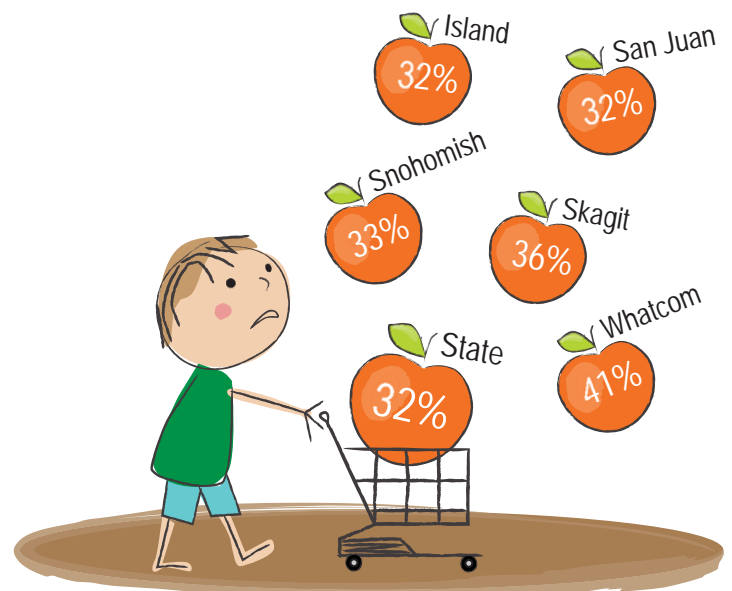
Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Households with children under age 6	1,898	315	2,592	20,670	4,438	187,953
Annual cost of living for family with 2 adults, 1 preschooler, 1 infant	\$56,088	\$57,864	\$56,604	\$61,428	\$57,672	\$52,152
Unemployment rate	6.4% ▼	4.5% ▼	6.8% ▼	4.8% ▼	6.4% ▼	5.7% ▼
Homeless families	126 ▲	74 ▲	351 ▲	829 ▼	652 ▲	19,418
Children participating in the Basic Food Program	23% ▼	25% ▼	43% ▼	26% ▼	31% ▼	34%
Percent of births that qualified for Medicaid assistance	35.2%	55.6%	61.5%	40.6%	50.3%	48.8%
Mothers receiving prenatal care in the first trimester	74.1% ▼	64.4% ▼	63.5% ▼	67.2%	67.4% ▼	68.3% ▼
Families served by Women Infants & Children (WIC), supplemental nutrition	2,912 ▼	360 ▼	6,112 ▼	21,612 ▼	7,158 ▼	289,945 ▼
Number of spaces available in Early Head Start, including migrant and tribal	27	0	66	40	113 ▲	2,770
Teen birth rate (15-17 years) per 1000	6.8 per 1000	<5 per 1000	9.6 per 1000	6.5 per 1000	5.3 per 1000	8.3 per 1000
Teen pregnancy (15-19 years)	54 ▼	4	115 ▼	507 ▼	161 ▼	6,035 ▼



Scan for data sources and definitions, or visit [tinyurl.com/socf-data](https://tinyurl.com/socf-data).

## Strong & Flourishing Families

When families struggle to secure essentials like food, shelter, clothing, and health care or encounter a crisis such as job loss, illness, or domestic violence, the whole family is at heightened risk for a cascade of negative outcomes. In some instances, making just one connection to someone in their community who is willing to listen and help can make all the difference. Strong, flourishing communities are full of adults who look out for children, intervene when children are in trouble, do favors for one another, offer hope and social/emotional support, and commit acts of kindness.



## Struggling Households

Households below US poverty, combined with those that earn over poverty level but less than basic cost of living.

## Basic Monthly Expenses

2 Adults, 1 Preschooler & 1 Infant

Minimum cost of living does not allow for any savings, leaving a household at risk when unexpected expenses arise.



## Home Visiting

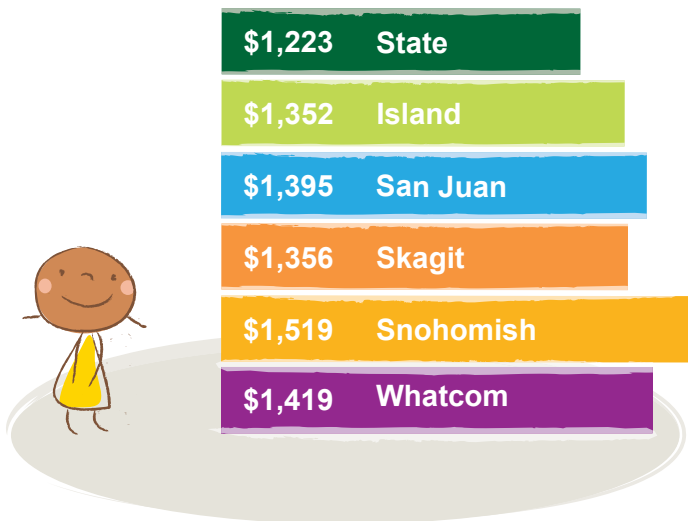
San Juan County Health & Community Services, in partnership with San Juan, Orcas and Lopez Island

Family and Community Resource Centers, launched the SafeCare home visiting program in 2016. SafeCare provides individualized parenting support and education to families with children ages 0-5 years. It's a voluntary home-based program designed to strengthen parent-child relationships and enhance home safety and child well-being.

In August of 2015, Cheyetta Pual, mother of three children ages nine, three, and one, noticed her daughter Lydia showing signs of developmental delays. Lydia's WIC appointment confirmed a stop in growth in the 8-month-old. One month later, Lydia was diagnosed with Tubal Neuropathy. Cheyetta recently reflected how even before the diagnosis their daily life was very stressful and overwhelming. The family had unreliable transportation and was near homeless. After enrolling in SafeCare, Cheyetta joyfully shared how supported she feels, "I am so thankful for the ongoing support of San Juan County Health & Community Services, and the Lopez Family Resource Center...they continue to guide me every step of the way". Today Cheyetta and her family have a comfortable home and reliable transportation. The family has become more stable and less stressed, and they feel they are getting the knowledge and direction they need to keep growing through SafeCare.

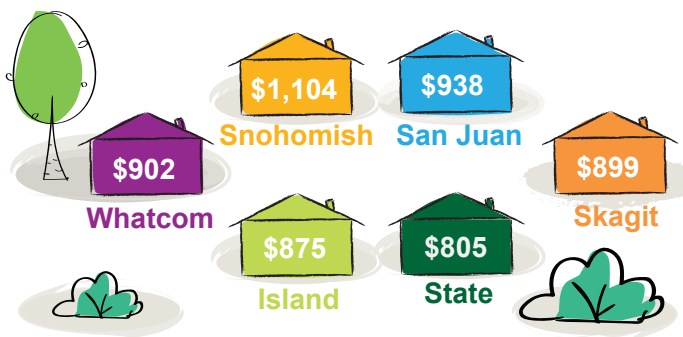
## Minimum Child Care

2 Adults, 1 Preschooler & 1 Infant



## Minimum Housing

2 Adults, 1 Preschooler & 1 Infant



# Professionals *Ready & Successful*

*Ready and successful professionals are prepared and have the knowledge and responsiveness to children's different learning styles, capabilities, and developmental goals so that they ensure a high-quality learning experience for children.*

Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Children under age 6 with all parents in the workforce	55.2% ▼	67.3%	60.7% ▲	59%	57%	59.6%
Number of spaces for 3 & 4 yr olds in state & federally funded preschool (ECEAP & Head Start), including migrant and tribal programs	172	54	676	2,252	682 ▼	25,413
Number of licensed child care & education programs – centers & family homes	41	7	94 ▼	489 ▼	88 ▼	5,115 ▼
Number of spaces available in licensed child care – centers & family homes	825 ▼	205	2,154 ▼	13,711 ▲	2,332 ▼	141,563 ▲
Percent of licensed child care providers enrolled in Early Achievers	68% ▲	100% ▲	81% ▲	49% ▲	74% ▲	63% ▲
Number of partner organizations affiliated with Northwest Early Learning	36	22	33	36	33	10
PreK-K Transition Reports shared between preschool & kindergarten	178 ▲	70 ▲	274 ▼	926 ▲	343 ▲	N/A



Scan for data sources and definitions, or visit [tinyurl.com/socf-data](http://tinyurl.com/socf-data).

## 90% School-Ready by 2020

Recently, the Department of Early Learning set an ambitious goal that 90% of children will be ready for kindergarten by 2020 without race or class as a factor, as determined by the Washington Kindergarten Inventory of Developing Skills (see page #11). This goal aligns with the Northwest Early Learning (NWEL) vision for ALL children. In 2015, according to WaKIDS, only 47.6% of children in our region entered kindergarten ready in all areas, with evidence that race and class were indeed significant factors. NWEL knows that these factors persist in school achievement, college graduation rates, employment data and other life outcomes. We also know that there are serious complications for children that begin far sooner than kindergarten. If we are serious about 90% school-readiness, we must also be diligent in creating access to community resources that support children and families in getting their basic needs met, and reaching their full potential at every age!

### All Along the Way





# What People Said

## ABOUT THE 90% GOAL

Northwest Early Learning has engaged stakeholders across the region in conversations about the Department of Early Learning's goal of 90% school-ready by 2020, regardless of race or class. Here is a sampling of what they said:

"It's a goal we can all get excited about!"

"What about the other 10%?"

"We need more clarity around the data that informs this goal."

"The burden cannot just be on families or teachers."

"We have many things under way that seem to support this."

"Our policies must support this goal."

"It takes a community to prepare a child."

"We need to shift from just child-specific outcomes to more community-based outcomes."

"It shifts the conversation to include more focus on the earliest years."

"How can we help families feel supported from pregnancy on?"

"School-readiness is not always the most appropriate way to talk about the importance of early learning."

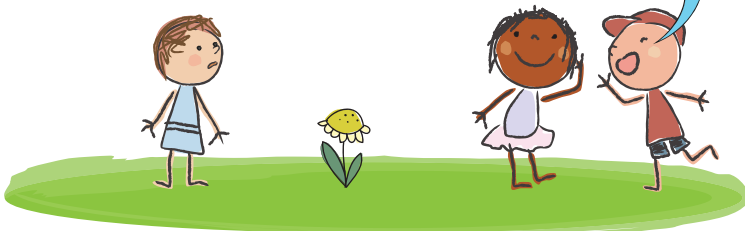
"School-ready message is also for schools!"

"What if we don't reach this goal?"



## Partners for the Incredible Years

When responding through a recent survey about community needs, Skagit families asked for more parenting education and supports. The Children's Council of Skagit County was able to respond to that need by bringing The Incredible Years (IY) Parenting Programs to Skagit. The IY focuses on strengthening parent-child interactions and attachments. There are three age-level groups: Parents & Babies, Parents of Toddlers, and Parents of Preschoolers. Since spring 2016, five IY Programs have been implemented. United General District 304 secured the funding for IY and partnered with the Children's Council for implementation. Children's Museum of Skagit hosted each age-level series in partnership with trainers from the Museum as well as YouthNet and United General's Women, Infants & Children program. Families were able to attend the parenting programs while their children enjoyed supervised play in the Museum. The Parents of Preschoolers program in Sedro-Woolley brought together partners from the Sedro-Woolley School District, Skagit/Islands Head Start, Upper Skagit Indian Tribe, and Bethlehem Lutheran Church. The Parents of Toddlers program in Concrete was a partnership between Skagit/Islands Head Start, Concrete School District, and the Concrete Resource Coalition. Most importantly, through these partnerships, the Children's Council was able to provide a valued service to our families. We know that these programs support protective factors that help the children and families of Skagit and our region flourish.



# Schools Ready & Successful

Ready and successful schools are prepared to support the learning and development of every child in their community.

Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
K-12 enrollment, public schools	8,232	1,908	19,237	109,047	27,047	1,088,959
Kindergarten enrollment, public schools	648	121	1,423	7,710	1,992	80,299
Free & Reduced Lunch enrollment	35.3% ▼	34% ▼	51.1% ▼	36.5% ▼	39.5% ▼	44% ▼
Percent of students that are Transitional Bilingual - English Language Learners	2.5% ▼	5% ▲	14.7% ▲	10% ▲	7.3% ▲	10.8% ▲
Percent of incoming kindergarteners ready in all 6 areas of development, fall 2015	34%	26.6%	40.2%	38.9%	37.3%	44.2%
Percent of incoming kindergarteners NOT ready in any area of development, fall 2015	1.7%	5.1%	6.2%	3.8%	2.8%	5.4%
Percent of children w/ IEPs who were functioning within age expectations at the end of preschool	47%	62.9%	50.3%	61.3%	66.1%	54.8%
Students from low-income households who graduated high school in four years	76.9% ▲	68.9% ▼	61.1% ▲	65.8% ▼	66.9% ▲	69.6% ▲
Districts in the region that accepted PreK-K Transition Reports	3 of 3	3 of 4	7 of 7	11 of 14	7 of 7	N/A

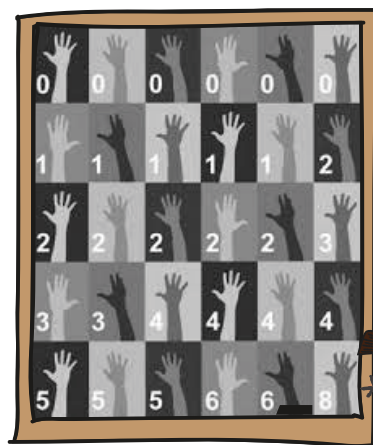


Scan for data sources and definitions, or visit [tinyurl.com/socf-data](http://tinyurl.com/socf-data).

## Who's Ready for Kindergarten?

In fall of 2015, of the 8,125 students in our region that were assessed by the Washington Kindergarten Inventory of Developing Skills (WaKIDS), less than half (47.6%) entered with the skills and behaviors expected at the beginning of kindergarten. Nearly 25% of children entered with the social-emotional development (interacts with peers, manages feelings, follows limits and expectations) typical of a child three years old or younger. Differences in readiness can result from lack of exposure to early learning opportunities, Adverse Childhood Experiences, language barriers and/or developmental delays. All of these things have important implications for the kinds of classroom environments and instruction that are appropriate for kindergarten. Helping prepare children and families for kindergarten is only part of school-readiness. Supporting schools to be ready for all children is also a must!

## ACEs in a Typical Classroom



NW Children's Fund 2012

- 6 Students have 0 ACEs
- 5 Students have 1 ACE
- 6 Students have 2 ACEs
- 3 Students have 3 ACEs
- 7 Students have 4-5 ACEs
- 3 Students have 6+ ACEs

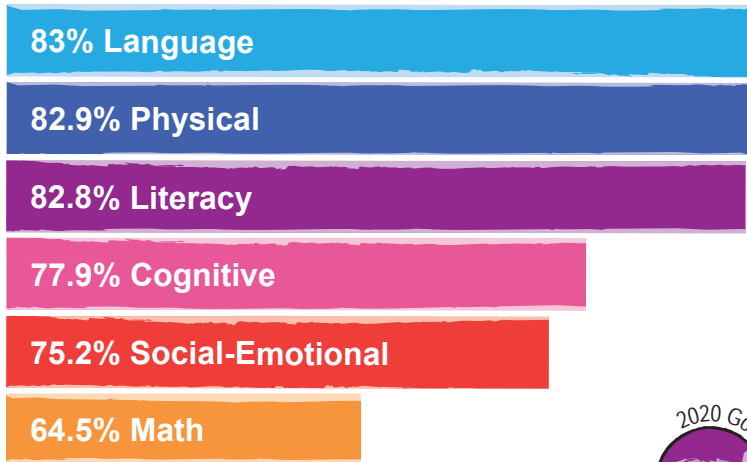


Many children in the average classroom will have encountered more than one Adverse Childhood Experience (ACEs). The more ACEs a child has, the greater the risk of long-term impacts to their health and school success.

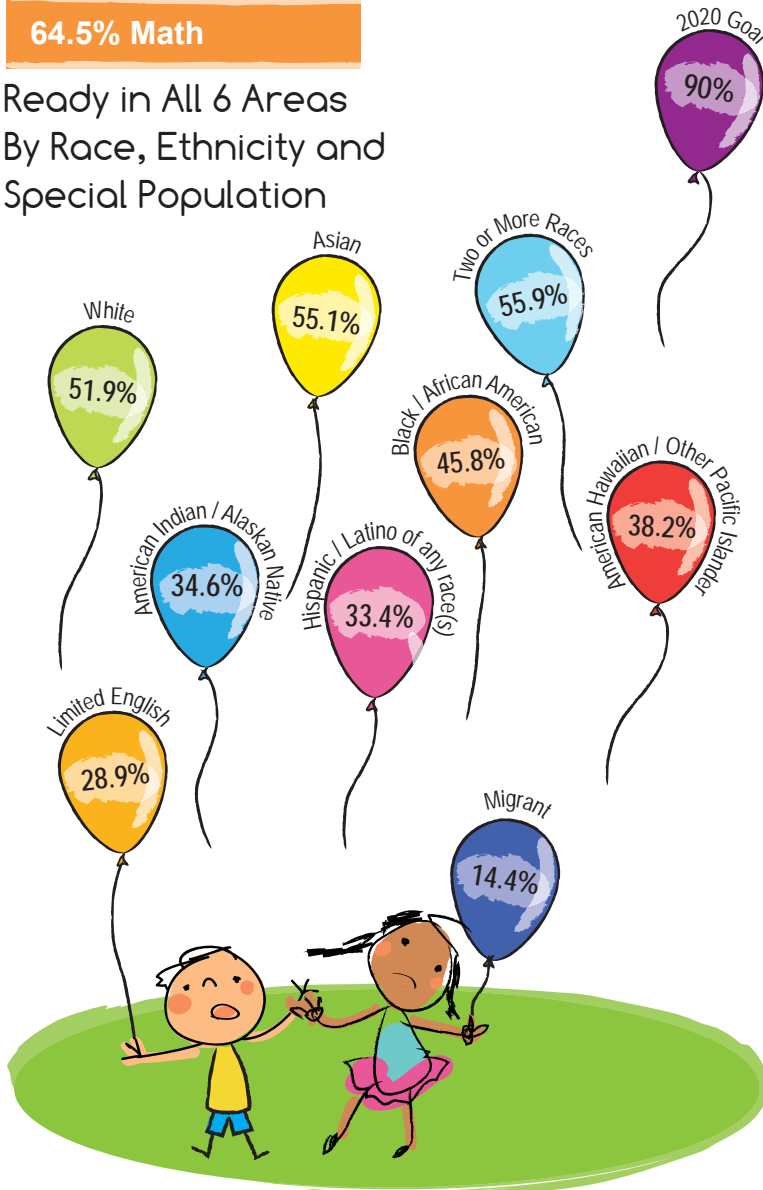
# School-Ready in 2015

The Washington Kindergarten Inventory of Developing Skills, WaKIDS, is the measure used for the 90% school-ready by 2020 goal. Readiness, according to WaKIDS, means that a child can meet widely-held expectations in six areas of development.

## Regional Readiness by Area



## Ready in All 6 Areas By Race, Ethnicity and Special Population



## Play & Learn

For Olga Fuentes, education in the U.S. was something she knew “nothing about”. Born and raised in

Mexico, American education was unfamiliar and intimidating. Olga searched for opportunities for her son Erick to play with other children. Meanwhile, the Ferndale School District began implementing a weekly Kaleidoscope Play & Learn (KPL) group. Started by Child Care Resources of King County & Child Care Aware NW, this evidence-based playgroup model reaches families in their neighborhoods and in their home languages. Olga heard about KLP from a friend and loved “that I was able to stay with Erick at the play group, that it was free, and that anyone could attend!”. Olga and Erick attended for 3 years; Olga became a Parent Leader, interpreting for Spanish speaking families, and even attended a KPL facilitator training hosted by the Whatcom Early Learning Alliance (WELA), made possible by funding from the United Way of Whatcom County. Currently, there are eight KPL groups in Whatcom school districts. WELA hopes to support all seven districts in participating in the program within the next year, as well as supporting facilitator training and purchasing materials for community partners. Erick started kindergarten in the fall of 2015 and Olga truly believes that attending KPL had a huge impact on Erick’s success in kindergarten, as well as helping her become a strong advocate for her son in school.

# Communities & Systems

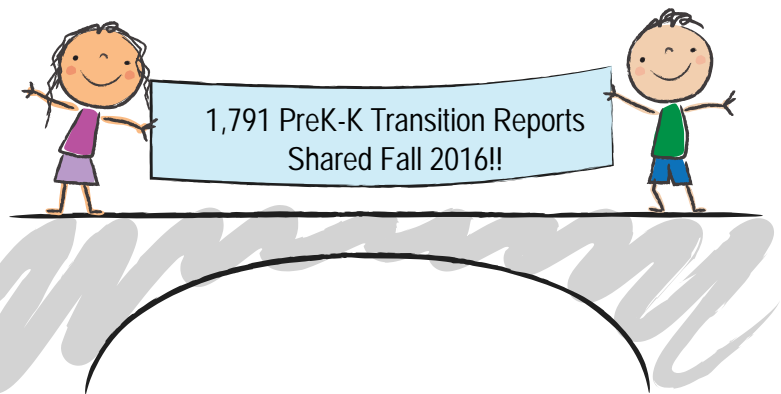
*Ready & Successful*

*Ready and successful systems and communities have the resources and information needed to support expansion and excellence of programs and services for children, families, and schools, including: governance, financing, accountability, planning, and communication.*

Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Housing Affordability Ranking	Poor	Poor	Poor	Poor	Poor	N/A
Job Opportunities Ranking	Poor	Fair	Good	Good	Fair	N/A
Community Resources Ranking	Good	Good	Good	Fair	Fair	N/A
<i>Combined households below US poverty and those that earn over poverty level but less than basic cost of living:</i>						
Asian households	37%	37%	47%	31%	47%	N/A
Black households	48%	17%	31%	45%	67%	N/A
Hispanic households	37%	57%	57%	47%	55%	N/A
White households	31%	31%	33%	32%	39%	N/A
Number of partner organizations affiliated with Northwest Early Learning	36	22	33	36	33	10
Participants at PreK-K Collaborative Network Dinner & Dialogues, Spring 2016	58	50	36	74	50	N/A
PreK-K Transition Reports shared between preschool & kindergarten teachers	178 $\wedge$	70 $\wedge$	274 $\vee$	926 $\wedge$	343 $\wedge$	N/A



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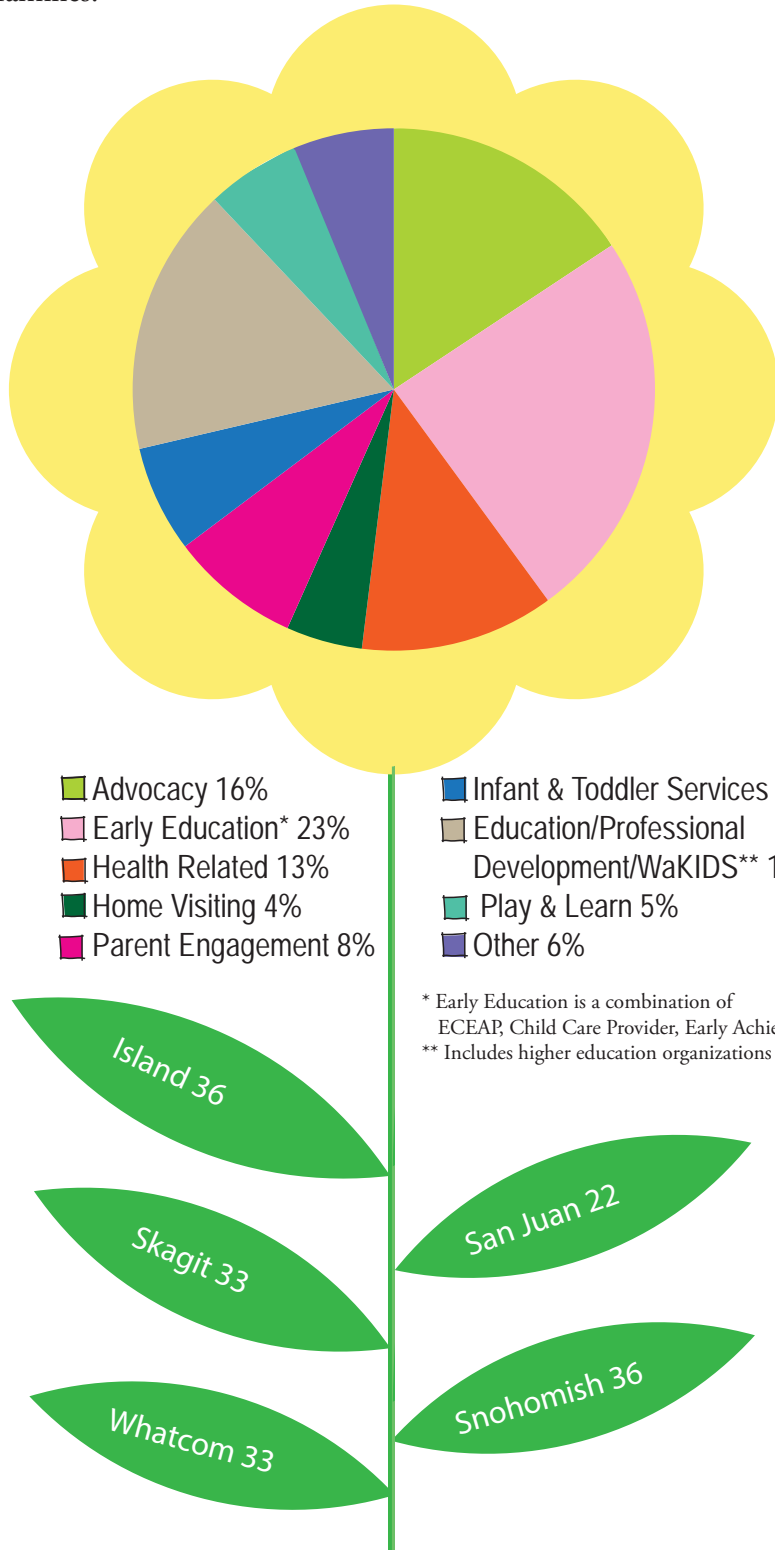


## Building a Bridge PreK-K Collaborative Network

Grassroots efforts between PreK and K-12 systems have been flourishing throughout our region for years. Many of the roots have taken hold and Northwest Early Learning is helping to keep these connections strong. One example is the PreK-K Collaborative, a network of school districts and community PreK providers like ECEAP, Head Start, and private preschools, who are establishing shared expectations and practices to improve school-readiness through shared professional development and the use of a PreK-K Transition Report. A huge THANK YOU to our many community partners for contributing to this ongoing effort! To hear local teachers talk about it, check out the Connecting PreK & Kindergarten video at [www.nwesi.org/early\\_learning/p3](http://www.nwesi.org/early_learning/p3).

# The Make Up of Our Coalition

Founded in 2005, Northwest Early Learning (NWEL) is a planning initiative representing over 100 organizations across Island, San Juan, Skagit, Snohomish, and Whatcom Counties. Our mission is to support access to comprehensive early learning and family support opportunities for all children and families.



\* Early Education is a combination of ECEAP, Child Care Provider, Early Achievers  
 \*\* Includes higher education organizations

Number of Partner Organizations Affiliated with NWEL



## Developmental Screening

In response to a rise in concerns related to social-emotional development in young children, Partners for Young Children Island County (PYC) launched an initiative to offer all parents of children birth-to-sixty-six months the ability to screen their child's development. PYC hopes that a common or "universal" screening will increase support for children in need, parent engagement, and school-readiness. The initiative has three components:

1. Public Outreach - Early Learning partners encourage caregivers to complete free developmental screenings (ASQ & ASQ S/E) for all children birth-to-sixty-six months through Within Reach or in partnership with one of the pilot providers.
2. Pilot Provider Screenings - Medical and non-medical providers offer an aligned developmental screening protocol and referral process as part of their individual work with families. All pediatricians and eight non-clinic organizations (home-visitors, Infant Mental Health providers, early intervention, child care and preschools) have been trained in this screening and referral protocol.
3. Centralized data and analysis - Screenings will be linked to a central data file in order to determine scope of outreach, identify shifting needs, and track impact.

This initiative will help PYC ensure that 100% of children reach kindergarten without an undetected developmental delay and families know where to get support they need.

# NW Early Learning Champion 2016



## Terry Clark

Terry's contribution to the children, families and early learning system is remarkable, with a long history of involvement. Her leadership and commitment to community-building has made a big difference. For the past eight years, Terry has been the Executive Director of ChildStrive, the largest early intervention provider agency in Snohomish County, serving over 300 children and families. During her tenure, she assured their early intervention services were high-quality, evidence-based practices and that social-emotional supports are available to benefit all Snohomish County families receiving early intervention services. She expanded ChildStrive to include other comprehensive birth-to-three services such as the Nurse Family Partnership and Parents as Teachers. She was also the first co-chair of the Snohomish Early Learning coalition in 2003. Terry has served as a mentor to so many families and early learning professionals across the region and state. No one is more deserving!



## You can be a champion for early learning too....

- Support family-friendly community events
- Show up for children and families (volunteer at local events, in classrooms and programs, pass along announcements)
- Share resources (time, talents, data, money)
- Speak up for children and families
- Talk to elected officials
- Vote for issues and candidates (from legislators to school board members) that support children and families
- Advocate for early learning (at your church, service organization, in your neighborhood)
- Encourage fathers
- Attend county early learning coalition meetings and share your ideas

## Past Recipients

Ray Soriano, 2015  
Vicki Hubner, 2014  
Joyce Sobel, 2013  
United Way of Whatcom County, 2012  
Sheriff John Lovick, 2012  
Cathy Niiro, 2012  
Sage MacLeod, 2012  
Sue Krienen, 2012

## Your Local NWEL Contacts

Partners for Young Children in Island County  
Bess Windecker-Nelson  
besswn@whidbey.com  
360-320-0595

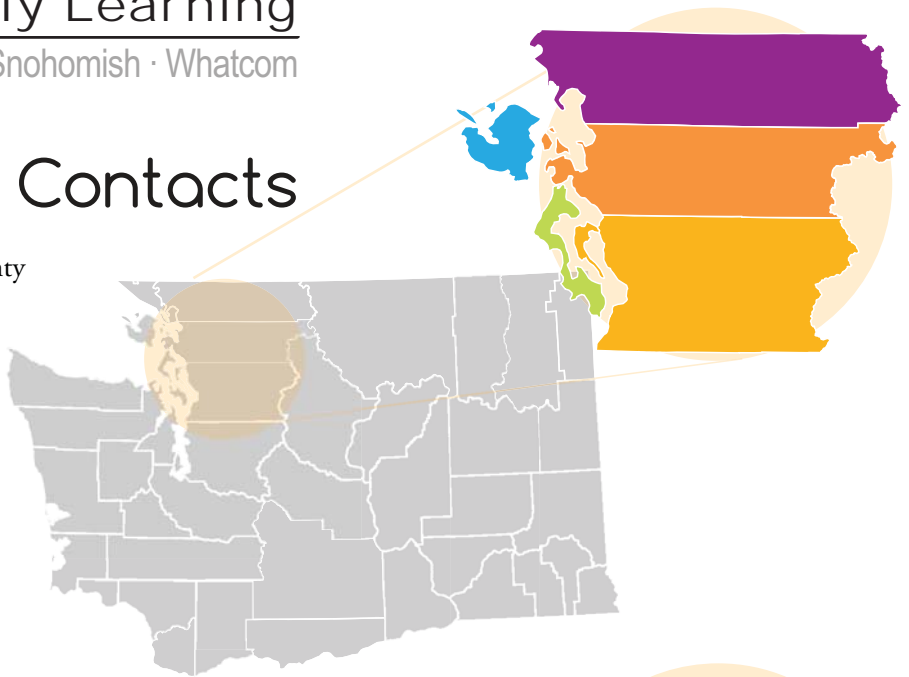
San Juan County Early Learning Coalition  
Joyce Sobel  
jsobel54@gmail.com  
360-378-4921

Children's Council of Skagit County  
Lyndie Case  
lyndie.case@unitedgeneral.org  
360-854-7176

Snohomish County Early Learning Coalition  
Pam Wessel-Estes  
pwe.sld@outlook.com  
425-374-5567

Whatcom Early Learning Alliance  
coordinator@whatcomearlylearning.org

Northwest Early Learning  
Karma Hugo  
khugo@nwesd.org  
360-299-4045



## What is Happening in Your Community?

Island	San Juan	Skagit	Snohomish	Whatcom
Children's Day	Curriculum Training	Spotlight Film Festival	O-3 Training with Dr. Sheri L. Hill	Casper Babypants Family Concert
Family fun day for all children & their caregivers. Whidbey organizations, businesses & community members provide a variety of booths, activities & games.	Preschool Creative Curriculum Training for all Early Learning Providers.	Documentary film series shining a light on issues that impact the lives of Skagit County residents followed by a community panel or discussion.	The latest research in brain development, ways caregivers can support long-term health & well-being. Emphasis on play, relationships, mitigating toxic stress & expulsions.	For children, ages 0-6 & their families. Proceeds benefit parenting scholarships for Bellingham Technical College's parenting education program.
Sat., Sept. 24 10:00am — 2:00pm	Sat., Sept. 24 & 25 9:00am — 4:00pm	Thurs., Jan. 19 - Feb. 16 7:00pm — 9:00pm	Sat., Oct. 22 9:00am — 12:30pm	Sat., Oct. 15th 10:30am
South Whidbey Community Park, Langley	Orcas Fire District Headquarters	Lincoln Theatre Mount Vernon	ChildStrive 14 E. Casino Road, Everett	B'ham Technical College, Settlemyer Hall
Everything is free	Free (sponsored by DEL)	Free (\$5 Suggested Donation)	Free	\$12/family (Gen. admission) \$7/family (BTC students)
Contact: Carrie Monforte programs@whidbey.com	Contact: Ethna Flanagan ethnaf@sanjuanco.com	Contact: skagitspotlightfilmfestival.com	Contact: Pam Wessel-Estes pwe.sld@outlook.com	Contact: Jen Knudsen jknudsen@btc.edu

# Acknowledgements & Resources

## ACEs & Resilience

- Adverse Childhood Experiences study and findings, Centers for Disease Control and Prevention: [cdc.gov/violenceprevention/acestudy](https://www.cdc.gov/violenceprevention/acestudy)
- Center on the Developing Child Harvard University: [developingchild.harvard.edu](https://developingchild.harvard.edu)
- ACE Interface: [aceinterface.com](https://www.aceinterface.com)
- Resilience Trumps Aces: [www.resiliencetrumpsaces.org](https://www.resiliencetrumpsaces.org)
- Strengthening Families Protective Factors, Center for the Study of Social Policy: [cssp.org/reform/strengtheningfamilies](https://cssp.org/reform/strengtheningfamilies)
- Healthy Children: [healthychildren.org/English/Pages/default.aspx](https://www.healthychildren.org/English/Pages/default.aspx)
- Child Abuse Prevention Association: [capacares.org](https://www.capacares.org)
- Love.Talk.Play.: [lovetalkplay.org](https://www.lovetalkplay.org)
- 123 Care Trauma-Sensitive Toolkit for Caregivers, Spokane Regional Health District: [srhd.org/123care.asp](https://www.srhhd.org/123care.asp)
- NEAR@Home Toolkit for discussing trauma and resilience: [thrivewa.org/work/trauma-and-resilience-4/](https://www.thrivewa.org/work/trauma-and-resilience-4/)
- The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success: [k12.wa.us/compassionateschools/heartoflearning.aspx](https://www.k12.wa.us/compassionateschools/heartoflearning.aspx)

## Racial Equity

- Racial Equity Principles, Washington State Department of Early Learning Early Learning Advisory Council: [del-public-files.s3-us-west-2.amazonaws.com/SLC\\_101915\\_ELACRacialEquityCommitmentPrinciples.pdf](https://del-public-files.s3-us-west-2.amazonaws.com/SLC_101915_ELACRacialEquityCommitmentPrinciples.pdf)
- Essential Racial Equity Questions, Washington State Department of Early Learning Early Learning Advisory Council: [del-public-files.s3-us-west-2.amazonaws.com/SLC\\_103015\\_ELACRacialEquityQuestions.pdf](https://del-public-files.s3-us-west-2.amazonaws.com/SLC_103015_ELACRacialEquityQuestions.pdf)
- Center for Social Inclusion: [www.centerforsocialinclusion.org](https://www.centerforsocialinclusion.org)
- The Washington State Educational Opportunity Gap Oversight and Accountability Committee's 2015 recommendations: [k12.wa.us/Workgroups/EOGOAC.aspx](https://www.k12.wa.us/Workgroups/EOGOAC.aspx)
- Race Matters Toolkit, Annie E. Casey: [aecf.org/resources/race-matters-toolkit-users-guide](https://www.aecf.org/resources/race-matters-toolkit-users-guide)

## Further Resources

- Children's Alliance: [childrensalliance.org](https://www.childrensalliance.org)
- Within Reach: [parenthelp123.org](https://www.parenthelp123.org)
- Asset Limited, Income Constrained, Employed (ALICE), United Way's Study of Financial Hardship: [unitedwayalice.org](https://www.unitedwayalice.org)
- National Center for Children in Poverty: [nccp.org](https://www.nccp.org)

