

# State *of* Children & Families



2017 Report

# State *of* Children & Families 2017 Report



## Our Vision

All children have high-quality early care and learning experiences that support optimal growth and development leading to success in school and life.

Northwest Early Learning (NWEL) was founded in 2005 as a cross-systems and cross-county collaboration to create and sustain safe, stable, nurturing early relationships and environments in Island, San Juan, Skagit, Snohomish, and Whatcom Counties. The State of Children and Families Report gives a snapshot of how children (prenatal - age 8) and their families are doing across the region and compared to the state.

## Supporting Safe, Stable, Nurturing Relationships & Environments for Young Children

Promoting safe, stable, nurturing relationships and environments provides positive impacts on increasing successful child developmental outcomes and reducing negative adverse childhood experiences (or ACEs). Building healthy relationships and development in young children leads to capable, productive adults and communities.

## About This Report

One of NWEL's initiatives is to create the *State of Children and Families Report*. Since 2013, the *State of Children and Families Report* has provided demographic and programmatic data to illustrate key components of our early learning systems and progress. We also shine a light on local families, professionals, and organizations who are supporting young children in our region.

This report is organized by the Washington Early Learning Plan **READY & SUCCESSFUL** Frameworks:



### What are the components?

- **Safe** = healthy, physical and relationship contexts
- **Stable** = predictable and consistent relationships and environments
- **Nurturing** = sensitive and warm responses to children's needs



### Why?

- To improve readiness for cognitive, social, emotional, and physical learning
- To reduce the impact of adverse childhood experiences
- To reduce health disparities
- To build pathways out of poverty
- To improve health and well-being in our communities



### How do communities support this?

- High quality child care and early learning programs
- Parent social support
- Concrete and emotional support for low-income families
- Parent support through home visits and education
- Mental health and substance abuse treatment
- Prevention programs for domestic abuse

Northwest Early Learning has adopted this framework as a roadmap for building a comprehensive, coordinated, and effective early learning system across our five counties.

For information about the Early Learning Plan online go to <https://del.wa.gov>



**Red balloons** in the report are used to indicate special community efforts to build and sustain safe, stable, nurturing relationships and environments.

**Up & down arrows** (↑ ↓) in the data tables indicate the data value has increased or decreased over the previous year. No arrow indicates no change, a new data indicator to the report, that the data is calculated differently from last year.

**Sources:** Data included in the report were 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 2017 data sources and definitions go to [www.nweld.org/early\\_learning](http://www.nweld.org/early_learning)



# 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
Number of children under age 5	5,301 ↑	459 ↓	7,286 ↑	47,640 ↑	11,467 ↑	439,657 ↓
Children under 6 who live in families 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)	1,062 ↑	119 ↓	2,187 ↑	10,666 ↑	3,437 ↓	112,082 ↑
Number of foster care placements, ages 0-17	72 ↑	<10	137 ↑	752 ↑	319 ↓	9,336 ↑
Children with developmental delays, ages birth-3, served by Early Services for Infants & Toddlers (ESIT)	177 ↑	14 ↑	197 ↑	1,867 ↑	469 ↑	16,137 ↑
<i>Kindergarteners meeting or exceeding standards by area of development at fall 2016:</i>						
Social-Emotional standards	65.6% ↓	63.8% ↓	67.9% ↓	68.4% ↓	69.5% ↓	70.2% ↓
Physical standards	83.7% ↓	83% ↓	81.2% ↓	80.7% ↓	85% ↑	78.8% ↑
Language standards	83.2% ↓	85.8% ↓	81.4% ↑	84.4% ↑	85.4% ↓	81.2% ↑
Cognitive standards	79.8% ↓	85.7% ↓	75% ↑	78.1% ↑	82.5% ↓	76.7% ↑
Literacy standards	88.9% ↓	88.5% ↑	75% ↑	82.9% ↑	86.1% ↓	82.6% ↑
Math standards	72.9% ↑	88.5% ↑	54.5% ↑	69.7% ↑	65.5% ↓	66% ↑
8th graders with depressive symptoms	24% ↓	29% ↑	30%	27% ↓	26% ↓	28% ↑
On-time graduation rate, public schools	88.9% ↑	81.6% ↑	78.2% ↑	84.1% ↑	78.7% ↓	79.1% ↑

For 2017 data sources and definitions go to [www.nwesd.org/early\\_learning](http://www.nwesd.org/early_learning)

## Children's Social-Emotional Readiness for Kindergarten

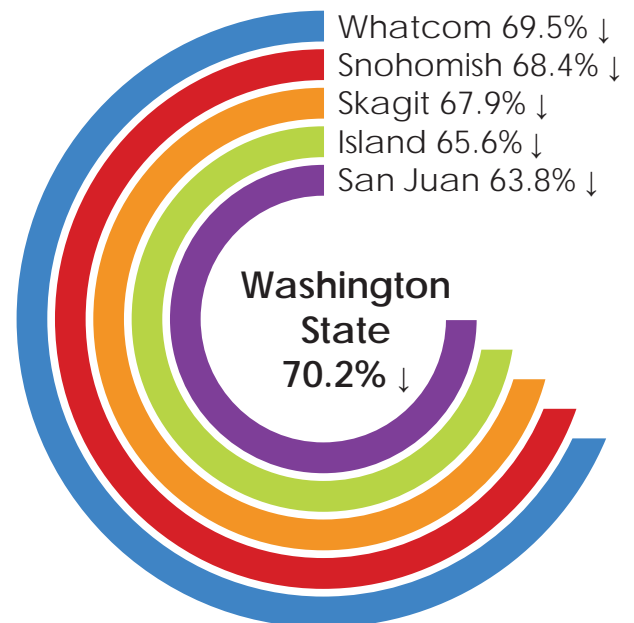
Social and emotional development includes children's abilities to ask for what they need, share materials, manage urges in different contexts, interact with peers and adults in different ways, communicate feelings in constructive ways and navigate conflict successfully. These are foundational skills that build capable, confident and thriving adults.

This year, in each county of the region, there is a downward trend in social and emotional developmental skills among children entering kindergarten.

There are many ways to support a child's social and emotional growth. Interactive play teaches turn-taking, communication, shared goals, and emotion regulation. Throughout our region, we are building and maintaining opportunities and capacity to support children's social and emotional development in a variety of programs that include promoting play.



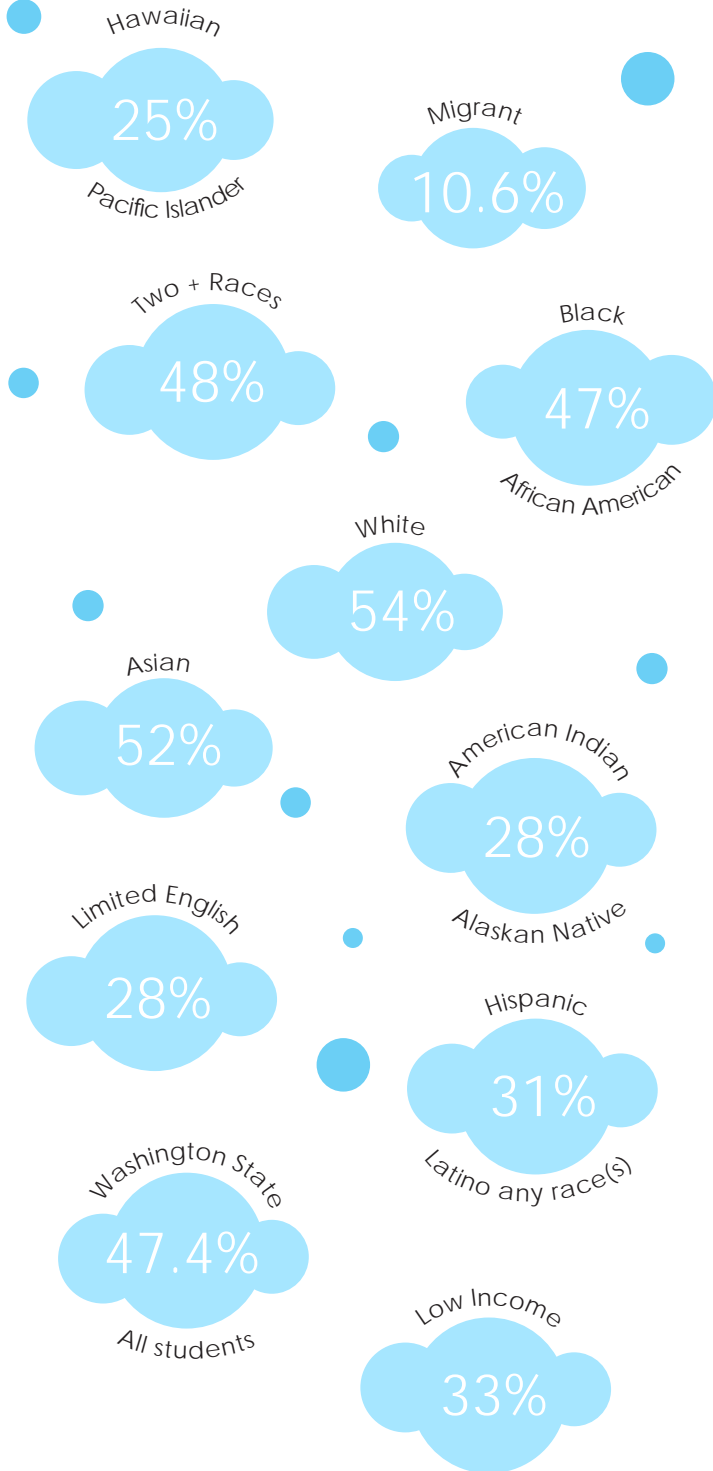
## Social-Emotional Readiness According to WaKIDS by County



# Children in NW Region Ready in All Six Areas by Race, Ethnicity & Special Population



Department of Early Learning's goal by 2020: 90% of children are kindergarten ready in all areas



## Working Toward Ready & Successful Children in Whatcom County

Four years ago, Shannon arrived at Kaleidoscope Play & Learn (KP&L) in Ferndale with a growing family and a limited budget. She and her husband, Justyn, were seeking fun, safe activities to help their children grow socially and academically. Play & Learn was the perfect solution!

Attending the playgroups regularly gave their children, Alexander and Zacary, a variety of activities to meet their learning needs. It also helped Shannon develop a better understanding of how kids learn through play. She learned that “another mess on the table” is actually her curious 2-year-old developing motor skills and experimenting with cause and effect. Knowing this encouraged her to make more space for this type of learning in their home.

Shannon recently shared, “Interacting weekly with facilitators that are passionate about creative play has sent ripple effects throughout our lives. I am learning about learning, seeing the journey through a child’s eyes. This is primarily because of the vital moments we have spent at KP&L.”

The Whatcom County KP&L project, funded by United Way of Whatcom County, Opportunity Council, and THRIVE, is expanding these free, weekly playgroups to a wide diversity of families across the county. Shannon appreciates the learning among parents, caregivers and children. It offers a rich, school-like experience that helps many children prepare for kindergarten and life.

The West family has four children now, ages 8 to 2. The program has benefited each child and Shannon will continue to attend with Emy, 4 and Xavier, 2. The impact has been so beneficial that Shannon has decided to complete the facilitator training to work as a parent leader in the program.

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a whole-child screening conducted during the first few months of kindergarten that helps to ensure a successful start to school and connect the key adults in a child’s life.



Supporting Safe, Stable, Nurturing Relationships & Environments for Young Children

# 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	1,948	270	2,417	20,154	4,579	183,273
Estimated Basic Annual Cost of living for a family with 2 adults, 1 infant, 1 preschooler	\$56,088	\$57,864	\$56,604	\$61,428	\$57,672	\$52,152
Unemployment rate	5.0% ↓	3.7% ↓	5.2% ↓	3.5% ↓	4.7% ↓	4.5% ↓
Homeless individuals living as family units	181	96	353	1,066	734	21,845
Children participating in the Basic Food Program	20% ↓	19% ↓	37% ↓	22% ↓	28% ↓	30% ↓
Percent of births that qualified for Medicaid assistance	28.6% ↓	58.8% ↑	63.1% ↑	40.7% ↑	52.1% ↑	49.2% ↑
Mothers receiving prenatal care in the first trimester	74.6% ↑	71.1% ↑	68.6% ↑	73% ↑	67.3% ↓	73.7% ↑
Families served by Women Infants & Children (WIC) supplemental nutrition	2,969 ↑	324 ↓	6,200 ↑	21,404 ↓	7,277 ↑	293,914 ↑
Number of spaces available in Early Head Start, including migrant and tribal	27	0	70	214	113	3,275
Teen pregnancy (15-19 years)	54	4	115	507	161	6,035
Teen birth rate (15-17 years) per 1000	6.8	< 5	9.6	6.5	5.3	8.3

For 2017 data sources and definitions go to [www.nwesd.org/early\\_learning](http://www.nwesd.org/early_learning)

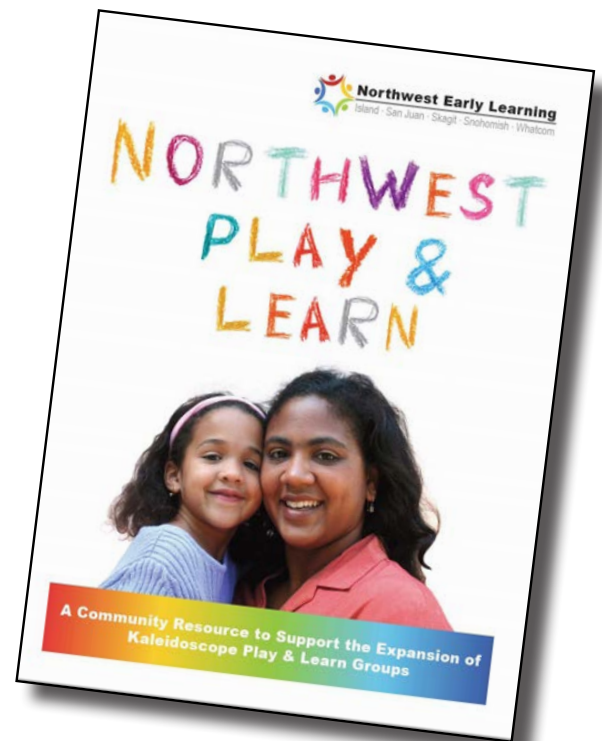


## Play and Learn Groups as a Two-Generation Approach to Supporting Families

Play and Learn groups are an effective, low-cost approach to increasing child and family engagement with activities that support social and cognitive growth for both young children and their caregivers who may be unlikely to participate in preschool or child care.

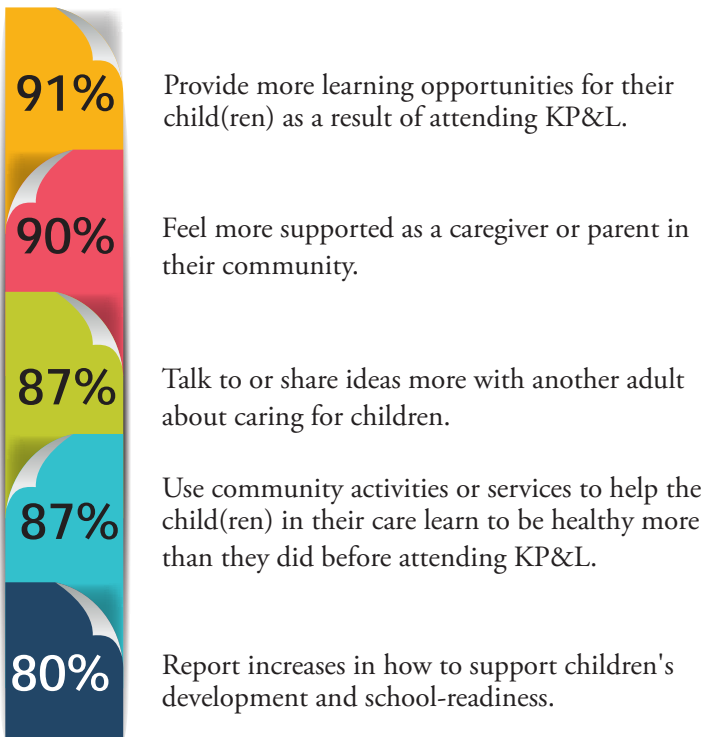


Northwest Play & Learn is a campaign of NWEL to increase the number of high-quality, low-cost playgroups available to children and families in our region. The goals are to build equitable access, support early brain development through nurturing relationships, provide responsive social networks for parents/families, and nurture school readiness across all domains of development.



For more information about the Kaleidoscope Play & Learn program or to download the NW Play & Learn booklet, go to [www.nwesd.org/northwest-play-learn](http://www.nwesd.org/northwest-play-learn)

## Positive Outcomes Associated with Kaleidoscope Play & Learn Groups - Parents & Caregivers Reported They:



## What's Happening with Kaleidoscope Play & Learn Groups Around the Region in 2016-2017

1,484

Number of Children Who Attended

1,099

Number of Parents Who Attended

163

Number of Family, Friends, and Neighbor Caregivers Who Attended

11 & 20

11 KP&L Programs Offered 20 Sessions per Week

45

Trained KP&L Facilitators Serving the Region



### Ready & Successful Families in Snohomish County

When Erin found out she was pregnant she was alone, living in her car, and unsure of her next move. She knew that she wanted to give her daughter the best life she could. Erin found ChildStrive's Nurse-Family Partnership program that connected her with Jennifer, a home-visiting nurse. Jennifer helped Erin identify her strengths and resources, recognize and overcome her fears, and set goals for her pregnancy and her life.

When Jocelyn was born, Jennifer provided parenting and child development support to help meet Jocelyn's needs. Erin's relationship with Jennifer gave her confidence to seek community resources. She enrolled Jocelyn into childcare and acquired a low-paying job. After regularly volunteering at Jocelyn's childcare center after work, staff encouraged her to apply for a position at the center. Erin got the job and started her career in early childhood education.

"Jocelyn is almost three and she is so smart! I learned how to help her learn and she has learned so much from childcare. I have too! I love my work and I want to go back to school to help my center do well in Early Achievers (a quality rating and improvement program)."

With a budding career, Erin knew she wanted her own place to live where she could build a stable life for her family. Housing Hope, a local non-profit housing provider, soon offered them an affordable home.

Erin received support and encouragement from many organizations in Snohomish County that embrace what is called a "two-generation" model to provide services to both children AND their parents. This type of wrap-around support allows families to rise from poverty, overcome difficult barriers, and build healthy beginnings two generations at a time.



# Professionals Ready & Successful

*Ready and successful professionals are prepared, knowledgeable, and responsive 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 6 with all parents in the workforce	61.8% ↑	68.3% ↑	60.3% ↓	59.6% ↑	59.8% ↑	59.5% ↓
Number of spaces for 3 & 4 yr olds in state & federally funded preschool (ECEAP & Head Start)	192	54	624	1,590	822	25,197
Number of licensed child care and education programs – centers and family homes	41	6 ↓	95 ↑	480 ↓	87 ↓	5,057 ↓
Number of spaces available for children in licensed child care and education programs - centers and family homes	1,168 ↑	193 ↓	2,261 ↑	14,412 ↑	2,505 ↑	146,628 ↑
Percent of licensed child care providers enrolled in Early Achievers	71% ↑	100%	88% ↑	62% ↑	75% ↑	71% ↑
Number of Regional Transition Reports shared between preschool and kindergarten teachers	187 ↑	72 ↑	300 ↑	635 ↓	423 ↑	N/A

For 2017 data sources and definitions go to [www.nwesi.org/early\\_learning](http://www.nwesi.org/early_learning)

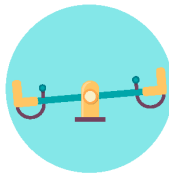
## Learning Through Play

Early Learning professionals know that children learn through play.

PreK and district teachers are increasingly incorporating play-based learning throughout their classrooms. Intentional and guided play, known as playful learning, are teaching tools early childhood educators are using to promote skill development across domains. A growing body of research demonstrates the positive relationship between children's play and development in several areas, such as complex language, higher-order thinking, mathematics, and social and emotional development (for more information visit National Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org)).



There are many benefits to play-based learning & environments:



large block of time for intentional play includes time for observation of children's development and interests



hands-on, inquiry-based learning experiences encourage exploration, problem solving, discovery, and vocabulary development



opportunities for a variety of types and formats of learning that are child initiated



embedding literacy and numeracy experiences in play scenarios



## Foundations in Early Math

27 early learning educators (for almost 500 young learners) attended a training to identify children's present levels of math development and corresponding activities that build foundational numeracy skills such as counting, comparing, measurement, geometry and early math operations through hands-on, active, play-based experiences.



counting



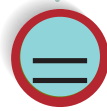
comparing



measurement

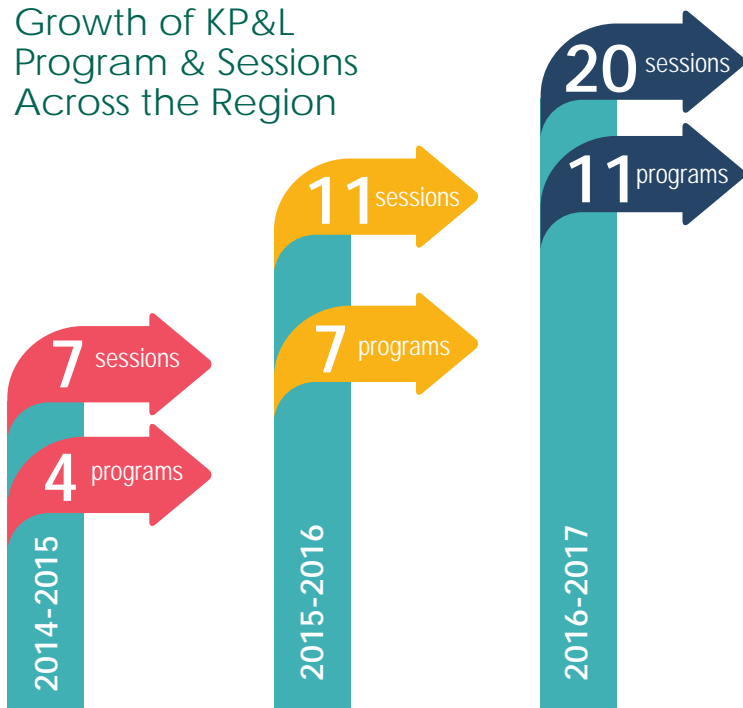


geometry



building foundational numeracy skills

### Growth of KP&L Program & Sessions Across the Region



For more information about the Kaleidoscope Play & Learn program or to download the NW Play & Learn booklet, go to [www.nwesd.org/northwest-play-learn](http://www.nwesd.org/northwest-play-learn).



### Working Toward Ready & Successful Early Learning Professionals in Island County

Angela is a bright, cheery educator for the Early Childhood Education and Assistance Program (state-funded preschool) on Whidbey Island. She has four children and works hard to help support her family on an entry-level salary. Although eager to advance her career, training opportunities are scarce and come with many challenges. "I work during the day and, being a military family, my husband is often gone or working late hours leaving childcare as a problem. Also, my part-time pay is not enough to cover the added expense of tuition and books."

Meanwhile, many early learning programs across the region are looking to expand but desperately need qualified teaching staff. The challenge to growing the workforce pool is to provide professional development that meets teachers' needs (e.g., child care, work/family-friendly classes, and low-cost).

This fall, Angela learned of an innovative certification program that offered solutions. Several early learning partners came together to build a successful training opportunity to advance careers in early childhood and expand the workforce. Skagit Valley College provided the training credits, Head Start provided child care at a nearby center, the culinary program prepared meals; United Way, SVC-Foundation, Charis Club, Moccasin Lake & Tulalip tribes, Head Start and ECEAP all provided additional resources so that 29 professionals from Island and Skagit Counties could earn a "Short ECE Certificate of Specialization" (20 college credits).

Without childcare, work/family-schedule of classes and financial assistance, Angela would not have been able to complete the classes and advance her teaching career. "I am grateful for the amazing opportunity because it will allow me to give back to my community through a program I strongly believe in."



# 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	8,171 ↓	1,875 ↓	18,951 ↓	109,968 ↑	27,223 ↑	1,089,066 ↑
Kindergarten enrollment, public schools	657 ↑	135 ↑	1,432 ↑	7,989 ↑	2,024 ↑	81,099 ↑
Free & Reduced Lunch enrollment	35% ↓	33.9% ↓	51% ↓	37% ↑	40.3% ↑	44%
Percent of students that are Transitional Bilingual - English Language Learners	2.8% ↑	5%	14.6% ↓	10.8% ↑	6.8% ↓	11% ↑
Percent of incoming kindergarteners READY in all 6 areas of development, fall 2016	48.9% ↑	62.1% ↑	41.6% ↑	46.5% ↑	50.5% ↑	47.4% ↑
Percent of incoming kindergarteners NOT ready in any area of development, fall 2016	4.4% ↑	7.7% ↑	5.7% ↓	3.8%	2.9% ↑	5.3% ↓
Percent of children w/ IEPs who were functioning within age expectations at the end of preschool	59.4% ↑	57.4% ↓	51.9% ↑	59.4% ↓	61.8% ↓	53.6% ↓
Students from low-income households who graduated high school in four years	84.3% ↑	76.6% ↑	69% ↑	74.2% ↑	67.6% ↑	69.4% ↓
Districts in the region that accepted PreK-K Transition Reports out of total number of districts	3/3	3/4	5/7	12/14	7/7	N/A

For 2017 data sources and definitions go to [www.nwescd.org/early\\_learning](http://www.nwescd.org/early_learning)



## Transition to Kindergarten

The transition to kindergarten is a significant period in young children's lives. To support this transition, NWEL has created a report that allows early learning providers to communicate with kindergarten providers about incoming students. This nationally recognized tool and model of PreK-K collaboration has a far-reaching impact on many levels. Kindergarten Transition Reports have helped align the work of community PreK providers and school districts around early learning as well as shorten the transition period to kindergarten. Parents use the reports to learn more about their child's readiness for kindergarten. PreK providers use the reports as a reflective tool within their programs. Kindergarten teachers and districts use the reports to learn about children in advance and prepare to best support them. Early Learning Coalitions use the reports to collect data on county-wide emerging needs. On many levels, the Kindergarten Transition Reports are an alignment tool that has increased collaboration, awareness, and collective impact on school readiness for our region.



## Kindergarten Transition Reports This Year:



**1,616**

reports  
submitted



**66+**

early learning  
partners  
completed  
the forms



**30/35** districts participated in  
sharing reports



## Working Toward Ready & Successful Schools in San Juan County

Kaleidoscope Child Care Center is an early learning school on Orcas Island. This family-responsive program offers extended-day hours, infant care, and connection to programs like public health, community resource centers, Early Support for Infant and Toddlers, ECEAP (Early Childhood Education and Assistance Program) and the Early Childhood Education Initiative.

With Kaleidoscope Center participating in Early Achievers, a quality rating and improvement system through Child Care Aware NW WA, and as an extended-day ECEAP, the children spend valuable time learning and playing outdoors. When the playground ranked low in Early Achievers, Program Director Amber Paulsen reached out to her community partners. “Community is an imperative part of what keeps Kaleidoscope Center thriving.”

Designing a natural playground space was a collaborative effort with local businesses: Griffin Yard Works, Island Hardware & Supply, Harvey Logging, and Sea Island Sand & Gravel. Natural elements were essential in creating this outdoor space, such as a slide built into a grassy hill, stages for pretend play, trike trails, and potted herb and strawberry gardens. The sandboxes made from repurposed rowboats, capture the unique character of island life. Orcas Island Fire and Rescue donated helmets for each child.

“As early learning experts, we understand the value of nature-based play. It stimulates creativity allowing children to deepen their relationships with peers and heighten inventiveness of thinking,” reports Amber. With Kaleidoscope teachers, the community’s dedication to quality and improvement goes beyond facility enhancement and includes professional development and improving teaching practices, like daily outdoor learning. This early learning school sits at the center of an engaged community serving each other by supporting our youngest learners.

## Prek-K Dinner & Dialogues:

Another PreK-K alignment effort supported by Northwest Early Learning is to facilitate annual early learning Dinner & Dialogues. Communities of early learning educators (across Prek & kindergarten) have come together to support children’s school (and life) readiness. Partners from different sectors (e.g., school districts, ECEAP, Head Start, private preschools and child cares, libraries, Play & Learn groups) have a meal and conversation about shared roles, responsibilities and expectations to optimally improve whole-child outcomes. These groups continue today in various forms throughout the region and are a springboard for systems development. Dinner & Dialogues have offered many early learning partners updated information on emergent needs and a platform to collectively address those needs throughout the region since 2009.

## Dinner & Dialogue Events This Year:

- **10** held throughout the region
- **268** attendees:

130 early learning partners  
113 district representatives  
25 community partners





# 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.*

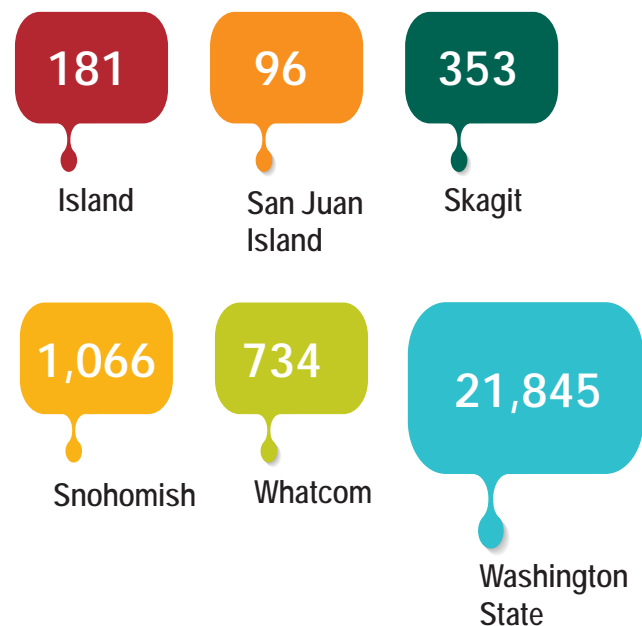
Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Working poor (ALICE: Asset Limited, Income Constrained, Employed + Federal poverty level)	32%	32%	36%	33%	41%	32%
<i>Combined households below US poverty and those that earn over poverty level but less than basic cost of living:</i>						
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	32	23	34	34	30	10
Participants at PreK-K Collaborative Network Dinner & Dialogues, Spring 2017	55 ↓	41 ↑	Coming Fall 2017	99 ↑	97 ↑	N/A
Number of Regional Transition Reports shared between preschool and kindergarten teachers in public schools	187 ↑	72 ↑	300 ↑	635 ↓	423 ↑	N/A

For 2017 data sources and definitions go to [www.nwesd.org/early\\_learning](http://www.nwesd.org/early_learning).

## Collaborative Communities

Many families with young children in our region are impacted by risk factors such as housing and food insecurity, joblessness, and decreasing access to quality child care. These risk factors impact children's development, contribute to the achievement gap in school, and ultimately affect community health. NWEL works within and across systems to build resilience in children and families by supporting safe, stable and nurturing environments and reducing environmental risk factors. Working with organizations that support housing, employers, health care providers, and child care partners, NWEL looks for ways to innovatively and collaboratively reduce Adverse Childhood Experiences (ACEs) and build protective factors across our five-county region. If you would like to join our efforts, please contact your nearest NWEL representative (listed on page 14). We'd love your help, ideas, and support.

## Homeless Individuals\* Living as Family Units



\*Homeless persons reporting as individuals living as family units.  
The homeless data is from:  
Annual homeless count, January 26, 2017 compiled by WA State Department of Commerce, Housing Assistance Unit.  
<http://bit.ly/2wg1QEQ>

## Risk Factors

Risk factors are obstacles to children's health, development and, ultimately impacts, life trajectories. Families in our region face unnecessary adversity such as poverty, racial disparity, and household dysfunction.



Communities can mitigate and even eliminate unnecessary adversity and increase health and well-being by engaging growth of protective factors.

(Comprehensive Health Education Foundation)



## Working Toward Ready & Successful Communities & Systems in Skagit County

“You have a backyard?!” a child asked another in disbelief. Allia Allen, a volunteer at Project Homeless Connect in Skagit County (an event to share resources with families who are homeless) was changed when she overheard this question. “It is easy to live in a bubble, unable to see life through the eyes of our neighbors living in impoverished families.”

High-quality early education resources are often out of reach simply because some families have no way to get to them, even if they are free. Enter Frankie the Fire Engine. The decommissioned fire engine was purchased by the Children's Museum of Skagit County and has been transformed into a mobile early learning center in collaboration with many community partners including the United Way of Skagit County, Children's Council of Skagit County, the City of Burlington, and Leadership Skagit. These partners recognized the importance of the early years as foundational to a child's long-term growth and wanted to ensure all Skagit children, regardless of where they live, had opportunities to learn through play. Packed with materials that promote early literacy and Science, Technology, Engineering, Art, and Math (STEAM), Frankie travels throughout the county bringing play-based learning experiences to families.

“I watched first-hand as children explored Frankie's offerings in excitement and awe. Families who had been unable to experience the enrichment of local resources now have an open door, a pathway that travels to them.” Frankie the Fire Engine is paving the way for youth to become excited and empowered through education, exploring and connecting. This early learning initiative is an example of multiple partners working together and creatively meeting the needs of our youngest learners. 12

# NW Early Learning Champion 2017



## Karma Hugo

Karma Hugo is a remarkable champion of early learning with deep roots in our region and a passion for young children. She is a tireless advocate and cross-systems collaborator who has built strong networks of support for children, families, and professionals. The positive impact of her nine-year tenure as Director of Early Learning at NWESD 189 can be felt throughout our region and the state. Her implementation of the P-3 Literacy Alignment Initiative funded by the Bill & Melinda Gates Foundation leveraged a \$1.4 million investment, supporting hundreds of teachers and impacting thousands of young learners. She also successfully supported regional kindergarten teachers in the adoption of WaKIDS. As the skillful coordinator of NW Early Learning, our regional coalition, she produced one of her most valuable and lasting achievements, the collaborative development of the Kindergarten Transition Report. This nationally recognized tool bridges the gap between PreK educators and districts by supporting the transition to kindergarten. The result is a network of educators from a variety of settings, coming together in new ways to minimize barriers and maximize learning potentials. As the new Director of Early Learning at OSPI, Karma will continue to epitomize leadership and inspire collaborative solutions by building supports for children across Washington.



## Past Recipients

Terry Clark, 2016  
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

## 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 parents, both mothers and fathers
- Attend county early learning coalition meetings and share your ideas

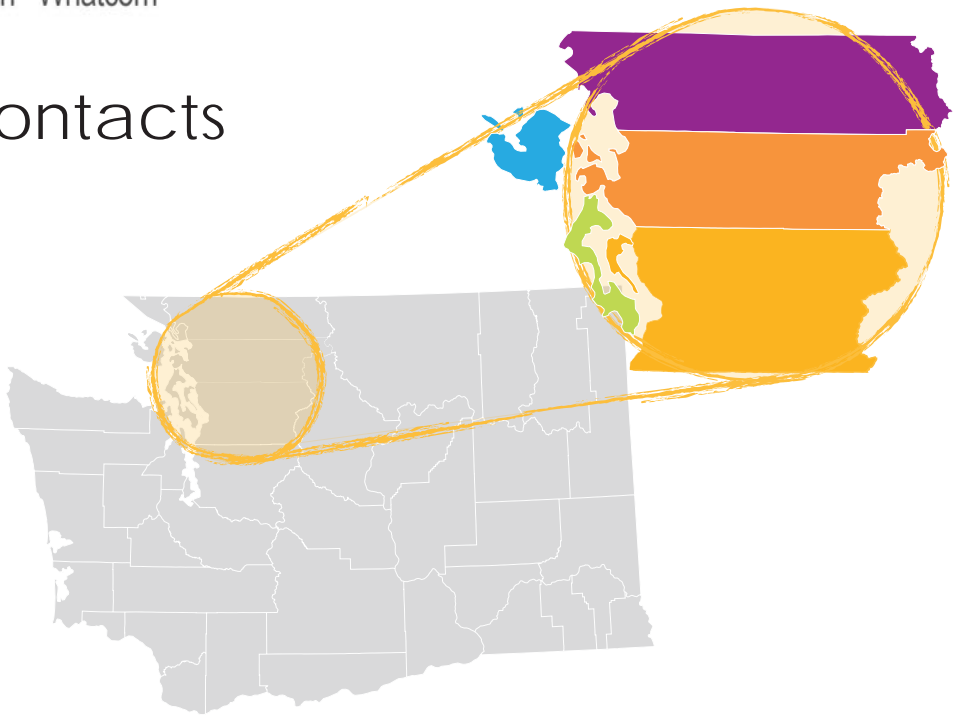
## Your Local NWEL Contacts

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

San Juan County Early Learning Coalition  
Kristen Rezabek  
Kristenr@sanjuanco.com  
360-370-7518

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

Snohomish County Early Learning Coalition  
Lynn Lahey  
lalahey49@outlook.com  
541-730-2237



Whatcom Early Learning Alliance  
Julie Mauermann  
connectionsecc@gmail.com  
360-510-3354

NW Early Learning  
Sarah Southard  
ssouthard@nwesd.org  
360-299-4045

## Who Are We?

Northwest Early Learning is made up of over 100 partners from around the region who serve and support children (prenatal-8) and their families.

We are:

- Early childhood educators
- Home visitors
- School district members
- Healthcare professionals
- Service organizations
- Parent educators
- Play and learn facilitators
- Infant & toddler specialists
- Navy members
- Tribal members
- Law enforcement
- Employers
- Elected officials
- Community leaders
- Higher education
- Parents and caregivers
- And many others

## Dedication:

*The State of Children and Families Report is dedicated to Karma Hugo who took a seed of an idea for this report and grew a model of collaboration, advocacy, and collective-impact that will continue to inspire and celebrate community-based support for children, families, and professionals.*



## Acknowledgements & Resources

ALICE (Asset Limited, Income Constrained, Employed) - [www.unitedwayalice.org/reports.php](http://www.unitedwayalice.org/reports.php)  
Center for the Study of Social Policy: Strengthening Families, "The Protective Factors Framework" - <https://www.cssp.org/reform/strengthening-families/basic-one-pagers/Strengthening-Families-Protective-Factors.pdf>  
Center on the Developing Child, Harvard University - <https://developingchild.harvard.edu/science/key-concepts/resilience/> Child Care Aware of WA - <http://www.childcarenet.org>  
Centers for Disease Control and Prevention - "Essentials for Childhood Framework: Steps to Create Safe, Stable, Nurturing Relationships and Environments for All Children." <https://www.cdc.gov/violenceprevention/childmaltreatment/essentials.html> and "CDC-Kaiser ACES Study" <https://www.cdc.gov/violenceprevention/acesstudy/about.html>  
Department of Early Learning - <https://del.wa.gov>  
Department of Health - <http://www.doh.wa.gov>  
Department of Social and Health Services - <https://www.dshs.wa.gov>  
Kaleidoscope Play & Learn Groups for children (through age 5) and their caregivers - <https://www.childcare.org/family-services/find-care-kaleidoscope.aspx>  
National Association for the Education of Young Children - [www.naeyc.org](http://www.naeyc.org)  
Parent Help 123 - <http://parenthelp123.org>  
Strengthening Families Washington - <https://del.wa.gov/helpful-resources/strengthening-families-washington>  
Thrive of Washington - <https://thrivewa.org>  
Vroom - <http://developingchild.harvard.edu/resources/vroom/>  
WaKIDS at Office of Superintendent of Public Instruction - <http://www.k12.wa.us/wakids/>  
& State Report Card - <http://reportcard.ospi.k12.wa.us/summary.aspx>  
Zero-to-Three - <https://www.zerotothree.org>