

State Children & Families Report 2014

Updated



Northwest Early Learning

Island · San Juan · Skagit · Snohomish · Whatcom





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State of Children & Families

The early years, prenatal through age eight, are increasingly recognized as foundational to a child's long-term health and achievement. They are also foundational to a strong 21st century workforce and community. Given the lasting impacts of early childhood, what do we know about the current state of local children and families?

Northwest Early Learning (NWEL) created the *State of Children and Families* report to help a wide range of stakeholders better understand our regional early learning community.

It provides demographic and programmatic data to illustrate key components of our local early learning systems. We also highlight priority actions that NWEL and partners are taking to respond to community needs and opportunities.

The *State of Children and Families* report is a reflection of what is being done to realize 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,”**... and how much more is needed to support children and families in our region.

Data included in the *State of Children and Families* report was collected from both primary and secondary sources. We rely on early learning professionals to provide direct information about the children and families they serve. We also refer to state data sources. You can view the complete data sources, terms and definitions on the NWESD website at <http://tinyurl.com/socf-data>. You can also use the QR code below to view them on your mobile device.



Since the initial publication of the State of Children and Families (SCF) report, it has come to our attention that the WaKIDS Kindergarten Entry data reported on pages 6 and 7 was incomplete.

The Office of Superintendent of Public Instruction uses a formula to determine the number of children meeting or exceeding the widely-held expectations for entry to kindergarten. First, they identify those children demonstrating skills and behaviors associated kindergarten students. Next, they identify those children demonstrating skills and behaviors associated with the end of preschool. These two groups of children are then combined to represent the total number of children who meet or exceed standard at the beginning of kindergarten. The initial SCF report represented data from the first step only.

WaKIDS is providing important new information about children at kindergarten entry. Because stakeholders are eager to respond to this data, Northwest Early Learning felt it was important to revise the SCF report. We apologize for any confusion or questions the initial report may have raised. We remain committed to presenting the best data available.



View the glossary and index online by scanning this QR Code with your iPhone or Android device.

Washington's Early Learning Plan

Ready & Successful Framework

"The Washington Early Learning Plan is a collaborative and comprehensive strategic 10-year roadmap for building the early learning systems in Washington State necessary to improve outcomes in school and in life for children. The Department of Early Learning, the Office of Superintendent of Public Instruction, and Thrive by Five Washington co-sponsored this effort, but the plan was developed in close collaboration with the Department of Health, the Department of Social and Health Services, and state and local stakeholders." (Washington State Early Learning Plan Executive Summary, 2010)

Comprehensive Early Learning Equation:



Ready & Successful
State, Region, Counties

Find more information about the Early Learning Plan online at
<http://www.del.wa.gov/partnerships/elac/elp.aspx>



Northwest Early Learning

State to Local Coordination

Founded in 2005, Northwest Early Learning (NWEL) is an early childhood system planning initiative representing over fifty organizations across five counties.

The mission of NWEL is to support access to comprehensive early learning and family support opportunities for all children and families.

Northwest Early Learning is made up of members from:

Partners for Young Children in Island County

Contact Bess Windecker-Nelson,
besswn@whidbey.com or call 360-320-0595

San Juan County Early Learning Consortium

Contact Joyce Sobel,
jsobel54@gmail.com or call 360-378-4921

Children's Council of Skagit County

Contact Mary Ellen Lykins,
maryellen.lykins@skagit.edu or call 360-416-7590
& Cate Anderson,
cate@skagitcm.org or call 360-757-8888

Snohomish County Early Learning Coalition

Contact Elaine Larson,
elaine_larson@oppco.org or call 425-385-4143

Whatcom Early Learning Alliance

Contact Jessica Sankey,
coordinator@whatcomearlylearning.org



NWEL has identified annual goals and priority actions in order to realize 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**”. We have adopted the *Washington State Early Learning Plan Ready Frames* as a roadmap for building a comprehensive, coordinated and effective early learning system across our five counties.

Northwest Early Learning

Contact Karma Hugo, khugo@nwesd.org

Ready & Successful

Children

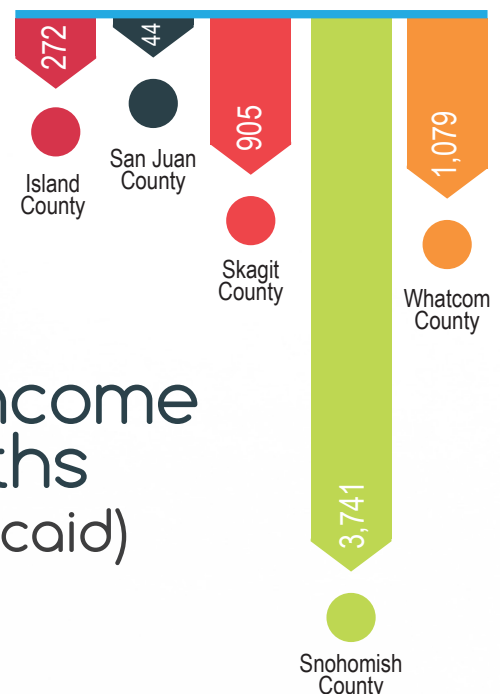
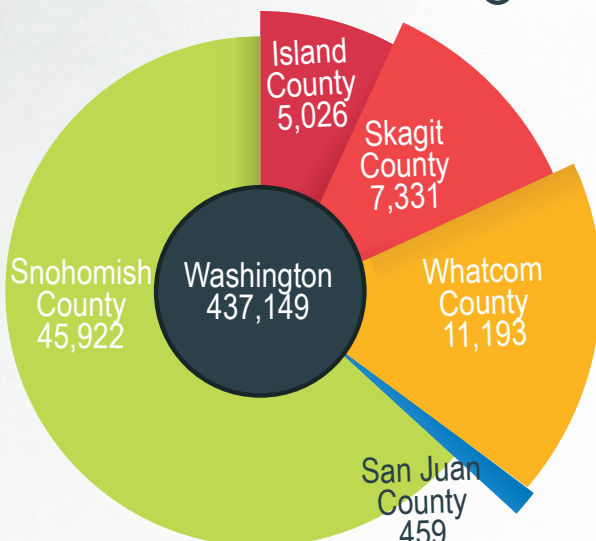
Ready and successful children are healthy and socially, emotionally, and cognitively prepared for success in school and life.

Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Children under 6 in families with incomes less than 50% of the federal poverty level	9.1%	not available	8.8%	7.2%	8.8%	9.4%
% of infants served by WIC, a supplemental nutrition program	48%	58%	57%	42%	44%	48%
Children served by Children's Case Management (DSHS)	6.1%	4.1%	7.9%	6.3%	7.8%	7.2%
Children in Foster Care	82	8	203	923	321	10,135
Kindergarteners meeting or exceeding Social-Emotional standards, Fall 2013	84%	100%	71%	81%	82%	76%
Kindergarteners meeting or exceeding Physical standards, Fall 2013	91%	90%	83%	86%	91%	80%
Kindergarteners meeting or exceeding Literacy standards, Fall 2013	94%	94%	80%	85%	87%	79%
Kindergarteners meeting or exceeding Math standards, Fall 2013	79%	83%	59%	60%	70%	54%
Children in 8th grade with depressive symptoms	26%	24%	27%	25%	24%	26%
Annual dropout rate	2.09%	3.50%	5.10%	3.90%	3.50%	4.40%



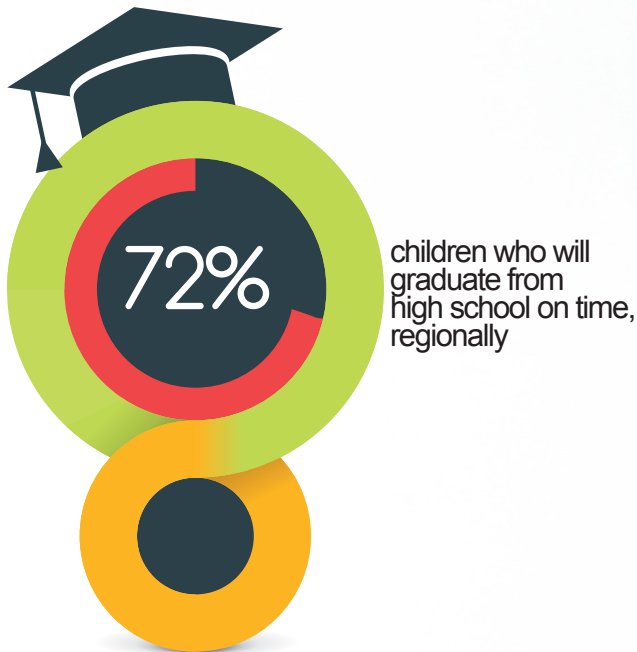
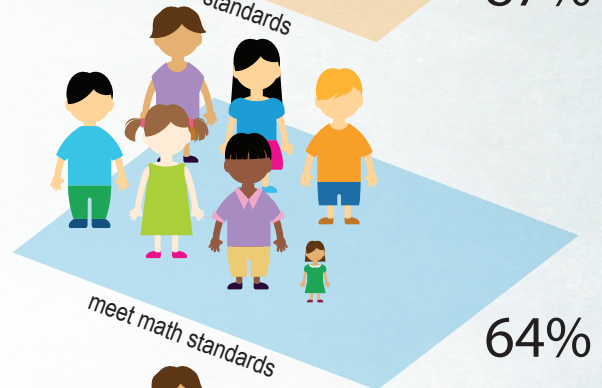
Scan for data sources and definitions, or visit <http://tinyurl.com/socf-data>.

Children Under Age 5



Regional Kindergarten Readiness

Children meeting or exceeding standards when entering Kindergarten



Prenatal Through Third Grade

There is compelling evidence that strong investments in the early years, prenatally through 3rd grade, have significant implications for long-term healthy outcomes throughout the life span. This includes more positive social adjustment, higher academic attainment, greater economic returns, improved health, and reduced crime. NWEL is dedicated to raising awareness of the importance of early learning to increase investment in and access to high quality early learning programs and services so that we might realize 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”**.

Ready & Successful

Families

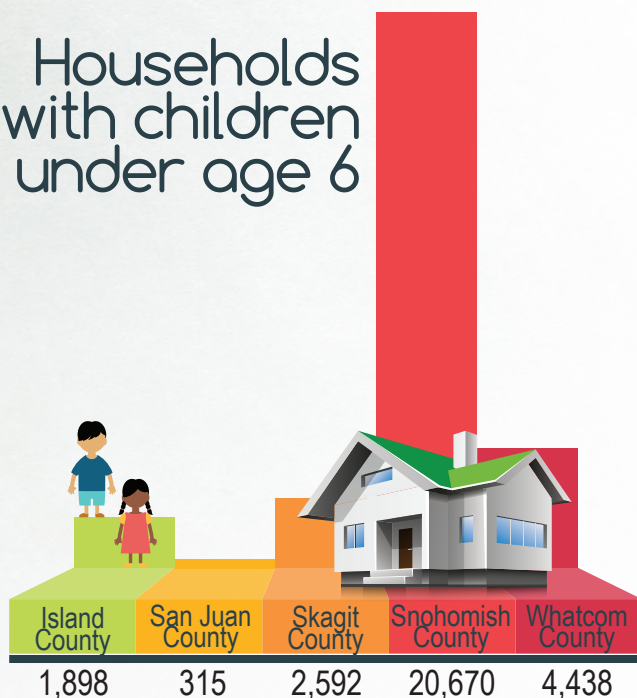
Ready and successful parents, families and caregivers have the information and resources needed to be their children's first and most important teachers.

Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Median family income for families with children	\$68,771	not available	\$56,587	\$77,390	\$66,495	\$65,722
Unemployment (annual)	7.7%	5.9%	8.3%	5.8%	6.9%	7.0%
Percent of children born to unwed mothers	23%	32%	42%	29%	31%	33%
Women, infants and children served by WIC, a supplemental nutrition program	3,067	389	6,642	24,605	7,429	304,629
Families using Food Stamps	13.4%	not available	22.3%	13.3%	16.4%	18.0%
Children birth - 3 years w/special needs served by Individual Family Support Plans	137	9	159	1,390	350	12,556
Number of spaces in Early Head Start, including Migrant and/or Tribal	27	0	70	186	45	2,800
Teen birth rate	17 per 1000	<5 per 1000	29 per 1000	18 per 1000	16 per 1000	23 per 1000
Teen pregnancy (15-19 years)	69	4	143	650	209	7,483
Number of spaces in Early Head Start	14	0	89	186	36	2,800

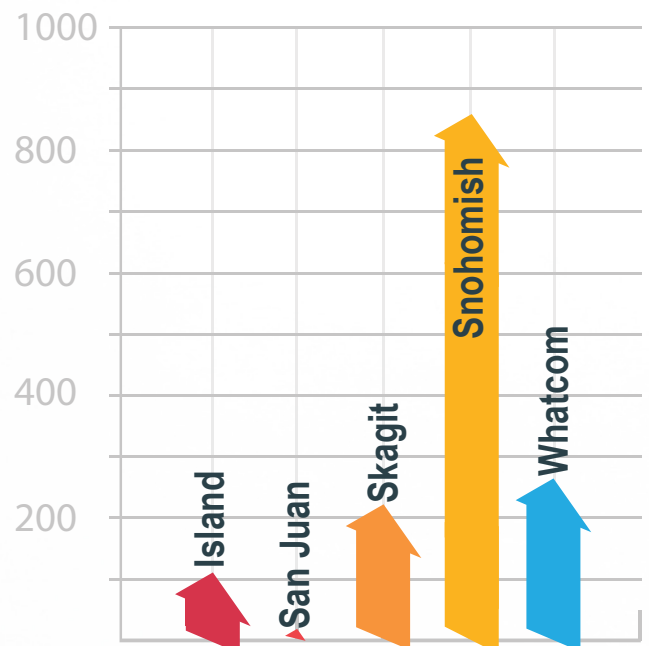


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Households with children under age 6

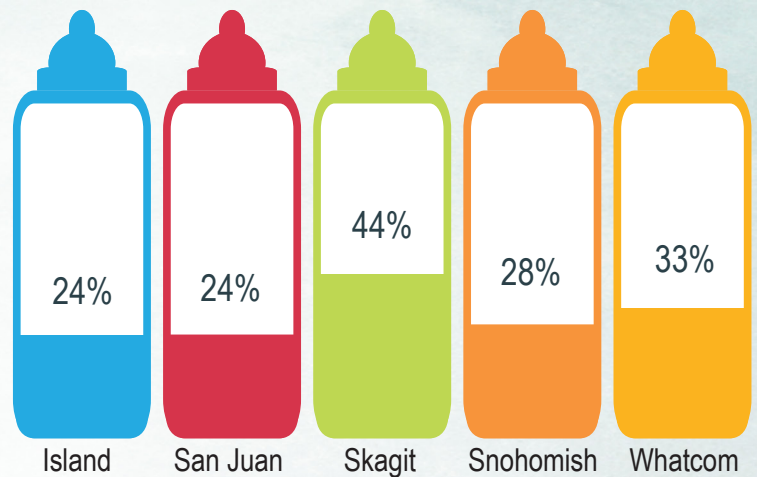


Homeless Children between ages of 3-8



Children Participating in the Basic Food Program

Basic Food provides benefits to families with incomes below 130% of federal poverty. It includes the Food Stamp Program and the state Food Assistance Program.



Services for Families with Children Prenatal to Age 3 NWEL Survey

Last year, while developing our very first State of Children and Families report, it became clear that we had holes in our understanding of community needs and resources specific to children from gestation to age three. **While the benefit of early support during this time is well understood, it was evident that we needed to develop a more complete picture.** This spring, we conducted a survey aimed at programs providing direct services to families, prenatally through thirty-six months of age. We received responses from representatives at over 65 programs throughout our region. Some of the information received is included in this year's report. Other information will be used to convene professionals for a shared learning and networking event this November. If you are interested in participating, please contact Karma Hugo at khugo@nwesd.org or call 360-299-4045.



Range of Services | as reported by survey respondents

Provided to Families Regionally



94%	Parenting Education
71%	Resource & Referral
44%	Coaching, Consultation, or Technical Assistance
39%	Happen On-Site in Early Learning Classrooms
10%	Early Intervention for Children with Special Needs

Ready & Successful

Professionals

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.

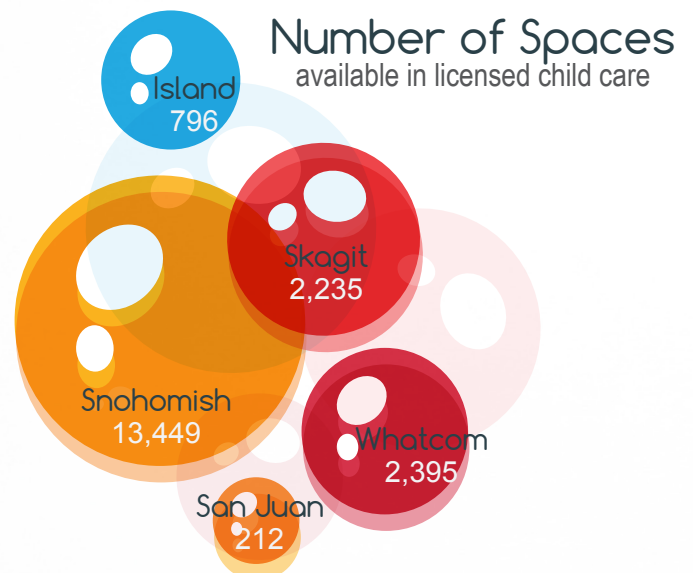
Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
Number of spaces for children in state-funded preschool (ECEAP)	108	38	108	1,137	143	10,175
Number of spaces for children in federal-funded preschool (Head Start)	58	15	311	510	245	10,647
Licensed child care providers/programs (family homes & centers)	44	7	104	531	97	
Number of spaces available for children in licensed child care	796	212	2,235	13,449	2,395	
Licensed child care providers enrolled in Early Achievers	13	5	43	130	43	2,161
Children served by licensed child care providers enrolled in Early Achievers	174	181	836	5,202	833	54,907
Preschool programs engaged in Regional P-3 Literacy Alignment	12	9	35	19	36	
Regional Transition Reports shared between PreK & K teachers	128	26	171	644	270	



Scan for data sources and definitions, or visit <http://tinyurl.com/socf-data>.



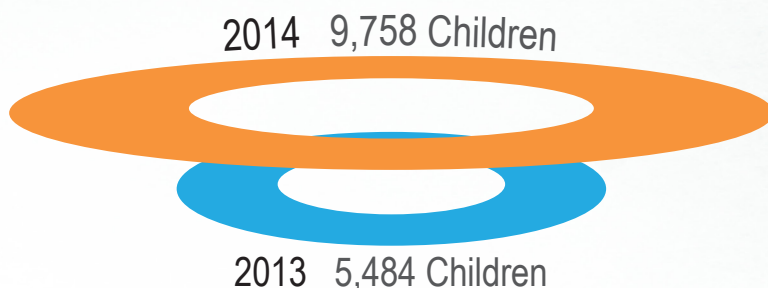
Children under age 5
spend an average of
35 hours
per week in
licensed child care



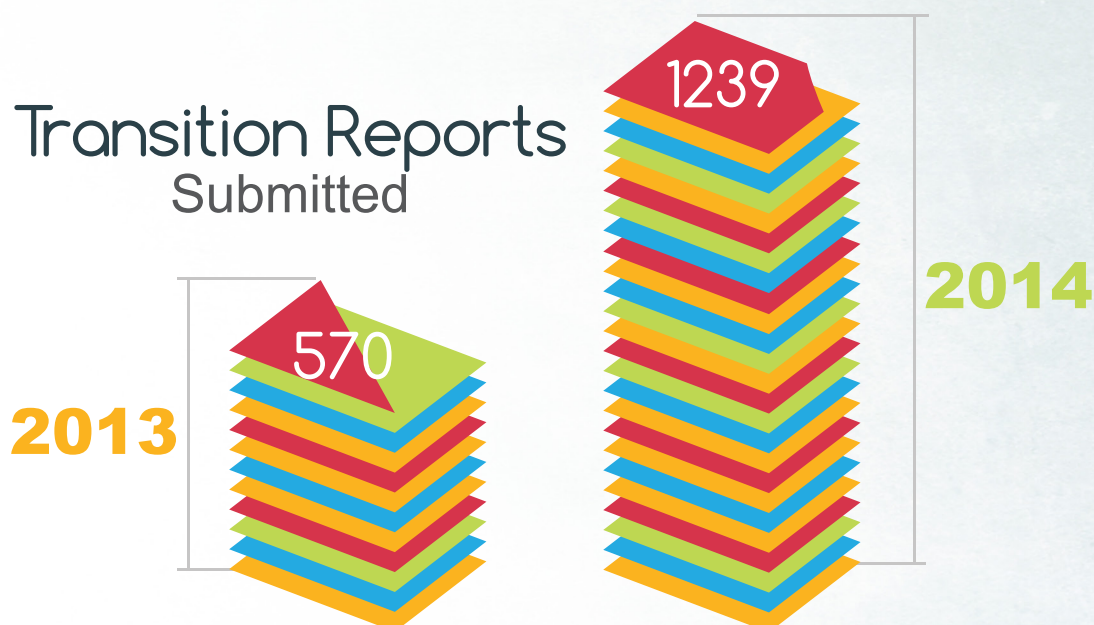
Children in a Program Adopting Early Achievers

Early Achievers

Washington's quality rating and improvement system, **Early Achievers** is a voluntary program that empowers early learning professionals by offering coaching and resources to support each child's learning and development. It also connects families to child care and early learning programs with the help of an easy-to-understand rating system. Research shows this kind of assistance helps improve the quality of programs for children and their families. When more young children are ready for school we all benefit!

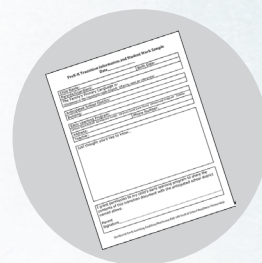


Transition Reports Submitted



PreK-Kindergarten Transition Report

In 2012, preschool (preK) and kindergarten teachers around the region convened to develop a tool that could be shared from teacher to teacher, bridging systems to improve children's transition. They created the **PreK-K Transition Report**. PreK teachers use the report to target key areas of development throughout the year. They share it with families to help them see what skills their children are developing for school readiness. In a survey conducted by the Opportunity Council, families named transition reports as one of the top supports provided by their Head Start and ECEAP classrooms. Kindergarten teachers use the reports to learn about children in advance and prepare to best support them. To hear local teachers talk about their collaboration, check out the *Connecting PreK & Kindergarten* video at https://www.nwesd.org/early_learning/p3 or <http://vimeo.com/75810038>.



Ready & Successful

Schools

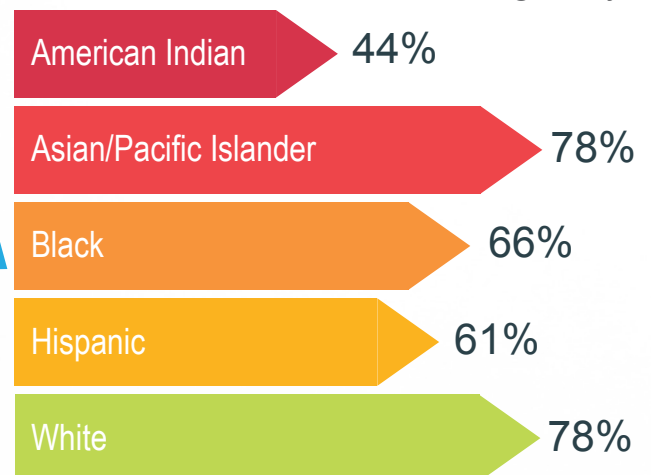
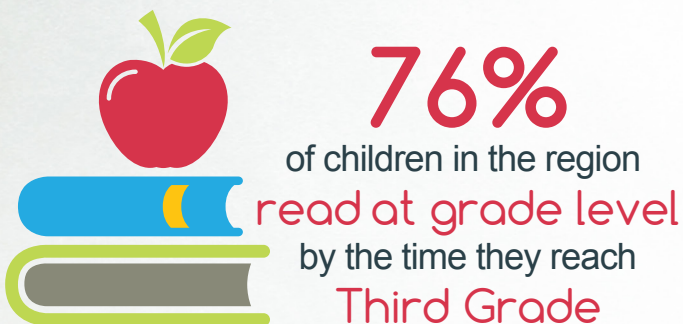
Ready and successful schools are prepared to support the learning and development of every child in their community.

Data Indicator	Island	San Juan	Skagit	Snohomish	Whatcom	State
K-12 enrollment, public schools	8,083	1,946	18,973	109,069	26,678	1,060,298
Number of school districts	3	4	7	14	7	286
Kindergarten enrollment, public schools	626	83	1,412	7,997	2,406	80,258
Districts that submitted kindergarten entry data (WaKIDS) Fall 2013	1	2	5	9	4	187
Free & Reduced Lunch enrollment	38%	45%	52%	38%	41%	45%
Transitional Bilingual - English Language Learners	4.55%	13.80%	21.30%	7.75%	9.34%	9.70%
3rd graders meeting or exceeding MSP/WASL reading standards	75%	84%	70%	75%	76%	73%
3rd graders meeting or exceeding MSP/WASL math standards	64%	73%	60%	67%	64%	65%
On-time graduation rate, public schools	78%	80%	71%	74%	77%	75%
Students from low-income households who graduated high school in four years	69%	58%	57%	64%	63%	67%



Scan for data sources and definitions, or visit <http://tinyurl.com/socf-data>.

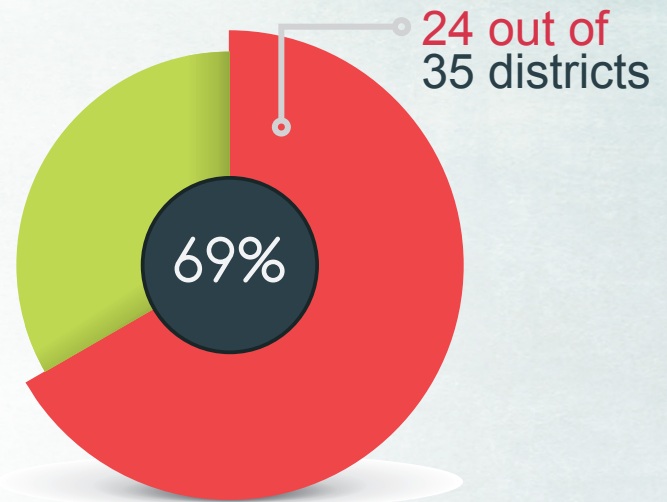
Students Who Graduate On Time Regionally



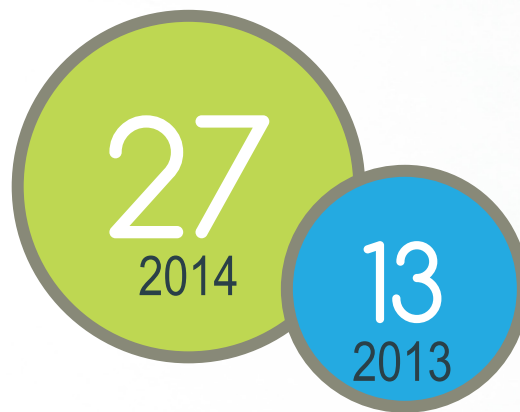
WaKIDS

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a process that helps to ensure a successful start to the K-12 experience. WaKIDS has three components: 1) Family Connection which welcomes families into the K-12 system as partners in their child's education; 2) Whole-Child Assessment which gives kindergarten teachers information about the social and emotional, physical, cognitive and linguistic development of the children in their classrooms and; 3) Early Learning Collaboration, which aligns practices of early learning professionals and kindergarten teachers to support smooth transitions for children. WaKIDS is required of schools receiving state funding for full-day kindergarten. **Not all schools in our region are participating at this time, though many have chosen to offer full-day kindergarten and/or volunteer to adopt WaKIDS early.**

Number of Districts Participating in WaKIDS in the NWEL Region



Districts Who Accepted Regional PreK-K Transition Forms



PreK-3rd Grade (P-3) Alignment

Our public school system must prepare all graduates for their choice of higher education and/or entry into the workforce and to fully participate as citizens in our communities. Educational approaches have traditionally separated the early learning years from public school K-12 systems. P-3 Alignment is a comprehensive education reform strategy with compelling evidence that strong investments in the early learning years, prenatally through 3rd grade, have significant implications for ensuring all students graduate from school with the skills, knowledge and behaviors needed for any and all career and college pathways. P-3 Alignment efforts throughout the region have built partnerships between school districts and community early learning programs for the purpose of aligning instruction and sharing meaningful information.



Ready & Successful Systems

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.

Building an Early Learning System takes the Whole Community!



Ways that you can help....

- 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)
- Attend early learning coalition meetings in your county
- Do you have other ideas?

Further Resources

Share positive messages of healthy early development
www.lovetalkplay.org

Explore Washington State's Department of Early Learning
<http://www.del.wa.gov>

Make the prevention of child abuse & family violence a priority
www.childabuseprevention.org

Attend local showings of *The Raising of America*
www.raisingofamerica.org

Acknowledgements



**Northwest Educational
Service District 189**

Together We Can



ThrivebyFive
WASHINGTON



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