



WASHINGTON COALITION FOR CAMPUS CHILDREN'S CENTERS (WCCCC)

2009-10 Annual Report

March 2011

WASHINGTON CAMPUS CHILDREN’S CENTER COALITION (WCCCC)

Annual Report 2009-10

Table of Contents

Mission 1

Vision..... 1

Purpose 2

Summary of Findings..... 2

WCCCC History and Overview..... 2

How Child Care in Higher Ed Works for Washington..... 3

Benefits for Students and Families are Evident 4

Capacity..... 5

Cost of Childcare 6

Funding Sources 8

Foundation Financial Support..... 9

Staffing 9

Characteristics of WCCCC Student Parents..... 10

College Students Retention and Completions 11

WCCCC Member Colleges Achievements, Awards, and Accreditations 12

2009-2010 Community Partners..... 15

References 18

Glossary..... 19

WCCCC ANNUAL PROGRESS REPORT 2009-10

Mission

The mission of the Washington Coalition for Campus Children's Centers (WCCCC) is to provide and sustain high quality early learning and developmentally appropriate care for the children of student parents, state employees and the community. Each center is an integral part of a college learning community that is committed to student success, educational attainment, community engagement, access, diversity, and excellence.

Vision

- Provide access to quality, affordable child care that enhances a student's ability to go to college and promotes early learning.
- Provide support to student parents for the education they need to become involved, competent leaders of their families and valued members of the wider community; we increase college attendance and improve outcomes for vulnerable students.
- Provide high quality learning labs/demonstration sites that exemplify new directions which can be utilized by professionals in various disciplines to meet the changing needs of a global society.
- Provide resources to parents, including general information on child development and parenting, as well as specific assistance in managing developmental difficulties.
- Strive to recruit and serve a diverse student population, both ethnically and socioeconomically, offer broad experiences for students and student teachers and provide an enriched learning environment for the children and their families.
- Provide resources to the community by welcoming teachers and administrators to observe model programs.
- Coach and mentor students/interns in child development theory, research and its applications.
- Implement a model program that includes research-based strategies, for children that may include ages six weeks to five years.

Early care and education is more than child care; it is human and social services and workforce development. The center environments are structured so that every child learns cooperation and civic responsibility.

Purpose

The purpose of the WCCCC organization is:

- To promote the establishment, maintenance, and expansion of high quality childcare and early education programs so that student parents further their education, be gainfully employed and meet professional goals.
- To promote quality early learning programs that meet the needs of children and families engaged in educational and professional pursuits.
- To provide for communication, networking and support among campus childcare administrators in two-year and four-year institutions in the state of Washington.
- To promote, test and implement emerging research in the field of early care and learning, which influences the future directions of early childhood education and family-work support and assesses the long-range effect of childcare on children and families.
- To help train and educate student teachers enrolled in college to understand and follow developmentally appropriate practices for young children.
- Advocate for the needs of children and families.
- Collaborate with other early learning organizations and Washington state agencies.

Summary of Findings

Campus children's centers are diverse in nature in order to meet the needs of the variety of settings and variety of student needs they serve. Campus children's centers early learning and care programs include licensed childcare, Head Start and Early Head Start, Early Childhood Education and Assistance Programs (ECEAP), Parent infant/toddler and cooperative preschool programs, and intervention services for birth-three. Family support and parenting education are key components to all Campus Children's Centers. Campus Children's Centers also support instructional programs by offering on-site support and mentoring for Early Childhood Education, Family Support, Nursing, Art, and Education students. Over 50 percent of the students receiving services at Campus Children's Centers are at or below 175 percent of the Federal Poverty Level.

WCCCC History and Overview

The WCCCC was established in June, 1973 when representatives from 15 campuses convened at the University of Washington to address the need for quality campus child care programs. Since that time, membership has grown to 21 community or technical colleges and universities.

Washington state colleges and universities continue to add and expand Campus Children's Centers on their campuses because access to affordable, quality childcare has been identified as a key recruitment and retention strategy for students completing their higher education goals. To successfully juggle work, school and family responsibilities, student parents need affordable, convenient, dependable, quality care for their children. Campus Children's Centers ensure student parents are able to fully participate in school. Campus Children's Centers also provide internships and practicum opportunities for students enrolled in Early Childhood Education and Parent Education programs. Campus Children's Centers are both a safe place for children and a valuable learning environment for students.

WCCCC provides:

- Support for directors to enhance operational effectiveness within the campus children's center community.
- Education and resources to increase understanding of the essential issues impacting quality early learning.
- A structure and forum for political and social action in collaboration and partnerships with other child, youth and family advocacy groups in Washington State.

WCCCC has also developed and provided a wide range of professional development opportunities for both staff and administrators, including hosting the National Coalition for Campus Children's Centers Conference in 2004, and annual training for administrators that meet Department of Early Learning training requirements.

How Child Care in Higher Ed Works for Washington

One quarter of the students at community colleges are student parents. Campus Children's Centers support Washington States' commitment to advancing low-income students further and faster through higher education. Research (November 2006) shows that when a student's basic needs are met, such as the safety and well-being of their family, they are recruited and retained at a higher rate than those who do not have their needs met.

Access to quality and affordable childcare has been identified as a barrier for workforce education students entering and remaining in school. Campus Children's Centers offer a variety of early learning and caregiving programs with differing fees and payment options. The options of sliding scale fees based on income and accepting state payments from Working Connections reduces and for many eliminates a barrier to student parents enrolling in a certificate or degree program. These options are limited or unaffordable in most community childcare programs. In addition to offering a service that supports a student parent to pursue higher education, the Campus Children's Centers provide support services that enable the student parent to continue and complete his or her educational goals.

Benefits for Students and Families are Evident

- Students report that reduced fees and flexible scheduling enable them to afford more credits and spend more time studying and going to school.
- A primary predictor of a child's academic achievement is their parents' academic achievement.
- Studies (July 2008) show that children whose parents are involved in their education and learning are more successful in school.
- Through participation in Campus Children's Centers student parents develop leadership abilities that are valuable as emerging skills for the workforce, stewardship, advocacy and community work.
- Teacher education is a critical factor in supporting quality early learning programs that foster a child's growth and development.
- Children who are engaged in quality early learning experiences with educated and highly skilled teachers and staff are more likely to be prepared for school and life success (January 2008).

Campus Children's Centers Return Students

I became pregnant when I was sixteen years old, right before my junior year in high school. My boyfriend and I were both not making very much money and fell within the poverty level. However, I was still determined to finish high school and become a registered nurse, while my boyfriend helped support our family.

I chose to do the running start program and once my daughter was born she was able to go to Early Head Start, which allowed me to attend school and have time to do my homework. I had no one else to watch my daughter because our extended family worked full-time and my boyfriend worked full-time during the day.

Once I graduated high school, I was accepted into the nursing program at Peninsula College. My daughter was able to keep attending Early Head Start until she was three years old and then I transitioned her into the Peninsula College Educare Center.

Having my child in child care was key to me finishing the nursing program and obtaining my RN license. I would not have been able to continue my education past high school or even in high school had there not been the Early Head Start program or the Educare Center to provide quality care for my daughter.

Now that I have obtained my RN license I am working full-time during the day and my boyfriend, my daughter's father, is now able to go full-time to school to obtain his A.A.S. degree in Automotive Technology.

Throughout both of these childcare programs, we have also been provided with a lot of good education of how to be good parents to our daughter. Child care being available to us has allowed us to come out of the poverty level, allow us to support ourselves, provide a good home for our daughter, all while knowing our daughter was being well cared for.

-Catalina, Peninsula Community College

Capacity

Daily Capacity				
Colleges	Total Licensed Capacity	Head Start/ Early Head Start	ECEAP	Other *
Bates	66	0	152	0
Bellevue	160	25	0	28
Centralia	72	0	0	0
Clark	143	6	0	0
Clover Park	109	31	0	8
Edmonds	62	49	0	110
Everett	128	0	36	0
North Seattle	54	0	0	0
Peninsula	48	12	0	0
Pierce FS	74	8	0	0
Pierce PY	68	8	0	0
Renton	68	19	0	0
Shoreline	76	0	0	0
South Seattle	58	0	0	0
Spokane	100	100	0	28
Spokane Falls	89	89	0	28
Tacoma	71	0	18	0

*Other includes: Family Life Education Infant/Toddler Parent programs and Cooperative preschools (non-regulated), B-3 early intervention services, Early Head Start, Summer only enrollment (non-Head Start) and Summer School-age Programs Funding Sources.

Cost of Childcare

The Institute for Women's Policy and Research report (June 2010) supports the critical need of child care for student parent success at community colleges and identifies the limited availability of Campus Children's Centers and inadequate funding as barriers to higher education. Access to on-campus child care decreased by three percent from 2001 to 2008 and the trend has continued in Washington with two campus children centers closing since 2008, with others being forced to reduce services due to budget cuts during the recession. The report also identified federal funding for campus child care as limited and favors 4-year institutions. "The U.S. Department of Education's Child Care Access Means Parents in School (CCAMPIS) program was allocated only \$15.8 million in 2009, awarded to about 160 centers to help reduce the cost of care for low-income student parents. In addition, community colleges receive only 38 percent as much CCAMPIS funding per parent (\$1,460) as do four-year institutions (\$3,793 per parent), despite serving more parents." In Washington, the average annual cost of infant, toddler or preschool child care costs exceed the average tuition and fees of attending a state college.

Higher Education offer families opportunities to transition out of poverty, multiple examples are everywhere on college campuses demonstrating to student parents how to be better than ever before and Campus Children's Centers are included. Campus Children's Centers are model programs for our communities, implementing high standards of practice and demonstrating high quality early learning and care. Our model programs hire teachers with education credentials, provide responsive care by providing more teachers per children (ratios), use researched based curriculum models to guide individualized and developmentally appropriate education, and focus on early intervention. Campus Children Centers represent the quality of other programs at colleges and are visible places of best practices in early learning and education for future teachers. Campus Children Centers are prohibited from competing with community rates and higher standards of practice cost more, placing further strain on student parents seeking quality childcare while pursuing education and professional goals.

Summary of key trends in childcare for 2009 as reported by Washington State Child Care Resource and Referral (October 2010):

- 176,000 children are in licensed childcare
- 35,000 caregivers in Washington state
- Parents spend a third of their income on cost of care
- Providers operate on thin margins to make fees affordable
- Access to childcare is variable, with infant care the most difficult to find and the most expensive
- Current state childcare subsidy rates constrain wages, quality and financial solvency for providers

The National Association of Child Care Resource and Referral Agencies (NACCRRA) report (July 2010) child care costs are high compared to family income, household expenses, college costs and child care costs are rising: *The average center-based child care fees for an infant exceeded the average annual amount that families spent on food in every region of the United States. Monthly child care fees for two children at any age exceeded the median monthly rent cost, and were nearly as high, or even higher than, the average monthly mortgage payment in every state.* Washington State was tied for eight out of the ten least-affordable states for full-time infant care in a center, based on the cost of child care and the percentage of the state median income for a two-

parent family. NACCRA also reports that since 2000 the cost of child care has increased twice as fast as the median income of families with children.

2009 Child Care Costs and Family Incomes	WA	U.S.
Average, annual fees paid for full-time center care for an infant	\$10,140	\$4,560-\$15,895
Average, annual fees paid for full-time center care for 4-year-old	\$7,800	\$4,056-\$11,678
Average, annual fees paid for before and after school care for a school-age child in a center	\$4,368	\$2,160-\$10,719
Average, annual tuition and fees paid for 4-year state college	\$6,379	\$6,585
Ratio of full-time infant care in a center: state college tuition and fees	1.6:1	0.6:1 to 3.7:1
Median annual family income of married-couple families with children under 18	\$80,106	\$76,393
Cost of full-time care for an infant in a center, as percent of median income for married-couple families with children under 18	13%	7% to 16%
Median annual family income of single parent (female headed) families with children under 18	\$25,088	\$23,761
Cost of full-time care for an infant in a center, as percent of median income for single parent (female headed) families with children under 18	40%	26% to 60%

Source: 2009 Child Care in the State of: Washington <http://www.naccra.org/randd/data/docs/WA.pdf>

Funding Sources (% of total budget): Total of All Fees, Operating Funds and Other Income

Self-Support All Fees: Percentage of All Fees paid by parents/families and percentage paid by DSHS Working Connections Childcare state Subsidy. Self-Pay and WC: Informational Only: not included in total % of funding sources and are portions of ALL fees only.				Operating Funds Institutional budget, Financial Aid Work-Study and Student Activity Fee allocations.				Other Income Private, Local, State and Federal grants; federal subsidies, and individual campus department partnerships.				
Colleges	ALL Fees	% of fees self-pay	% of fees WC-DSHS*	Gen	Inst	WS	S&A	Head Start	ECEAP	CCAMPIS	Grants	Other **
Bates	43%	22%	78%	20%	0	6%	4%	0	23%	0	4%	4%
Bellevue	80%	58%	42%	0	0	0	9%	8%	0	0	1%	2%
Centralia	47%	26%	74%	30%	0	0	0	0	8%	0	5%	10%
Clark	46%	79%	21%	29%	10%	2%	6%	1%	0	5%	0	1%
Clover Park	28%	15%	85%	25%	0	1%	0	32%	0	5%	0	14%
Edmonds	50%	50%	50%	14%	0	1%	17%	In-kind	0	4%	0	14%
Everett	47%	53%	47%	0%	16%	0	7%	In-kind	21%	4%	0	5%
North Seattle	57%	70%	30%	8%	0	1%	34%	0	0	0%	0	0
Peninsula	34%	62%	38%	14%	0	0	17%	32%	0	0	0	3%
Pierce FS	32%	62%	38%	42%	0	2%	2%	12%	0	0	0	10%
Pierce PY	32%	83%	17%	42%	0	2%	2%	12%	0	0	0	10%
Renton	72%	2%	70%	0	0	0	0	15%	0	0	0	1%
Shoreline	90%	87%	13%	0	0	0	2%	0	0	0	0	8%
South Seattle	45%	72%	28%	36%	0	0	17%	0	0	0	0	2%
Spokane	19%	66%	34%	0	0	0	7%	67%	0	2%	0	5%
Spokane Falls	16%	66%	34%	0	0	0	6%	64%	0	10%	0	4%
Tacoma	58%	47%	53%	0%	0	0	19%	0	14%	0%	2%	7%

NOTE: Campus Children's Centers have a variety of funding streams. The majority of the centers rely on fees collected for services from enrolled families, grants and partnerships. Self-Support fees paid for childcare are either paid directly from the parent/family (Self-Pay Fees) or through Department of Social and Health Services Working Connections Subsidies (WC-DSHS). *Subsidy funding from Working Connections (WC-DSHS) "reimbursement" rate is significantly below the actual cost of service and further stresses Campus Children's Centers revenue; additional revenue loss occurs by Working Connections limiting number of children absences programs are allowed to bill, no option for billing when student parent fails to provide a withdrawal (common policies are 2 weeks or 1 month) notice and annual registration fees are below most programs rate for self-paying families. ** **Other Income:** Children and Adult Care Food Program (CACFP/USDA), Renton book store and culinary program.

Foundation Financial Support

Bates, Bellevue, Edmonds, Everett, Lake Washington, Olympic, Pierce, South Seattle and Tacoma Colleges receive financial support for one-time expenses and student parents receive emergency funds for childcare fees. WCCCC recommends that the foundations make funding Campus Children’s Centers an area of focus.

Staffing

Campus children’s Centers hold high standards for expectations in education and experience for the leadership staff, which includes administrators and children’s teachers. The centers also provide paid and unpaid learning experiences for students, student employees and volunteer organizations. The support staff work alongside teachers who mentor, guide and instruct them to learn what it takes to be a teacher in a quality early learning program.

Paid Staff (administrative, teaching, kitchen)						
College	Classified	Exempt	Part-time Hourly	Student Hourly	Faculty	Other
Bates	6	1	6	4	0	0
Bellevue	34	3	0	25	0	0
Centralia	7	1	17	0	0	0
Clark	11	1	23	36	3	0
Clover Park	12	1	0	0	0	7
Edmonds	9	2	5	14	0	0
Everett	16	1	16	0	0	0
North	6	1	2	2	0	0
Peninsula	2	4	6	0	0	0
Pierce Ft. Steilacoom	9	1	9	5	0	0
Pierce Puyallup	7	1	7	3	0	0
Renton	11	1	3	5	0	1
Shoreline	13	1	5	4	0	0
South Seattle	4	1	6	3	0	0
Spokane	25	1	19	12	0	0
Spokane Falls	20	1	25	15	0	0
Tacoma	10	2	5	15	0	0

Characteristics of WCCCC Student Parents

The students we serve are diverse in every parameter, but most share one or more characteristics of students who have the most obstacles in accessing and successfully completing their training and education goals with the addition of accessing affordable, conveniently located and quality early learning/childcare programs.

- Majority of students are first generation in college
- Twenty-one percent of students in the community and technical college system, receiving financial aid, are single parents
- Most are trying to work and go to school
- High percentages of students are below 175 percent of the Federal Poverty level, qualifying for Working Connections Childcare Subsidies and free/reduced lunches.
- Most are taking 12 or more credits with goals for certificates or degrees for employment.

Diversity of Children enrolled in Campus Children's Centers in Washington State									
Ethnicity	Hispanic or Latino	Not Hispanic or Latino	Race	White	Black or African Am	Asian	Am Indian or AK Native	N Hawaiian or Pacific Islander	Multi-racial
Bates	6%	94%		41%	13%	2%	9%	2%	33%
Bates ECEAP	52%	48%		37%	4%	2%	0%	0%	57%
Bellevue	9%	91%		55%	9%	15%	2%	1%	18%
Centralia	20%	80%		67%	0%	0%	0%	4%	29%
Clark	6%	94%		78%	3%	6%	1%	2%	10%
Clover	8%	92%		40%	15%	1%	0%	0%	44%
Edmonds	8%	92%		61%	4%	12%	1%	3%	19%
Everett	9%	91%		81%	4%	0%	5%	1%	9%
North Seattle	4%	96%		39%	27%	24%	1%	5%	4%
Peninsula	6%	94%		88%	2%	3%	5%	0%	2%
Pierce Ft. Steilacoom	15%	85%		51%	16%	9%	1%	8%	15%
Pierce Puyallup	14%	86%		79%	4%	7%	0%	2%	8%
Shoreline	3%	97%		53%	10%	4%	0%	1%	32%
South Seattle	13%	87%		44%	18%	10%	0%	0%	28%
Spokane	15%	85%		62%	7%	0%	4%	0%	27%
Spokane	13%	87%		66%	6%	0%	4%	0%	24%
Spokane Falls	13%	87%		66.4%	6.2%	0%	3.5%	0%	24%
Tacoma	1%	99%		53%	10%	3%	4%	1%	29%

College Students Retention and Completions

“Improving Child Care Access to Promote Postsecondary Success Among Low-Income Parents,” a national report released March 2011 by the Institute for Women’s Policy Research stated in the Executive Summary the following concerning affordability and integrating child with student services:

Parents of dependent children make up nearly a quarter (3.9 million) of the undergraduate students in the United States, and half of those parents are single parents (1.9 million). Many are pursuing postsecondary education with the hope of improving their families’ lives. Research has shown that their strategy is a good one: postsecondary courses and credentials can increase individual earnings, and the children of parents who earn postsecondary credentials are more likely to themselves pursue postsecondary education.

Student parents, however, face many challenges to accessing and completing postsecondary education programs. Nearly half of student parents work full-time while enrolled, in addition to caregiving responsibilities, which are heavier for enrolled mothers than for their male counterparts. Single student parents in particular are likely to come from disadvantaged backgrounds or situations: they are less likely to have parents who have earned postsecondary degrees and more likely to be low-income and to qualify for need-based financial aid.

One of the greatest challenges faced by parents pursuing postsecondary education is obtaining affordable, high-quality child care. With so many parents attempting to balance work, school, studying, and family demands, child care is an absolute requirement for many to be able to pursue postsecondary education. Unfortunately, the need for child care is much greater than the supply of on-campus child care.

Using data from Department of Education and other government sources as well as a survey of members of the National Coalition for Campus Children’s Centers, IWPR estimates that only 5 percent of the child care needed by student parents is supplied at on-campus child care centers. Placements can require months or years on waiting lists, especially for infants or toddlers, and centers that are able to provide care during evening or weekend hours are scarce. Between 2003 and 2009, the number of two- and four-year institutions providing care has decreased, with a large drop between 2007 and 2009 in the number of community colleges providing care.

On-campus children’s centers provide student parents with the peace of mind to focus on succeeding in classes, while also providing high-quality early care, education, and socialization for their children. Centers can also support parents through contact with other parents, academic and financial aid counseling, parenting courses, and a variety of other resources. Even campuses without children’s centers sometimes organize services and supports for student parents in other ways, including helping them obtain referrals or subsidies for child care off-campus. However, campuses may face legal questions and unmet need for facilities, making support from top administrators crucial to establishing and maintaining child care supports for low-income students.

Specific federal funding for campus child care for low-income parents exists—the Child Care Access Means Parents in School (CCAMPIS) program—but funding is limited (\$16 million in 2010) and is applied unevenly. Increasing the funding levels of CCAMPIS and improving its funding formula would be one step toward helping student parents pursue postsecondary education. In addition, advocates, administrators, researchers, and federal and state policymakers need to work together to share best practices and increase the investment that student parents receive from the federal government, state programs, community organizations, postsecondary institutions, and communities.

Percent of College Students Retained from Fall 2009 to Fall 2010

College	Child Care Cohort	Comparison Cohort
North Seattle	55%	55%
Clark	63%	55%
Bates	44%	41%

Three colleges agreed to compare their fall 2009 data for this report as a pilot for collecting college students who use child care centers retention data. The comparison cohort criteria was single with child or couple with child, transfer or workforce, age 35 and under, female, using economic disability, state funded and enrolled fall 2009.

WCCCC Member Colleges Achievements, Awards, and Accreditations

Bellevue College Early Learning Center

- Recipient of City of Bellevue Human Services Fund Grant, 2009-2010.
- Pilot program for Committee for Children Second Step Curriculum, early learning revision.
- Early Learning Scholarship & Tuition Assistance Fund Raising event with Bellevue College Foundation.

Centralia College Childcare Center

- Endorsed as Eco-Healthy childcare center
- Candidate for NAEYC accreditation (Site visit pending January 2011)

Clark College Child and Family Studies Program

- Host and lead for SW Washington Tapestry Conference (annual conference for 350+ early learning professionals)
- CCAMPIS (Child Care Access Means Parents in Schools) grant recipient from US Dept of Education
- ENHANCE Grant (in collaboration with WSU-V and EOCF on Physical Activity and Nutrition)
- Presenters at Nature Summit in collaboration with Vancouver Parks and Recreation, and BergerABAM Landscape Architects on design of natural outdoor environments.
- Outdoor Play Space – Updated Chapter for the new edition of Reflecting Children’s Lives by Margie Carter and Deb Curtis, an ECE textbook which will now be available for child care providers internationally.
- Representation on SELF (Support for Early Learning and Families Collaborative) Governance Council and Coordination Council for Strategy Groups (Ready Children, Ready Schools and Ready Families)

Clover Park Technical College Hayes Child Development Center

- Accredited by the National Association for the Education of Young Children
- Pilot program for Teaching Strategies with Clover Park School District
- Pilot Program for DECA training through the Puget Sound Educational Service District
- Received \$20,000 grant from City of Lakewood for partnership with Lakewood School Linkages
- Installation of new playground equipment and garden through campus partnerships
- Became Early Head Start grantee

Edmonds Community College Center for Children and Families

- Work Opportunities Small Business of the Year Award 2009
- Governor's Committee on Disability Issues and Employment Small Public Employer of the Year October 2009
- PreK-3 Early Learning Program Edmonds School District and The Bill and Linda Gates Foundation
- CCAMPIS (Child Care Access Means Parents in Schools) grant recipient from US Dept of Education
- Candidate for NAEYC accreditation September 2010 (Site visit pending January 2011)

Everett Community College Early Learning Center

- CCAMPIS (Child Care Access Means Parents in Schools) grant recipient from US Dept of Education
- Committee for Children Second Step Curriculum: Early Learning Revision pilot program
- Staff members presenting at National Head Start Conference, NAEYC (National Association for the Education of Young Children) Annual Conference and NCCCC (National Coalition for Campus Children's Centers) Annual Conference
- Sustainability Grant recipient for Growing Groceries Project, for onsite food garden
- Staff produced Parent Advocacy video highlighted on WSA (Washington State association for Head Start and ECEAP) website
- Participation in Snohomish County United Way grant Devereux Early Childhood Assessment Program
- Staff Represented on Early Head Start Policy Council and Self Assessment Team for Snohomish County Early Childhood Development and Family and Community Services

Olympic College Child Development and Family Center

- Completion of the new Sophia Bremer Child Development Center

Peninsula College Educare Center

- Three children identified with special needs by the Port Angeles School District attended the Educare Center preschool program to provide an inclusive environment to benefit all children and families in our program.
- The Educare staff participated in the Creative Curriculum Training for Early Learning Professionals provided by the Port Angeles School District.
- The Peninsula College Early Head Start Center provided an observation site for staff from the Lower Elwha Child Care Center who received an Early Head Start Grant.

Shoreline Community College Parent-Child Center

- Endorsed as Eco-Healthy childcare center
- Accredited by the National Association for the Education of Young Children
- Participation in the King County Work Training Program: Provided Community Leadership and Personal Development Internships.
- Successful Annual Arts Auction fundraiser: increased donors and community participation in a larger venue, raised \$5K for quality improvements.
- Awarded Child Care Resources NAEYC Accreditation Program Improvement Funds, including a mini-grant
- Selected by Child Care Resources as at training site for "Promoting First Relationships" - in partnership with the UW Department of Nursing

Spokane Community College

- NAC Accreditation current through April 30, 2011 (validation visit to occur Winter 2011).
- CCAMPIS (Child Care Access Means Parents in Schools) grant recipient from US Dept of Education.
- Circle of Security Classroom Edition teacher training cohort through Marycliff Institute of Spokane.

- Recipient of Student S & A Fees for 2010-11 (\$92,810)
- Research partnership with WSU on Complex Trauma

Spokane Falls Community College

- Candidate for NAC accreditation (validation visit to occur in early 2011)
- Circle of Security Classroom Edition teacher training cohort through Marycliff Institute of Spokane.
- Recipient of Student S & A Fees for 2010-11 (\$85,000)

Tacoma Community College Early Learning Center

- Recipient of the Bamford Family Foundation \$30,000 dollar award
- Recipient of the United Way Grant; \$12,500 per year for the next 3 years
- Collaborated with a donor to create the Silverheart Scholarship for single parents
- Achieved LEED Gold Certification (Leadership in Energy and Environmental Design).

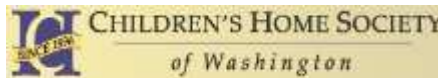
Wenatchee Valley College Campus Childcare Center

- NAEYC renewal accreditation visit in October 2010 and are awaiting results.
- CCAMPIS (Child Care Access Means Parents in Schools) grant recipient from US Dept of Education.

2009-2010 Community Partners

Campus Children’s Centers provide support to the following early learning programs, local and Washington State agencies by offering opportunities for volunteering, community connections and education, student parent support, and linking practices for student success.



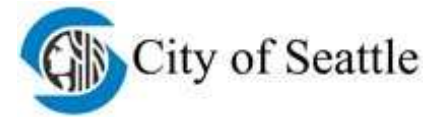


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Glossary

CACFP/USDA: Child and Adult Care Food Program. United States Department of Agriculture Food and Nutrition Service. CACFP reimburses centers at free, reduced-price, or paid rates for eligible meals and snacks served to enrolled children, targeting benefits to those children most in need.

CCAMPIS: Child Care Access Means Parents in Schools. This program supports the participation of low-income parents in postsecondary education through the provision of campus-based child care services.

CCR&R: Child Care Resource and Referral

DEL: Department of Early Learning

ECE: Early Childhood Education

ECEAP: Early Childhood Education and Assistance Program is Washington's pre-kindergarten program for low-income three- and four-year-old children and their families. To promote school success, ECEAP provides preschool education, family support, and health and nutrition services.

Early Head Start and Head Start: Head Start is a program serving children age's birth-five that promotes school readiness by providing educational, health, nutrition, social and other services to enrolled children and families.

ENHANCE (Encouraging Healthy Activity and Nutrition in Childcare Environments) is a NW Health Foundation-Kaiser Permanente Community Fund Grant.

EOCF (Early Opportunities for Children and Families). The SW Washington Agency for Head Start, Early Head Start, E.C.E.A.P. programs etc.

LEED: Leadership in Energy and Environmental Design

NAC: National Accreditation Commission for Early Care and Education Programs. NAC Accreditation offers early care and education programs the opportunity to demonstrate and document quality performance using research-based criteria

NAEYC: The National Association for the Education of Young Children is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 80,000 members, a national network of over 300 local, state, and regional Affiliates, and a growing global alliance of like-minded organizations.

NCCCC: National Coalition for Campus Children's Centers. Members of NCCCC include college and university professionals who work with early childhood education or family-work programs. The membership includes but is not limited to: child care center directors and teachers, whether service oriented, laboratory schools, or combined; administrators of campus child care programs or those

considering starting a program; family-work or resource and referral professionals; early childhood education faculty; faculty who supervise student teachers; students and ECE retirees.

NACCRRA: National Association of Child Care Resource and Referral Agencies

Second Step: The Second Step program is a classroom-based social skills program for preschool through junior high students (4 to 14 years old). It reduces aggressive behaviors and increases children's social-emotional competence.

SELF: Support for Early Learning and Families Collaborative

WC-DSHS: Working Connections - Washington State Department of Social and Health Services program that helps families to pay for child care.

WSA: Washington State Association for Head Start and ECEAP

**WASHINGTON CAMPUS CHILDREN'S CENTER COALITION (WCCCC)
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