

REGIONAL DATA SUMMARY

Regional Infant & Toddler Systems & Services Planning

The Washington State Department of Early Learning (DEL) and partners are building a regionally based system in which state and local entities work together to deliver the infrastructure needed to improve the quality of care for infants and toddlers and their families through interdisciplinary consultation strategies and collaborative efforts. Beginning in August, DEL is funding lead agencies in ten regions across the state to engage in a two-phase regional systems and services planning effort. Funded lead agencies are responsible for collecting and summarizing data related to the infants and toddlers and their families in their region (Phase 1) and then using this data to facilitate participatory processes to prioritize key interdisciplinary consultation strategies, and collaboration efforts to support them, and identify intended outcomes for their local communities (Phase 2).

This *Regional Data Summary* template was created to guide regions in the first phase of this planning work. **Using the template, regions will “paint a picture” of the quantity and quality of child care environments for infants and toddlers (birth to three) and their families.** This template intentionally guides regions to plan collaboratively and think broadly about infant/toddler systems and services in order to orient the use of the targeted federal funding for three years of quality-enhancing focus with the larger picture in mind. DEL believes this process will itself help to support a more integrated and regional approach to infant and toddler services. While one agency is funded in each region to lead the planning process, the intent is to create and strengthen an integrated system of infant and toddler services with shared responsibility across all partners within each region.

In their Regional Data Summary, each region will describe: 1) a regional overview; 2) the infants, toddlers and their families in the region; 3) the systems, services and supports currently in place for these families – particularly those which are at least partially publicly funded; and 4) the region’s context, strengths, opportunities for future systems and services planning. The intent is that the Regional Data Summaries **not be burdensome** to regions, but that they are based on the **best available data** and **useful** to both regions and the state’s Department of Early Learning in planning and ultimately improving systems and services for infants and toddlers and their families.

- The template specifies particular indicators for data, but also encourages regions to include and lift up information that is uniquely relevant to their communities and helpful for planning.
- It is expected that the synthesis of both institutional data and community perspectives together will tell a complete story.
- Much of the needed data should exist and be readily available (we have referred you to likely data sources); however, some new primary data will need to be collected through key informant interviews and/or focus groups.
- **All available data may not be perfectly aligned with the regional boundaries; collect what is reasonable and include the best data available to you.**

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Why Is the Context & Data Summary Important?

Regions collect & synthesize data to “paint a picture” of B-3 families & services in their communities
↓ *(so that)*
Regions engage in data-informed planning
↓ *(so that)*
Increased focus on critical issues and topics to support quality of care for I/T in strategies (e.g., improved provider knowledge/skills, organizational supports)
↓ *(so that)*
Services are better able to support early learning and development of young children (e.g., improved practices and environments)
↓ *(so that)*
Children experience improved outcomes

Collaborative processes are critical to the success of this work. The expectation is that lead agencies will promote and actively solicit engagement from all key stakeholders, including each early learning coalition in the region, so that the resulting description is accurate, comprehensive and “owned” by as many as possible. Lead agencies may decide to facilitate the process themselves or to hire an outside consultant to support/facilitate the process.

This “template” document contains both a description of the Regional Data Summary and the template worksheets to be completed and submitted to DEL. The template worksheets begin on page 15 of this document.

Regional leads may also take advantage of available technical assistance. The Department of Early Learning has engaged Organizational Research Services (ORS), an independent evaluation consulting firm, to provide technical support for lead agencies as they conduct both the needs assessment and systems planning processes. A consultant with expertise related to cultural competency will also be available to regions. Technical assistance will include individual email/phone consultation as well as possible webinars. Regions are encouraged to contact technical assistance providers with questions as needed. Emilee Quinn and Kasey Langley at ORS are central points of contact and can be reached at:

Emilee Quinn: 206-728-0474 ext. 227; equinn@organizationalresearch.com

Kasey Langley: 206-0474 ext. 226; klangley@organizationalresearch.com

Additional guidance and resources for the Regional Data Summary, including descriptions of data sources, links to the suggested institutional data locations and complete contract information for the technical assistance team are available online at: <http://sites.google.com/site/wainfanttoddler>.

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Below is a summary of the Regional Data Summary template. See the following pages for a suggested project timeline and then additional information about each section. **If you find yourself spending considerably more time on a section, please do not hesitate to contact ORS for support about ways to simplify the process.** The template worksheets to be completed and submitted to DEL begin on pg. 15.

- I. **Introduction & Regional Overview.** In this section, briefly describe key your region, including its assets and strengths. Once you have completed the Regional Data Summary, add a description of the region's process for doing so. This section should take 5 hours or less in total to complete.
- II. **Child and Family Profile.**
 - a. **Reporting on Key Measures.** In this section, use institutional data sources to speak to measures related to community demographics and the most vulnerable families in your region. We anticipate this section should take less than one day to complete.
 - b. **Regional Stakeholder Perspective.** To complete this section, collect data from key stakeholders (using, for example, interviews, focus groups or surveys) and describe their perspective on what the institutional data mean and what existing data cannot address. The process of collecting and summarizing this data will likely take up to one month to complete.
 - c. **Telling the Story.** Here, synthesize the above data, highlighting what is most important to consider when planning strategies in the next phase. We suggest a stakeholder meeting (3-4 hrs) to discuss the data and outline the section, then 2-3 hours to write the summary.
- III. **Services, Systems & Supports.**
 - a. **Services & Supports Inventory.** In this section, use institutional and program data to complete a table of the services and supports for infants and toddlers and their families. This section may take up to several weeks to complete depending on data availability.
 - b. **Regional Stakeholder Perspective.** Here, ask key stakeholders to share their perspective on the region's services and to fill in the areas where other data do not currently exist. Be sure to ask for opinions related to strengths, gaps and key opportunities. You may collect this data concurrently with Regional Stakeholder Perspective data for Section 2(b) (through the same interviews, focus groups, surveys). We anticipate that this will take about one month.
 - c. **Telling the Story.** Here, you will synthesize the data from the inventory and regional perspective sections to articulate what is most important to consider about your region's systems and services. We suggest a stakeholder meeting (3-4 hours; separate from or in combination with the meeting described above) to discuss the data.
- IV. **Strengths, Assets & Context.** In this section, identify several high level observations related to opportunities for future strategies. These observations will likely emerge from the key stakeholder data you have collected as well as the meetings held to discuss the data. Consider planning an additional 2-3 hour meeting to discuss this section.

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DATES	TASKS
Aug 2	<ul style="list-style-type: none"> • Contracts Begin
Aug 2-Aug 6	<ul style="list-style-type: none"> • Review the Regional Data Summary Template and contact ORS with any questions • Schedule initial Steering Committee Meeting • Complete the “Regional Overview” narrative (Part 1)
Aug 9 – Aug 13	<ul style="list-style-type: none"> • Convene initial Steering Committee meeting: Discuss and outline planned process, schedule, roles and data needs. • Discuss and complete the “Regional Strengths and Assets” narrative (Part 1) (could be added to over the course of the project)
Aug 9 – Aug 20	<ul style="list-style-type: none"> • Summarize data for “Key Measures Related to Community Demographics and Vulnerable Families” (Part 2) • Begin summarizing data for the “Systems and Services Inventory” (Part 3) • Contact Individual programs within the region for data where necessary • Schedule interviews and focus groups
Aug 23 – Aug 27	<ul style="list-style-type: none"> • Complete the “Systems and Services Inventory” (Part 3) • Begin conducting interview and focus groups • Collect additional data as necessary (e.g., relevant regional data from local Child Care Resource & Referral agencies, ESD, local health jurisdictions)
Aug 30 – Sept 3	<ul style="list-style-type: none"> • Convene Steering Committee for project updates (these meetings may be more or less frequent based on the schedule regions determine)
Aug 30 – Sept 10	<ul style="list-style-type: none"> • Conduct interview and focus groups • Collect additional data as necessary (e.g., relevant regional data from local Child Care Resource & Referral agencies, ESD, local health jurisdictions) • Summarize the additional collected data in the “Regional Perspective” Sections of Part 2 and Part 3.
Sept 13 – Sept 24	<ul style="list-style-type: none"> • Schedule 1-2 meetings to discuss and synthesize your data for the “Telling the Story” sections in Part 2 and Part 3. Write up your summaries.
Sept 27 – Oct 1	<ul style="list-style-type: none"> • Convene Steering Committee. Present and discuss summarized sections. Make observations and complete the “High Level Observations” (Part 4).
Oct 1 – Oct 7	<ul style="list-style-type: none"> • Facilitate additional feedback processes as needed. Review and finalize the Regional Data Summary deliverables. • Complete the “Process for Completing the Regional Data Summary” narrative (Part 1)
Oct 8	<ul style="list-style-type: none"> • Submit your Regional Data Summary to DEL

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- I. **INTRODUCTION & REGIONAL OVERVIEW.** In the Regional Data Summary template worksheets, complete narrative responses related to each of the following topics: Regional Overview, Regional Strengths and Assets, Regional Planning Process. (NOTE: Wait to describe the planning process until after the Regional Data Summary is complete.)
- a) Narrative Describing the Regional Overview. To help frame and provide context for the following data summaries and synthesis, provide a brief overview of your region in 1-3 paragraphs. *What are two to three important things to know about the region? What counties does your region include? What are some of the emerging or important issues within the region?*
 - b) Narrative Describing the Regional Strengths and Assets. In two to three paragraphs, describe some of the important strengths and informal supports that exist throughout your region (other than programs and services discussed elsewhere in this template). Consider adding this topic to the agenda of a Steering Committee meeting that has good representation from all communities to get a full picture across your region.
 - c) Narrative Describing the Process for Completing the Context & Data Summary. *Once it is completed*, in one to two paragraphs, describe your region's process for completing this Regional Data Summary. Who was involved and in what ways? How did you engage a Steering or Advisory Committee? How did partners collaborate to complete the Context and Data Assessment?

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- II. **CHILDREN & FAMILY PROFILE.** Here we want to know: *Who are the Infants/Toddlers and their families in your region that need services? How does this picture differ through out the region? What characteristics of communities and families in your region are important to consider when planning services for infants and toddlers?*
- a) In Section A, use the suggested data sources to report on key measures related to the region and those at greatest risk.
 - b) In Section B, describe the perspective of key stakeholders in the region in a narrative based on data you collect.
 - c) In Section C, synthesize this information to “tell the story” of infants and toddlers and their families in your region.
- a. **Key Measures Based on Secondary and Institutional Data.** The following table lists measures based on a review of research-based recommendations about key data related to early learning, child well-being and infant/toddler care.¹ There are three sections: 1) community demographics, 2) measures for vulnerable families and 3) measures for school success. Using the appropriate template worksheet, describe your region’s data for each measure.
- Suggested data “locations” are listed in the table below. **Descriptions of and links to these data are located at: <http://sites.google.com/site/wainfanttoddler>.** You may use other sources if you feel they provide more accurate data for your region, but be sure to note the data source and date.
 - In some cases, regional boundaries may not align exactly with data sources. If this is the case for your region, use your judgment to present the best available data and note the discrepancy in the “Additional Notes” field.²
 - Where possible, provide total numbers and overall percentages for your region. You may also report data for communities within the region as it makes sense (e.g., if the data are considerably different than the rest of the region).

¹ For example, indicators followed by “*” appear in indicator lists for Pennsylvania and/or Maryland. See also: *SHORT TAKE No. 4: Reducing Disparities Beginning in Early Childhood (2007)* and *SHORT TAKE No. 7: State Indicators for Early Childhood (2008)*, both from The National Center for Children in Poverty.

² For example, although ESD 123 boundaries encompass some relatively small sections of Adams and Klickitat counties, these two counties are primarily served by other educational service districts. In this case, it may make sense for ESD 123 to use data only from the counties it serves in entirety (Benton, Franklin, Columbia, Asotin, Garfield, and Walla Walla). If there are particular indicators for which it seems the inclusion of data from the sections of Adams and Klickitat counties served would be notably different (i.e., for Othello, the most populated city in Adams County which falls within the ESD 123 boundaries), these differences can be described and explored in the following section based on the “Regional Perspective.”

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Key Measures Based on Secondary/Institutional Data

Measure	Suggested Data Location/Source
Community Demographics	
1) #/% of young children, toddlers and infants	HSPC (for children under 5), DOH (by single year age up through age 3)
2) #/% of households with children under age 18 by type	HSPC
3) #/% of children under five by race/ethnicity	HSPC
4) Median income level (\$)	HSPC
5) Parental employment	CCR&R Network, HSPC
6) #/% children of immigrant and refugee (non-native) families	HSPC
7) #/% of children eligible for free or reduced-price meals	OSPI, HSPC (applications)
8) #/% of population who speak a language other than English at home	Census Factfinder
9) % of population high school graduate or higher level of education	Census Factfinder
Measures of Vulnerable Families.³	
10) #/% of poor and low-income children*	HSPC
11) #/% mothers who are teens*	HSPC
12) #/% of parents who are single*	HSPC
13) #/% of babies born with low birth weight	HSPC
Measures of School Success	
14) % meeting or exceeding 3 rd gr. math and reading standards*	OSPI, HSPC
15) On-time graduation rate	OSPI, HSPC
Additional Region-Identified Measures. Add any measures for which secondary data exist that would help you in assessing the needs and identifying the future priorities of systems and services for toddlers in your region. (Do not include data describing services in this section. These data will be presented and discussed in the following section.)	
16) TBD	TBD

³ Policy organizations such as The National Center for Children in Poverty, CLASP and the Human Services Policy Center have identified sets of research-based predictors and risk factors of child well-being, successful early learning experiences and strong early childhood systems. This list consists of a few of these risk factors. Research shows that children experiencing multiple risk factors experience poorer developmental outcomes and school readiness compared to those who do not, beginning at a very young age (i.e., “One in Ten Washington Children Experience Multiple Risks that Threaten the Well-Being,” HSPC). Many research-based indicators of risk for child well-being overlap with those related to school readiness and school success.

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- b. Regional Stakeholder Perspective.** Using methods such as interviews and focus group discussions with stakeholders and existing groups, collect data from key stakeholders in your community that will add to and help explain the data above and describe in a narrative format. For example, how do key stakeholders in your community describe the infants and toddlers and their families in your region, particularly those most vulnerable? To what extent do the data tell a complete story for communities throughout the region? Where are there similarities and differences? Are there some key pieces of information not addressed by existing data sources?

Some topics that may be relevant, but are not included in the previous table could include:

- Additional information, if available, related to family configurations (e.g., co-habiting unmarried couples, grandparents as caregivers), languages (e.g., spoken at home and parental English proficiency), common cultural attitudes and practices related to childbirth, parenting and child rearing
- A description of the region's geography and distinct communities (e.g., differences between urban and rural communities related to access to services, racial/ethnic/linguistic diversity, education and income levels)
- Populations with particular needs (e.g., disabilities or special health care needs)
- Relevant issues in your community (e.g., child abuse and neglect, food security, childcare expulsion, maternal depression)
- The extent to which regional boundaries align with available data

In the worksheet, describe how you collected your data and then summarize your findings in two pages or less.

- c. Telling the Story.** Given the data presented in Sections A and B, how would you generally describe the infants and toddlers and their families in your region? Summarize the data in the worksheets, highlighting what is most important to know. Consider, for example:
- 1) What do the data tell you about the infants and toddlers in your region? Who is particularly vulnerable in your region?
 - 2) Which of the data in the above tables stand out as particularly surprising or important? Given the data and local wisdom used to make sense of it, what patterns are emerging?
 - 3) Which of the above characteristics will or should have the greatest bearing on the needs of and systems and services for infants and toddlers and their families?
 - 4) In what ways did the data collected challenge your region's assumptions or beliefs?
 - 5) Finally, what else do you need to know about the infants and toddlers and their families in your region?

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III. **SERVICES, SYSTEMS & SUPPORTS.** This section will describe: *What systems, services and supports are available for Infants/Toddlers (birth to three) and their families in your region? Who are the services reaching? What do you know about the approach or content of these programs? To what extent do the services and supports match with the diverse community need for quality child care/environments, particularly for the most vulnerable families?*

- ❖ In Section A, use existing and primary data to describe a specified list of systems, services or supports.
- ❖ In Section B, share the perspective of key stakeholders in your region on the available services, systems and supports for quality child care/environments for infants and toddlers (birth to three) and their families.
- ❖ In Section C, synthesize this information to “tell the story” of the quality childcare services, systems and supports for quality child care/environments Infants and Toddlers (birth to three) and their families in your region.

- a) **Services & Supports Inventory.** The following table lists a number of services and supports with suggested sources for key data points. **(See <http://sites.google.com/site/wainfanttoddler> for descriptions of the suggested data sources and locations.)** Summarize the data for each measure in the template worksheet. Along with the data for each measure, record the source from which the data were pulled and any notes that are important for interpreting the data (e.g., issues related to completeness of data). You may also add any region-specific services relevant to an assessment of quality child care/environments for infants and toddlers and their families.

Some of the data necessary to complete these tables should be readily available from suggested aggregated data sources and reports, while others may require calling specific programs for the information. If data for a particular service simply don't exist, consider addressing this issue in the following Regional Stakeholder Perspective section.

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Services & Supports Inventory

Service or Support	Suggested Data Location/Source	Measure(s)
a. Child Care Subsidies	DEL	# infants and toddlers (B-3) served with child care subsidies ⁴
	DEL	% of licensed child care providers serving children using subsidies
b. Child Care Arrangements	Local CCR&R (to extent available)	#/% of families by type (parental, center-based, family, FFN)
c. Child Care Availability (licensed)	DEL licensing data set (re: sites)	# licensed center-based provider sites
		# of center-based provider slots (all ages, by age)
	CCR&R Network data reports (re: slots)	# licensed family child care provider sites
		Family child care provider slots (all ages, by age)
d. Child Care Health & Safety	DEL	# of valid complaints regarding administrative practices and unsafe/unhealthy environments (as defined by DEL's licensed child care information system)
e. Child Care Referrals	Local CCR&R; CCR&R Network data reports	#/% of all child care referrals that were for infants and toddlers
f. Child Care Cost	CCR&R Network data reports	Median cost of care for infants and toddlers
		% median household income for infant and toddler care
g. Early Intervention Services	DEL (ESIT)	Average # of children served/month
h. ECEAP	Program data, DEL	# enrolled (3 yrs old)
		# slots (by age)
		# sites
		# on waitlist (by age)
i. Early Head Start	Program data (see ACF site locator for contact info)	# enrolled (total, by age)
		# total slots
		# programs
		# sites
		# on waitlist

⁴ Data provided by DEL related to: Working Connections Child Care (WCCC) and Seasonal Child Care (SCC) subsidy programs, but not Homeless Child Care (HCC), Refugee Child Care (RCC), or subsidies for children in the child welfare system. You may choose to provide data for HCC, RCC and foster children as well.

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k. Evidence-Based Home Visiting Programs (Nurse Family Partnership, Parents as Teachers, Parent Child Home Program)	Program data	# NFP programs
		# families served by NFP
		# PAT programs
		# families served by PAT
		# PCHP programs
		# families served by PCHP
l. Child welfare	HSPC	# served by CPS
		# in foster care placement
m. TANF*	DSHS	# individuals receiving TANF support (all ages)
		% use rate
n. Women, Infant & Children (WIC)	DOH (WIC)	# of infants and children under five served by WIC
		% of infants born served by WIC
o. Prenatal Care	HSPC	% of pregnant women receiving first trimester prenatal care
	HSPC	% of pregnant women who received late or no prenatal care
p. Children's Health Care and Insurance	HSPC	% children under 18 who are uninsured
	DSHS	# children enrolled in Children's Medical Program (Apple Health, includes Medicaid, SCHIP and state only financed coverage)

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- b. **Regional Stakeholder Perspective.** Using methods such as interviews and focus groups from stakeholders and existing groups, collect data through discussions to learn what they think about the systems, services and supports available for the infants and toddlers (birth through age 3) and their families in your region. Describe how you collected your data and then summarize your findings in two pages or less in the template worksheet.

Consider the following topics in particular. What exists? Thinking about future quality improvement efforts, what do stakeholders consider to be the strengths of these services and supports? What else is needed? What key pieces of information are not addressed by existing data sources? **You do not need to explore all of these topics, but should lift up and discuss at least 4-6 that are most relevant to your region.**

- Important trends related to or availability of licensed child care or other services (e.g., increase or decrease in availability, the availability of care infants and toddlers compared to other age groups or need, the availability in particular communities)
- The qualifications of infant and toddler professionals
- The professional development systems and opportunities for early childhood professionals – infant and toddler professionals specifically
- Any current initiatives or campaigns related to quality assessment or quality improvement for infant and toddler programs and services **(Regions participating in the QRIS/Seeds to Success field test can explore and discuss that work here.)**
- The health and safety of early childhood environments
- Available information and referral services for parents and caregivers
- Childcare arrangements, including number of children cared for by family members, friends or neighbors (FFN), and available supports for FFN caregivers
- The parental preferences for infant and toddler services and known barriers that prevent parents from participating in programs
- Availability of supports for new parents of different demographics within the region (e.g., particular ethnic or cultural groups, migrant laborers, etc.)
- Any current efforts to infuse the Strengthening Families Protective Factors into systems and services for infants and toddlers
- Current efforts to ensure or improve the cultural relevancy of programs and services and the ethnic, cultural and linguistic diversity of professionals serving infants and toddlers and their families
- Partnerships and collaborations in your region that support infants and toddlers and their families (e.g., Local Early Learning Coalitions, Health and Safety Networks, local interagency coordinating councils.)

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- c. **Telling the Story.** Given the data you have collected and reported, summarize what is important to know about the systems, services and supports for infants and toddlers and their families in your region in one page or less. Consider, for example:
- i. How would you describe the overall state of services and supports for infants and toddlers? Given the data and the local wisdom used to make sense of it, what do the data tell you?
 - ii. Which of the data related to Systems and Services stand out as particularly surprising or important?
 - iii. Which services appear to be working well and meeting the needs of the families in your region? Where are the noticeable gaps in service availability, access or reach?
 - iv. In what ways do the data challenge your region's previously held assumptions, beliefs or plans?
 - v. What else do you need to know about the infant and toddler systems and services in this region?

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IV. **Strengths, Assets & Context.** Finally, summarize and explain what primary data and the key stakeholders in your region say about *the critical context and key opportunities for supporting the Good Health, Positive Early Learning Experiences and Strong Families of Infants and Toddlers in Your Region.*

- ❖ **Identify and describe 3-5 high level observations** about the infants and toddlers and their families and the related systems, services and supports in your region using the table provided in the worksheets. These observations should help to guide the planning process. Observations could include opportunities to build on and connect to efforts such as *QRIS/Seeds to Success* field testing or the *Building Bridges with Higher Education* professional development project, for example.

Department of Early Learning
Regional Infant and Toddler Needs Assessment

NORTHWEST REGION

Island, San Juan, Skagit, Snohomish and Whatcom Counties

Lead Agency: Northwest Educational Service District 189
Contact: Karma Hugo, Early Childhood Manager, NWESD
360-299-4045
khugo@nwesd.org

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1. INTRODUCTION & REGIONAL OVERVIEW.

1a) Narrative Describing the Regional Overview (1-3 paragraphs):

Narrative Describing the Regional Overview. To help frame and provide context for the following data summaries and synthesis, provide a brief overview of your region in 1-3 paragraphs. *What are two to three important things to know about the region? What counties does your region include? What are some of the emerging or important issues within the region?*

The northwest region is comprised of five counties; Snohomish, Skagit, Whatcom, Island, and San Juan. Geographically, the region is quite unique. Our three largest counties; Snohomish, Skagit and Whatcom all reside along the I-5 corridor, with Snohomish lying just north of Seattle and Whatcom lying just south of the Canadian border. To the west of I-5, in the Puget Sound, are the two islands, Camano and Whidbey, which comprise Island County. These islands are accessible by bridge and ferry. Our fifth county, San Juan County, is comprised of the 110 islands of the San Juan archipelago. Only 4 of these islands are accessible by the Washington State Ferry system.

While great natural beauty characterizes the region, geographical features also complicate everyday life for many residents. The majority of social service agencies including federal, state, and county-level are concentrated along the I-5 corridor. While this meets the need of some members of our region, many others have limited access to these services due to rural isolation—often having to drive two hours or more to complete a simple task like filing for food stamps, meeting a case worker or attending a parenting class. This problem is compounded by the very limited public transportation systems available across the region and for those residents of Island and San Juan counties.

Over 71,000 children under the age of five live in our region. Of these, approximately 13%, or 9,500 children under five, live below the federal poverty level. Additionally, many “working poor” families struggle to make ends meet and may be more likely to have unmet needs since they are not “poor” enough to qualify for help. This problem is exacerbated by the fact that our region has one of the highest costs of living in Washington State. Naval bases in Oak Harbor and Everett bring transient populations, as do the many farms that employ migrant workers. We are also home to many ethnic minorities who tend to remain isolated in small, homogenous communities or reservations (this region is the home to seven federally recognized tribes). It is not uncommon, for example, to have an elementary school in Mount Vernon report that more than 50% of their students are Hispanic, but to find an elementary school, just two miles away, with fewer than 10% Hispanic students. Areas of affluence mask significant need throughout our region.

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1b) Narrative Describing Regional Strengths and Assets (2-3 paragraphs):

Narrative Describing the Regional Strengths and Assets. In two to three paragraphs, describe some of the important strengths and informal supports that exist throughout your region (other than programs and services discussed elsewhere in this template). Consider adding this topic to the agenda of a Steering Committee meeting that has good representation from all communities to get a full picture across your region.

Our region is home to many dedicated early learning professionals who are generous with their expertise, time and involvement, and who contribute to a strong culture of collaboration. The counties that comprise the northwest region have long histories of resourcefulness and innovation. Professionals tend to know one another and have confidence when they are referring families for other services that their colleagues will do their part.

Throughout our region Public Health is a key partner, with a strong commitment to early learning. Public Schools are beginning to expand their vision of education to include P-3 models that include partnerships and parent involvement. Child Care Resource and Referral Regions C and D have been coordinating early learning supports to child care professionals, families, and community networks for two decades. Public libraries play active roles in supporting early literacy development and family engagement. Our region is also home to a number of institutions of higher learning, many of which offer early learning degrees and certificates, with a strong history of innovative programs to support the development of early learning professionals and wider community involvement.

Our region also has a network of county early learning coalitions connected to a regional coalition called North West Early Learning, founded in 2002, which is an early childhood systems planning initiative representing over fifty organizations including social service providers, public health officials, mental health services, early childhood educators, school districts, business and community leaders, child care licensors, community organizations, and other community stakeholders. NWEL has an Advisory Panel of representatives selected to represent the five county coalitions that make up the regional area of NWESD; the Children’s Council of Skagit County, the Island County Children’s Commission, Snohomish County Children’s Commission, Whatcom County’s Early Learning Systems Network, and the San Juan County Early Learning Consortium. The mission of NWEL is “to support access to comprehensive early learning and family support opportunities to all children and families.” It is the goal of NWEL to stay informed by local needs as well as by work at the regional and state-level. Through the efforts of NWEL and its collaboration with NWESD, our region is well poised to continue the important work in the Washington State Early Learning Plan.

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1c) Narrative Describing the Process for Completing the Context & Data Summary (1-2 paragraphs):

Narrative Describing the Process for Completing the Context & Data Summary. *Once it is completed*, in one to two paragraphs, describe your region's process for completing this Regional Data Summary. Who was involved and in what ways? How did you engage a Steering or Advisory Committee? How did partners collaborate to complete the Context and Data Assessment?

Key to this project is the fact that our region was able to draw upon the existing structures and relationships that have been developed through Northwest Early Learning (NWEL). Our Steering Committee was formed via the Advisory Panel, by self-selection and recommendation. It is comprised of twenty-four members representing local health jurisdictions, Child Care Resource and Referral, K-12 Organizations, Head Start/Early Head Start/ECEAP, Early Services for Infants and Toddlers, and our local early learning coalitions.

Our Steering Committee has met four times over the first phase of the Infant and Toddler Needs Assessment. Initial meetings focused on reviewing the data to be collected and determining the forums by which community stakeholders would inform our understanding of the needs of infants and toddlers in our counties and region. We conducted a total of 9 community stakeholder focus groups throughout the region, with a total attendance of 80 participants. Additionally, we developed three stakeholder surveys, available in both English and Spanish, of which we collected a total of 189 responses. The last two Steering Committee meetings focused on interpreting data and stakeholder feedback, looking specifically at strengths of services, barriers, trends and priorities. We also began the process of identifying shared beliefs to act as guiding principles as the planning process of phase two unfolds.

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Regional Infant & Toddler Systems & Services Planning

2a) CHILD & FAMILY PROFILE – KEY MEASURES BASED ON SECONDARY AND INSTITUTIONAL DATA

Summarize data for each measure. Wherever possible, aggregate (total) the data for the entire region. In order to provide meaningful data, or based on the availability of data, you may also want or need to provide data by specific communities (e.g., county, school district). For each measure, note the data source and date, as well as any other important information about the data (e.g., its alignment with the ESD boundaries).

Community Demographics:

1) #/% of young children, toddlers and infants

Specify # and % of all children by:

- **71,731/6% of total pop. in region* (1,111,127) are under 5 yrs of age**
- **15,932/ 22% of children under 5 are ages 0-23 months**
- **15,875/22% of children under 5 are ages 24-35 months**
- **14,901/21% of children under 5 are ages 36-47 months**

Data Source(s) and Notes: Child Care Resource and Referral Network, State and County Data Reports 2008 County Data Reports (Summary of 2007 Data)

<http://www.childcarenet.org/partners/data/2008-data-reports/partners/data/2008-data-reports/folder.2009-01-28.7194384939/2008-county-data-reports>

Population Estimates 0-3

<http://sites.google.com/site/wainfanttoddler/regional-data-summary---template/data-sources>

*Total population data source

<http://quickfacts.census.gov/qfd/states/53/53029.html>

2) 254,716 households with children under 18 :

Specify #/% by:

- **186,861/73.36% married couples**
- **49,508/19.44% single female head of household**
- **18,347/7.2% single male head of household**

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation)

Household type for children under 18 in households (3-year average) (percent) – 2006-2008

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=4885>

Definitions: The number and percent of households with children under 18 present by household type. This indicator is divided into three household types: married couple family households, single female headed households, and single male headed households. No data was available for San Juan County

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- 3) 73,859 /% of children under five by race/ethnicity**
Specify #/% by:
- **52,023/ 70.44% White (non-Hispanic)**
 - **1,296/ 1.75% Black (non-Hispanic)**
 - **1,632/ 2.21% American Indian & Alaska Native (non-Hispanic)**
 - **3,967 5.36% Asian/Pacific Islander (non-Hispanic)**
 - **4,522/ 6.12% Two or more race groups (non-Hispanic)**
 - **10,419/ 14.12% Hispanic**

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation)

Under 5 child population by race/ethnicity (percent) - 2008

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=4485>

Definitions: Estimated number and share of child population ages 0-4 years, disaggregated by race/ethnicity. Note – different data source: 73,859 total does not match item 1 above

- 4) Median income level - \$57,081 Region Average**

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation) - 2008

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=3306>

This data is not a good representation of family incomes in our region. Areas of affluence skew this number high.

- 5) Parental employment**
Specify:
- **121,697 children in Care Zone⁵ (CCR&R Network)**
 - **59% of children in the region under age 6 with all parents in the workforce (HSPC)**

Data Source and Notes:

of children in Care Zone⁶ (CCR&R Network)

Child Care Resource and Referral Network 2008 County Data Reports

<http://www.childcarenet.org/partners/data/2008-data-reports/partners/data/2008-data-reports/folder.2009-01-28.7194384939/2008-county-data-reports>

Definitions: The annual income level at which half of all households in the area have more income and half have less. These are in current dollars (not adjusted for inflation).

% of children under 6 with all parents in the workforce (HSPC)

Children under 6 years old with all parents in the workforce (3 year average) (percent) – 2006-2008

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=5077>

Definitions: The percent of children under 6 years old with all parents in the workforce. No data was available for San Juan County% of children under 6 with all parents in the workforce

⁵ Care Zone is defined by R&R Network as the number of children who live in a single-parent or two-parent home where the parent or both parents are working.

⁶ Care Zone is defined by R&R Network as the number of children who live in a single-parent or two-parent home where the parent or both parents are working.

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6) 89,899/10% of regional population who are foreign born

Data Source and Notes: U.S. Census Bureau, Census 2000

<http://www.census.gov/prod/cen2000/>

<http://www.census.gov/prod/cen2000/phc-2-49.pdf> Page 18-28

Data: Total regional population from same data source: 861, 425

<http://www.census.gov/prod/cen2000/>

Island: 71,558 / San Juan: 14,077 / Skagit: 102,979 / Snohomish: 606,024 / Whatcom: 166,814

7) 60,188/36% of children eligible for free or reduced-price meals

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation)

Application for Free and Reduced Priced Meals (Number) - 2009

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&loct=5&by=a&order=a&ind=3300&dtm=9827&tf=38>

Definitions: The number and percent of students enrolled in public K-12 schools who applied for free or reduced price meals at their school.

Data: Total regional enrollment K-12: 166,754

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=3311>

County percentages free and reduced-priced meals: Island: 35% / San Juan: 35% / Skagit: 49% / Snohomish: 33% / Whatcom: 41%

8) #/% of population who speak a language other than English at home

- 19,530/ 2.27% of people ages 5 – 17 speak a language other than English at home
- 81,041/9.4% of people age 18 and over speak a language other than English at home

Data Source and Notes: U.S. Census Bureau, Census 2000

<http://www.census.gov/prod/cen2000/>

<http://www.census.gov/prod/cen2000/phc-2-49.pdf> Page 18-28

Data: Total regional population from same data source: 861, 425

<http://www.census.gov/prod/cen2000/>

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- 9) % of population high school graduate or higher level of education*
% of population resident population ages currently 17-64 enrolled in public higher education (all Public 4-yr and CTE Institutions) by county:
- 5.5% Island
 - 5.4% San Juan
 - 6.7% Skagit
 - 6% Snohomish
 - 7.3% Whatcom

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation) 2006-2007

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=4486>

Definitions: The percentage of resident population ages 17-64 enrolled in public higher education institutions located in Washington State. Public higher education institutions are categorized into 4-year baccalaureate institutions and 2-yr community and technical colleges (CTE).

Data: * We were unable to find information about the education levels of population by county.

Measures of Vulnerable Families.⁷

- 10) #/% of poor and low-income children*
- 9,500/ 13% of children under 5 are living in poverty (< 100% FPL)
 - 30% North Puget children living in low-income households (< 200% FPL)
 - 21% Puget Metro children living in low-income households (< 200% FPL)

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation) Children under 5 in poverty (3-year average) (number) – 2006-2008

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&loct=5&by=a&order=a&ind=3866&dtm=8076&tf=470>

Definitions: The number and share of children under age 5 who live in families with income below the poverty threshold (100% Federal Poverty Guideline) as defined by the U.S. Office of Management and Budget.

Data: No data was available for San Juan County children under 5 are living in poverty (< 100% FPL).

For children living in low-income households (< 200% FPL) we were only able to find the 2004 WSPS showing regional areas not totally congruent with ours. Then regions included are: North Puget (Island, San Juan, Skagit and Whatcom) and Puget Metro (Snohomish, Kitsap, Pierce and Thurston)

http://www.ofm.wa.gov/humanserv/poverty/economic_distress.pdf

⁷ Policy organizations such as The National Center for Children in Poverty, CLASP and the Human Services Policy Center have identified sets of research-based predictors and risk factors of child well-being, successful early learning experiences and strong early childhood systems. This list consists of just some of these risk factors. Research shows that children experiencing multiple risk factors experience poorer developmental outcomes and school readiness compared to those who do not, beginning at a very young age (i.e., “One in Ten Washington Children Experience Multiple Risks that Threaten the Well-Being,” HSPC). Many research-based indicators of risk for child well-being overlap with those related to school readiness and school success.

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- 11) 839/6% mothers who are teens**
- Single Teenage Mothers (15-17) - 288
 - Single Teenage Mothers (18-19) – 551

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation)
Single teenage mothers (15-17) (number) – 2008, Single teenage mothers (15-19) (number) – 2008
<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?order=a&loct=5&dtm=11390&state=WA&tf=35&ind=4993&ch=a&by=a>

Definitions: The number and percent of teenage mothers ages 15-17 who are single parents.
Information available for Age Specific Live Birth Rates Washington State Department of Health Center for Health Statistics <http://www.doh.wa.gov/ehsphi/CHS/chs-data/birth/htmltables/a10.htm>

Data: Total number of 2008 live births 14,669 taken from www.doh.wa.gov/ehsphi/

- 12) 49,508/19.44% of mothers are single***

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation)
Household type for children under 18 in households (3-year average) (percent) – 2006-2008
<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=4885>

Definitions: The number and percent of households with children under 18 present by household type.
This indicator is divided into three household types: married couple family households, single female headed households, and single male headed households.

- 13) 850/6% of babies born with low birth weight****

Data Source and Notes: Kids County Data Center (Annie E Casey Foundation)
Low birth weight babies (annual) (number) - 2008
<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&loct=5&by=a&order=a&ind=3384&dtm=9838&tf=35>

****Definitions:** The number and percent of babies who weighed less than 2,500 grams (5 pounds, 8 ounces) at birth.

Information is available for birth weight categories in grams

Washington State Department of Health Center for Health Statistics
<http://www.doh.wa.gov/ehsphi/CHS/chs-data/birth/htmltables/d7.htm>

Information is available for birth weight by mother age group

Washington State Department of Health Center for Health Statistics
<http://www.doh.wa.gov/ehsphi/CHS/chs-data/birth/htmltables/d3.htm>

Data: Total number of 2008 live births 14,669 taken from www.doh.wa.gov/ehsphi/CHS

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Measures of School Success:

- 14) % of State meeting or exceeding 3rd grade math and reading standards***
- 68% region meeting or exceeding 3rd grade math
 - 74% region meeting or exceeding 3rd grade reading

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation)

% meeting or exceeding 3rd grade math (2008-09)

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=5219>

% meeting or exceeding 3rd grade reading (2008-09)

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=5026>

Definitions: The percentage of third graders meeting WASL math test standards.

Data: Too many districts in our region had incomplete or absent data for categories of race and ethnicity to break this data out effectively.

- 15) % of Region On-time graduation rate by county**

Specify by race/ethnic group:

- American Indian – 54%
- Asian/Pacific Islander – 82%
- Black – 73%
- Hispanic – 59%
- White – 79%

Data Source and Notes: Kids Count Data Center (Annie E Casey Foundation)

On-time graduation rate by race/ethnicity, public schools (percent) – 2008-09

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=4464>

Definitions: A student graduates on-time if he/she receives a high school diploma within four years of starting 9th grade. Total graduation rate is the percentage of all students who graduated from high school within four years after they started 9th grade. The numerator is all high school students who graduated with a high school diploma within four years of starting 9th grade. The denominator is the total cohort size who started 9th grade four years prior to graduation. The same definition applies to racial/ethnic categories. That is, the numerator is all high school students from a particular racial/ethnic background who graduated within four years of starting 9th grade. The denominator is all high school students from that racial/ethnic background who started 9th grade together.

No information was available for San Juan County this data source for the on-time graduation of individuals identifying as American Indian, Black or Hispanic.

Additional Region-Identified Measures: *Add any measures for which secondary data exist that would help you in assessing the needs and identifying the future priorities of systems and services for toddlers in your region. (Do not include data describing services in this section. These data will be presented and discussed in the following section.)*

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16) 5,104 Number of live births Medicaid

Data Source and Notes: DSHS Washington State Medicaid – Birth Data 2008 Medicaid Managed Care Live Births

<http://hrsa.dshs.wa.gov/pdf/firststeps/countybirth2008/facility2008.pdf>

** Indicates number or percent has been suppressed to ensure confidentiality of individual level data.

17) Mother's Education by Region

- 8th Grade or Less = 511
- Some High School = 1,770
- High School/GED = 3,582
- Some College = 3,465
- Associates Degree = 1,404
- Bachelors Degree = 2,666
- Post grad = 1,986
- Unknown = 278

Data Source and Notes: Washington State Department of Health, Center for Health Statistics, 2008

<http://www.doh.wa.gov/ehsphl/chs/chs-data/birth/htmltables/a14.htm>

2b) CHILD & FAMILY PROFILE – REGIONAL STAKEHOLDER PERSPECTIVE.

2b. i) Brief Description of Data Collection (1 paragraph):

- Who participated in compiling the data?
- How many interviews or focus groups did you conduct? With whom?

Karma Hugo, Early Childhood Manager at NWESD, was primarily responsible for compiling data with support from Patty Yates, her administrative assistant. Members of the Steering Committee also shared resources and suggestions for county data, as well as reports from previous data collection efforts. We conducted a total of 9 Community Stakeholder Focus Groups throughout the region, with a total attendance of 80 participants from across systems. We held two focus groups in each county, one in the afternoon and one in the evening, with the exception of San Juan County, where the ferry schedule dictated just one focus group in the morning.

Despite a press release and a mail campaign to parents via licensed child care providers, we had no parents in attendance at any of our focus groups. In order to address this and to broaden the reach of stakeholder input in general, we developed surveys targeting three different stakeholder groups; 1) parents/families, 2) child care providers and 3) community stakeholders aimed at service providers. The surveys were made available in both English and Spanish. We collected a total of 189 surveys: 68 parents/family surveys, 38 child care provider surveys and 83 community stakeholder surveys.

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2b. ii) Narrative Describing Regional Perspective of Stakeholders (2 pages or less):

- What did regional stakeholders have to say about the infants and toddlers and their families in your region that added to or expanded on the secondary data already reported?

Our region is home to a diversity of families. Among areas of affluence exists extreme poverty and isolation. Of the 71,000 children under the age of five living in our communities, approximately thirteen percent live below the federal poverty level. Thirty six percent of families who applied receive free or reduced-price meals and fifty-one percent of infants are served by WIC.

Repeatedly we heard from stakeholders who were concerned about families who “just miss” the qualifying criteria for child care subsidy, early intervention services and other income-based or needs-based services. “I think that biggest challenge is that there aren't a lot of resources out there for middle class families. When these children need extra assistance they can't get it, because they make too much money to qualify for anything. This often times causes some of the most vulnerable children to stay home and not receive services.” It is difficult, if not impossible to get accurate information about how many families fall into this broad category.

The data does tell us that fifty-nine percent of the children under six have all parents in the work force. Because this is 2008 data, we can only imagine how the recent economic downturn has impacted family life. Unemployment can be incredibly stressful. But for those families working, professionals cite long work hours and limited family-time as additional stressors. “[Parents] barely see their children before bedtime. They are exhausted and feel pressure to do everything for everybody.” Programs seeking meaningful opportunities for parent engagement have busy families and frantic schedules to contend with.

For many families, the pace and challenges of life can be overwhelming. Families struggling with multiple risk factors can feel as though they are living in “crisis mode” making it difficult for them to find the time and the energy to access services even if they know about them. Many services require “families with fully functioning adults, ability to speak up, fill out applications, make phone calls to follow through and with reading/writing skills in English.”

Access to services can be especially challenging for our non-English speaking residents to navigate. Ten percent of the families in our region are foreign born, with the same amount (9.4%) of adults speaking languages other than English at home. Many of the most vulnerable families are the hardest to reach; immigrant and migrant families, geographically isolated families. Parents of children with special health care needs often live in a world of appointments and procedures, and can feel so overwhelmed just trying to get through each day that they are unable to reach out for much needed support. Military families, who often call our region home only temporarily, face unique challenges and hardships, experiencing yet another kind of isolation.

Changes taking place to subsidy and poverty guidelines mean that even families who were successful at accessing services may no longer qualify. The professionals in our communities expect this to have negative reverberations throughout many support services, placing added strain on already stressed systems and families. “The numbers of low income families are increasing while the requirements for qualifying for the programs are rising, leaving larger and larger numbers of unserved children and

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families. Long term un- and under-employment leads to enormous family stress resulting in increased levels of drug and alcohol abuse and domestic violence.” While the professionals in our region acknowledged that poverty places families at greater risk for a number of issues, they stress that poverty is not the only barometer of a family’s well-being. Services that address protective factors and adverse childhood experiences need to be available to all children and families.

In addition to compelling indicators of poverty, data about student achievement is of particular interest. Education is often regarded as the pathway to a better life and yet the data indicates that much more needs to be done to address inequity in the educational attainment of minority students in our region. On-time graduation rates, particularly for Native American (54%) and Hispanic (59%) students mirror national trends and stand out as missed opportunities. Teachers in Washington State report that less than half of kindergarten children are coming to school ready to learn (2004). When viewed as a continuum, looking at those students meeting or exceeding reading (74%) and math (68%) at third grade, we see a pattern emerging of students entering the educational system behind and never catching up. This data gives more weight and a greater sense of urgency to current regional efforts aimed at addressing the achievement gap through a focus on instructional alignment preschool through third grade.

In general, the data and feedback that we collected tended to confirm the understanding of the professionals and stakeholders in our region but we viewed the data with caution. The data we reviewed is not current enough to help us understand the picture of our communities today. Also there are vulnerable families that we have no information about at this point in time. The needs of undocumented families, for instance, are a concern in the region but they are almost impossible to account for. Much of the data in the Family Profile includes children up to 18 years of age. We know that not having data specific to infants and toddlers limits our ability to more accurately depict and understand what is needed.

In addition to this, aggregating the data, even county by county, tends to wash out important areas of need. For example, data pertaining to income levels, when aggregated at the county and the regional level makes poor and low-income families look almost non-existent. Areas of affluence tend to mask areas of significant need. In order to allocate resources appropriately, we will need current data resources. We may also need to organize data to look at trends of population growth or decline over time to help us better anticipate resource needs.

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2c) CHILD & FAMILY PROFILE – “TELLING THE STORY”

2c) “Telling the Story”: Regional Children and Family Profile (1 page or less)

- Summarize the data from all sources (primary and secondary data) to “tell the story” of systems and services for infants and toddlers and their families in your region.

Families in our region are working longer and harder than ever. Fifty-nine percent of children under six have all parents in the workforce. An immediate need for these families is finding high-quality, affordable care for their young children. Surveyed families expressed difficulty finding care for their infants and toddlers. “It is particularly hard to find care for infants and toddlers due to the limited number of slots in quality child care facilities. There are numerous facilities, but not all of them are good. Also, the cost is so prohibitive. There are numerous benefits for a child and family to have a quality child care situation. However, when the cost is so expensive (almost \$1,000 a month for a full-time infant or toddler) it is a strain on parents who have to work full time. “The strain is also placed on child care providers, most of whom suffer low wages, limited opportunity for job growth and high turnover. There is no incentive for them to provide infant or toddler care despite the demand.

Finding appropriate child care becomes extra challenging for those families with children with special needs, who work non-traditional work hours, or who live in rural communities with limited choices. “We are in a tourist based area. Most jobs are NOT 9-5. I would love to someday see daycare available at 6 am and going to midnight. A lot of parents I know here bartend or wait tables or work in retail stores... those are not 9-5 jobs. The working parents (especially the single ones) I think would appreciate more flexibility in daycare hours.” Despite this difficulty, parents repeatedly acknowledged the importance of low ratios, quality programming and qualified teachers.

Because of the geography of our region, any consideration of the experiences and needs of families must consider issues of transportation. It is one of the most frequently cited barriers to services access and impacts employment and recreational opportunities. This is also significant because traditionally, services for families have been concentrated along the interstate corridor, meaning that families have long distances to go for support.

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3. SERVICES, SYSTEMS & SUPPORTS

3a) SERVICES, SYSTEMS & SUPPORTS - Services and Supports Inventory

Summarize the existing secondary and institutional data as for each of the following services and supports in your region. See the prior table for suggested data to use. Wherever possible, aggregate (total) the data for the entire region. In order to provide meaningful data, or based on the availability of data, you may also want or need to provide data by specific communities (e.g., counties).

a. Child Care Subsidies

1,564 infants and toddlers (B-3) served with child care subsidies (average per month)

Data Source and Notes: Child Care Resource and Referral Network
2008 County Data Reports <http://www.childcarenet.org/partners/data/2008-data-reports/partners/data/2008-data-reports/folder.2009-01-28.7194384939/2008-county-data-reports>

921/69% of licensed child care providers serving children using subsidies

Data Source and Notes: Percent of Subsidized Providers 2009-10
<http://sites.google.com/site/wainfanttoddler/regional-data-summary---template/data-sources>

b. Child Care Arrangements

#/% of families by type of childcare arrangement (parental, center-based, family, FFN)

Total number of children in FFN as primary care

- 3445/25% Children ages 0-12 mos
- 7991/29% Children ages 1 -2 yrs
- 8838/21% Children ages 3-5 yrs

Data Source and Notes: Who's Minding the Kids? Child Care Arrangements: Spring 2005/Summer 2006 developed by Nancy Ashley – Heliotrope <http://www.census.gov/prod/2010pubs/p70-121.pdf>

c. Child Care Availability (licensed)

295 licensed center-based provider sites

Data Source and Notes: Child Care Resource and Referral Network 2008 County Data Reports (2007)
<http://www.childcarenet.org/partners/data/2008-data-reports/partners/data/2008-data-reports/folder.2009-01-28.7194384939/2008-county-data-reports>

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16,819 of licensed center-based provider slots

By age: school age, pre-school, toddler, infant

- School Age – 7,415
- Pre-school – 6,771
- Toddler – 2,829
- Infant – 804

Data Source and Notes: Child Care Resource and Referral 2008 County Data Reports

<http://www.childcarenet.org/partners/data/2008-data-reports/folder.2009-01-28.7194384939>

853 licensed family child care provider sites

Data Source and Notes: Child Care Resource and Referral Network 2008 County Data Reports (2007)

<http://www.childcarenet.org/partners/data/2008-data-reports/partners/data/2008-data-reports/folder.2009-01-28.7194384939/2008-county-data-reports>

17,579 licensed family child care provider slots

By age: school age, pre-school, toddler, infant

- School Age – 6,229
- Pre-school – 7,302
- Toddler – 2,094
- Infant – 1,954

Data Source and Notes: Child Care Resource and Referral 2008 County Data Reports

<http://www.childcarenet.org/partners/data/2008-data-reports/folder.2009-01-28.7194384939>

d. Child Care Referrals

% of all child care referrals that were for infants and toddlers

- 22% for infants
- 28% for toddlers

Data Source and Notes:

Child Care Resource and Referral 2008 County Data Reports

<http://www.childcarenet.org/partners/data/2008-data-reports/folder.2009-01-28.7194384939>

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e. Child Care Cost

Median monthly cost of care – Family Child Care Homes & Child Care Centers by Family Child Care Homes –

- Infant - \$748
- Toddler - \$395
- Pre-School - \$599
- School Age - \$304

Child Care Centers –

- Infant - \$836
- Toddler - \$706
- Pre-School - \$647
- School Age - \$343

Data Source and Notes: Child Care Resource and Referral, Child Care Rates 2009 Monthly Media Rates by Family Child Care & Child Care Centers
<http://www.childcarenet.org/partners/data/home-rates>

% of median household income

Family Child Care Homes –

- Infant – 14%
- Toddler – 13.25%

Child Care Centers –

- Infant – 17%
- Toddler – 15.2%

Data Source and Notes: Child Care Resource and Referral 2008 County Data Reports
<http://www.childcarenet.org/partners/data/2008-data-reports/folder.2009-01-28.7194384939>

f. Early Intervention Services

Number of infants and toddlers considered eligible for ESIT services
60 Determined Eligible during the month of August, 2010
921 Active IFSPs on last day of August

Data Source and Notes: Washington State Department of Early Learning
ESIT Data August 2010, as specified by DEL Monthly Program Data by County
<http://www.del.wa.gov/publications/esit/default.aspx>

g. ECEAP

216 enrolled/served (3 years old)

Data Source and Notes: Washington State Department of Early Learning
Early Childhood Education and Assistance Program Documents ECEAP Data 2008-09
<http://www.del.wa.gov/publications/eceap/Default.aspx>

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1,282 slots

Data Source and Notes: Washington State Department of Early Learning
Early Childhood Education and Assistance Program Documents ECEAP Data 2008-09
<http://www.del.wa.gov/publications/eceap/Default.aspx>

36 ECEAP sites

Data Source and Notes: Washington State Department of Early Learning
Early Childhood Education and Assistance Program Documents ECEAP Data 2008-09
<http://www.del.wa.gov/publications/eceap/Default.aspx>

963 on ECEAP waitlist

- 3 years old – 334
- 4 years old – 629

Washington State Department of Early Learning
Early Childhood Education and Assistance Program Documents ECEAP Data 2008-09
<http://www.del.wa.gov/publications/eceap/Default.aspx>

h. Early Head Start (EHS)

236 enrolled in EHS

Specify by age:

- 12 prenatal
- 36 children age 0-12 months
- 89 children 1-2 years
- 99 children 2-3 years

Data Source and Notes: Report from service providers in Island, Skagit, Snohomish and Whatcom Counties. There is no Early Head Start in San Juan County.

221 total EHS slots

Data Source and Notes: Report from service providers in Island, Skagit, Snohomish and Whatcom Counties. There is no Early Head Start in San Juan County.

12 EHS programs

Data Source and Notes: Report from service providers in Island, Skagit, Snohomish and Whatcom Counties. There is no Early Head Start in San Juan County.

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11 EHS sites

Data Source and Notes: Report from service providers in Island, Skagit, Snohomish and Whatcom Counties. There is no Early Head Start in San Juan County.

190 on EHS waitlist

Data Source and Notes: Report from service providers in Island, Skagit, Snohomish and Whatcom Counties. There is no Early Head Start in San Juan County.

i. Evidence-Based Home Visiting Programs

Nurse Family Partnership (NFP)

- 2 programs
- 207 families served

Data Source and Notes: *Nurse Family Partnership Feasibility Study*, June 2010, prepared by Judy Ziels, RN, MPH, Whatcom County Health Department

Parents as Teachers (PAT)

- 2 programs
- 83 families served

Data Source and Notes: Report from service providers at Opportunity Council, Whatcom County and **Data:** Little Red School House in Snohomish County is considering a PAT program for at least 50 infants and toddlers who are homeless.

j. Child Welfare

Children under 18 years of age in the child welfare system*

Specify # by region:

- 9,576 served by CPS (e.g., case management)
- 2,339 in foster care placement

Data Source: Kids Data Center (Annie E Casey Foundation)

served by CPS (e.g., case management) Children under 18 years of age served by Child Protective Services (CPS) case management (number) - 2007

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&loct=5&by=a&order=a&ind=522&dtm=11700&tf=18>

in foster care placement Children under 18 years of age in foster care placement (number) – 2007

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&loct=5&by=a&order=a&ind=523&dtm=11702&tf=18>

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k. TANF

individuals receiving TANF support (all ages)

- Children – 1,635
- Households – 1,043

Data Source and Notes: Washington State Department of Learning, Publications, Forms & Research, Data & Reports, County Level Demographics for Working Connections Child Chare, STY 2006, Page 7
http://www.del.wa.gov/publications/research/docs/WCCCountyReport_2006.pdf

6.18% use rate for TANF

Data Source and Notes: www.dshs.wa.gov

l. Women, Infant & Children (WIC)

Infants and children under 5 years old served by WIC -

- 30,701 of infants and children under five served by WIC
- 51% of infants born served by WIC – 51% (region average)

Data Source and Notes:

Washington State Department of Health
Annual Reports and County Fact Sheets
Summary Data by County - 2009
<http://www.doh.wa.gov/cfh/wic/materials/reports/2009/sum-county09.pdf>

m. Prenatal Care

73% of pregnant women receiving first trimester prenatal care

Data Source and Notes:

DSHS Washington State Medicaid
Birth Data 2008
Characteristics of Washington Women who Gave Birth
http://hrsa.dshs.wa.gov/firststeps/Data/countybirthchar_2008.htm
Information available for Month Prenatal Care Began by Mother's Age Group
Washington State Department of Health
Center for Health Statistics
<http://www.doh.wa.gov/ehsphl/CHS/chs-data/birth/htmltables/c2.htm>

1.18% of pregnant women who received late or no prenatal care

Data Source and Notes: DSHS Washington State Medicaid, Birth Data 2008
Characteristics of Washington Women who Gave Birth
http://hrsa.dshs.wa.gov/firststeps/Data/countybirthchar_2008.htm

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n. Children’s Health Care and Insurance

6.8% children under 18 who are uninsured

Data Source and Notes: Kids Data Count (Annie E Casey Foundation)
 Uninsured children, under 18, county-level (percent) – 2008
<http://datacenter.kidscount.org/data/bystate/Map.aspx?state=WA&ind=4693>

74,607 enrolled in the Children’s Medical Program (Apple Health)

Data Source and Notes: DSHS Washington State Medicaid **Enrollment** Figures
 Children’s Enrollment in DSHS Medical Programs – 2010
<http://hrsa.dshs.wa.gov/News/EnrollmentFigures.htm>

In the following table, list and describe any additional programs or services for infants and toddlers and their families (birth to three) in your region not captured above. Add rows as necessary, but include only those services most relevant to this population. Consider, for example:

- Prenatal and child birth supports
- Early childhood care and education programs
- Parent, family and caregiver support programs (e.g., family support centers, classes, support groups, Play and Learn groups, Community Cafes, promotoras)
- Early intervention services

Service or Support (& description)	Target Population	Relevant Data
Child Care Health Consultation	Children and caregivers in child care settings	<p>Measure (e.g., # served): 21,000 children, up to 30% of children birth – age five served in Snohomish County alone.</p> <p>Data Source: <i>Addressing the Needs of Children in Snohomish County Through Innovative Public Health Practices</i>, prepared by Snohomish Health District, 2008</p> <p>Data: This data represents Snohomish County only but is a good demonstration of the reach of this support.</p>
Child Care Health Consultation	Child Care providers	<p>Measure (e.g., # served): 94% of child care providers had significant improvement in health and safety practices after working with Health Consultants</p> <p>Data Source: <i>Addressing the Needs of Children in Snohomish County Through Innovative Public Health Practices</i>, prepared by Snohomish Health District, 2008</p> <p>Data: This data represents Snohomish County only but is a good demonstration of the reach of this support.</p>

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FFN Play and Learn activities/groups	FFN care givers	<p>Measure (e.g., # served): 130 two-hour Interactive Caregiver or Play & Learn Sessions, Regions C & D, 2009-2010</p> <p>Data Source: Washington State Child Care Resource and Referral Network, Child Care Resource and Referral Region C & D, Local CCR&R FFN Results Summary, SFY 2010, July 15, 2010, Organization Research Services.</p>
FFN Play and Learn activities/groups	FFN care givers and children	<p>Measure (e.g., # served): 203 children and 152 caregivers participated Region C, 2009-2010</p> <p>Data Source: Washington State Child Care Resource and Referral Network, and Region C, Opportunity Council, 2009-2010</p> <p>Data: This data is specific to Region C only but is also representative of Region D.</p>
DEL contracted licensed child care provider professional development instruction provided by Child Care Resource and Referral Region C & D	Licensed Child Care Providers Region C & D	<p>Measure (e.g., # served): 140 hours of instruction *</p> <p>Data Source: Washington State Child Care Resource and Referral Network, 2009 -2010 Regional Contract Report, Regions C & D</p> <p>*Many more hours of instruction was provided by CCR&R through other funding source arrangements.</p>
DEL supported on-site Child Care Consultation provided by Child Care Resource and Referral Region C & D (behavior and guidance, child development, parent involvement and administrative/business practices)	Licensed Child Care Providers Region C & D	<p>Measure (e.g., # served): 671 on-site hours of consultation *</p> <p>Data Source: Washington State Child Care Resource and Referral Network, 2009 -2010 Regional Contract Report, Regions C & D</p> <p>*Many hours of consultation was provided by CCR&R through other funding source arrangement.</p> <p>Data Source: Washington State Child Care Resource and Referral Network, 2009 -2010 Regional Contract Report, Regions C & D</p>

(Add additional rows as necessary)

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3b) SERVICES, SYSTEMS & SUPPORTS – Regional Stakeholder Perspective

3b. i) Brief Description of Data Collection (1 paragraph):

- Who participated in compiling the data?
- How many interviews or focus groups did you conduct? With whom?

Karma Hugo, Early Childhood Manager at NWESD was primarily responsible for compiling data with support from Patty Yates, her administrative assistant. Members of the Steering Committee also shared suggestions for county data, as well as reports from previous data collection efforts. We conducted a total of 9 Community Stakeholder Focus Groups throughout the region, with a total attendance of 80 participants from across systems. We held two focus groups in each county, one in the afternoon and one in the evening, with the exception of San Juan County, where the ferry schedule dictated just one Focus Group in the morning.

Despite a press release and a mail campaign to parents via licensed child care providers, we had no parents in attendance at any of our focus groups. In order to address this and to broaden the reach of stakeholder input in general, we developed surveys targeting three different stakeholder groups; 1) parents/families, 2) child care providers and 3) community stakeholders aimed at service providers. Surveys were made available in both Spanish and English. We collected a total of 189 surveys: 68 parents/family surveys, 38 child care provider surveys and 83 community stakeholder surveys.

3b. ii) Narrative Describing Regional Perspective of Stakeholders (2 pages or less):

- What did regional stakeholders have to say about systems and services for infants and toddlers and their families in your region?

Stakeholders provided a wealth of expertise and creative thinking about systems and services for infants, toddlers and their families. Steering Committee observations, stakeholder and survey feedback were remarkably consistent, demonstrating that the service providers in our region are in touch with the needs of their communities. In general, stakeholders regard the systems and services available for infants and toddlers and their families in our region very highly.

Many of the providers surveyed responded that he/she valued services from health consultation to care for the infants and toddlers under their supervision: “having a pediatric nurse consultant available but at no cost. We are non-profit and are barely able to pay staff and get program supplies! It would be super helpful to have someone available to help us talk to parents or even be that added professional voice when issues like biting or separation comes up.” Providers stressed that pediatric health/safety consultation improved the quality of the care for children of all ages by providing training and support around a multitude of topics. They valued access to professionals who provide “consultation to promote health and safety, communicable disease prevention, guidance on implementation of early learning best practices” and expressed concern about funding cuts: “I have concerns that health and safety for children in group settings is being overlooked more and more. With funding cuts, the number of consultants available to assist child cares and others with health and safety issues is decreasing. Illnesses spread rapidly in group settings and infants and toddlers are among the most highly susceptible

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groups (e.g. the consequences of disease are more severe, many have not received all their immunizations and thus are not fully protected, etc.” Health consultation has been a sensitive topic, as we face the elimination of this free consultation services in areas of our region. Our Steering Committee endeavored to keep the role of consultation in perspective given the myriad of other services and supports that also deserve attention.

Education for providers was a consistent theme. Our region is home to a number of institutions of higher learning with early learning programs, including the Building Bridges with Higher Education program which is a successful model/partnership between community college and CCR&R in our region. Unfortunately, there is no data available about the education attainment of child care providers in general, nor is there information about how this situation has improved over time. We know however, that education is critical. Stakeholders feel strongly that child care providers have a solid background from which to base their services: “There needs to be a stronger focus on relevant training for child care programs providing care for infants and toddlers. Most caregivers in the field have little to no specialized training in the needs and developmental issues of this age group. Caregivers could also benefit from additional training on how to provide family / parent education and support.”

Stakeholders described a variety of parenting programs but noted that the majority these programs had a limited scope and/or targeted only at-risk or affluent populations. It was also noted that more should be done to offer “educational opportunities in both English and Spanish during non-working hours”. Concerns were expressed that in addition to logistical barriers, there is a stigma of being considered a “bad parent” which keeps many families from participating. Universal parenting education programs, with multiple modes of participation, starting prenatally, have been among the most valued of community programs. Programs open to all families reduces the sense of stigma, allows parents to develop social networks and supports the healthy development of all members of the community

Home-visiting programs, often a source of parent support and education, also tend to be limited to a small number of qualifying families in our region. It is available to families participating in ECEAP, Head Start and Early Head Start, with the largest single program for home visiting existing for children with disabilities and delays through Early Support for Infants and Toddlers. Only Skagit and Snohomish, offer Nurse-Family Partnership home visiting programs, receiving more referrals than they can serve. The level of readiness among the other counties in our region was recently assessed and it was concluded that while counties are committed to addressing the needs of families in this manner, and have expressed high level of interest, barriers to the implementation of Nurse-Family Partnership home visiting programs include funding constraints, geography, remote and dispersed population, local funding constraints, and “uncertainty related to health department structure and the service-provider network”. Another evidence-based home visiting program that is being implemented in parts of our region is the Primary Coaching in Early Childhood model which provides support to families with children of special needs. This model is affiliated with the Center for Dissemination and Utilization at the Orelena Hawks Puckett Institute.

Among the other services evaluated, there is a clear need for a greater capacity to meet the needs for early learning experiences, safe and quality child care. ECEAP and Early Head Start programs are full, with long waiting lists of qualifying parents who are unable to receive these valuable services. Just twenty percent of child care slots are filled by children three and under, yet that same age group comprises forty-four percent of all children under the age of five in our region. Half of all calls/inquires

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to Child Care Resource and Referral come from families looking for care for their infant or toddler. The lack of available placements puts parents in a difficult position, likely sending their children into some form of unlicensed setting. An average of twenty-five percent of the children under five in our region are in the primary care of Family, Friends and Neighbor Care. It is expected that changes to subsidy guidelines will have a big impact, creating a scenario where even more families will be faced with trying to patch together care for their children while they are working.

Improved subsidy reimbursement to providers was cited as one way to address lack of child care, “Working Connections subsidy is so low it is a financial burden for the providers. This manifests as a disparity in quality between the centers that have a large number of children on the subsidy and centers that have a greater enrollment of private pay families.” Sixty-nine percent of child care providers accept children receiving subsidy.

Another important point of provider feedback was around services and opportunities for families with children who have special needs. There is a general sense that not enough is known about early intervention. Families who would qualify may not know about available programs and services. There were also unanswered questions about those families who do not qualify and the resources that exist for them. Parents indicated difficulty finding child care, “My son has developmental differences. It was difficult to find childcare that would learn about how to care for him”. Child care providers expressed appreciation for resources that help them better serve children with special needs. More needs to be done to educate providers so that they are more comfortable providing care and making referrals. Some Early Intervention programs in our region coach child care providers regarding children with disabilities in their care, but this approach is difficult both for the Early Intervention staff and the childcare providers due to the demands on their time and lack of funding.

There is a strong commitment within the region to universal educational and recreational programs for care givers and children. Professionals understand the importance of the birth – three years as time of critical growth and development. Toward the healthy development of children and a sense of community, counties in the region offer a variety of play groups and coop programs. CCR&R offers Play and Learn groups. Libraries offer story times for children as young as infants. These programs are important to stakeholders and are seen as part of the fabric of community life.

During times of lean resources it is imperative to coordinate the services that are available. Service providers repeatedly indicated that they need more information about resources that are available and would like materials to share with families relevant to the many needs and concerns that are typically expressed for this age group: “The service delivery model has changed so much in the past 15 years many people outside the field are unaware of what services are available or where to find them, or who to ask.” In order to make fewer resources go farther, our region is in need of “1) A clearinghouse for information and access to services 2) A coordinated advertising campaign to notify every family in the County of services available 3) Focused community effort to align services to avoid duplication and to promote a shared agenda that supports the whole child.”

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3c) SERVICES, SYSTEMS & SUPPORTS – “Telling the Story”

3c) “Telling the Story”: Regional Services, Systems & Supports (1 page or less)

- Summarize the data from all sources (primary and secondary data) to “tell the story” of systems and services for infants and toddlers and their families in your region.

There is a long history of commitment to families with many dedicated professionals who have created strong county and regional networks. However, need continues to outpace resources and current economic circumstances place heavy burdens on everyone. Stakeholders expressed concern for the increasing number of families facing tough times with limited personal and community means. Despite issues of funding, families, child care and service providers were clear about the kinds of systems and services that were valuable to infants, toddlers and their families. There is sensitivity and respect for families and a genuine desire to understand how to better serve them. Parental preference is important to the stakeholders in our region, as is providing high quality, developmentally appropriate and culturally relevant programs.

Also of great importance to stakeholders is the appropriate distribution of resources and even access to services. Even though our region is characterized by geographic and economic extremes, funding and services provision are often lumped together as if everyone had unimpeded access to similar resources. Whatcom and Skagit Counties experience uneven concentrations of resources along the interstate corridor, which are difficult for the many families living in the outlying rural areas to access. Snohomish County also has rural and urban extremes. Services provision and costs are often more similar to neighboring King County even though it is not funded at the same level. Island and San Juan Counties are challenged with providing services to their island-dwelling residents, and are faced with hard decisions about how to allocate limited resources most effectively.

Members of the Steering Committee entered in to this needs assessment project, offering their time and expertise, because they care not only about the programs that they represent, but because they care about children and families. Finding time to meet and provide feedback has been no small effort, especially when there have been so many cutbacks and reductions in staffing.

Our region is especially fortunate because of Northwest Early Learning and the five county coalitions. There is a history here of “community partners gathering together and identifying the needs and gaps, brainstorming on ways to meet these needs and bridge these gaps, making each other aware of the services currently being provided so services are not replicated or duplicated and building on one another's strengths and supporting one another and gathering resources to share within the community at large”. Because of this, our region was able to conduct the first phase of this project with the sense that not only were we representing an entire region, but that our individual strengths and differences would be preserved. As one of our survey respondents so eloquently explained about the strength of our systems and services, “It is not necessarily any one, but the strength comes from the many. The more active a coalition is, the more you can accomplish. A coalition generates more ideas, comes up with more solutions, shares their load and their ever scarce resources.”

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4) STRENGTHS, ASSETS & CONTEXT

	High Level Observations about Your Data To Help Guide Your Planning	What Data Support this Observation?
1.	As a group, we have concerns about the data that we were asked to collect and its usefulness in making accurate, informed decisions about services in our region and in our state. None of the data is current enough to reflect the present economic climate and there will undoubtedly be huge impacts to children and families resulting from changes to subsidy guidelines and new poverty indicators. We are also concerned that when combined, the data from our region becomes erroneously homogenous. For example, gaps in information available about San Juan County not only further disadvantages a county struggling to provide adequate services, it also skews the entire region. Even when data can be separated by county, more will need to be done to identify specific areas of need in order to appropriately allocate funding for programs and services.	Child & Family Profile Data Services, Systems and Supports Data Feedback from Focus Groups and Surveys
2.	Comprehensive, on-site health nurse consultation for child care programs has emerged as one of the top priorities in our region. Our stakeholders repeatedly indicated this as one of the services/supports they utilize and value the most. Our region has many models of successful, relationship-based, health nurse consultation which address a range of participant needs, including nutrition, behavior and environmental health. Besides being identified as one of the most important services in our region, there is a sense of urgency and uncertainty surrounding health nurse consultation, as many of these programs are facing elimination. It is our belief that it will be more expensive to reinstate or recreate these programs than it would be to simply continue them.	Feedback from Focus Groups and Surveys, <i>Addressing the Needs of Children in Snohomish County Through Innovative Public Health Practices</i> , 2008 (see additional data Services, Systems and Supports)
3.	Another observation based on stakeholder feedback is the need for more provider education related specifically to infants and toddlers. Information about the education level of child care providers is not available, making it impossible to know what educational gains have been made. Our region is committed to opportunities that employ a consultation and mentorship approach, such as Bridges to Higher Education and Child Care Resource and Referral consultation.	Feedback from Focus Groups and Surveys
4.	Stakeholders expressed a desire for parenting education programs that have the following characteristics: Universally accessible, evidence-based, depth and breadth of content, consistent and employ parallel process, mirroring and modeling desired interactions.	Feedback from Focus Groups, Surveys, Child & Family Profile Data 1, 2, 9, 11, 13, 14, 15,

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5.	Regionally, there are concerns about the capacity of programs serving infants and toddlers. ECEAP and Early Head Start programs are full, with qualifying parents unable to receive services. In the case of child care programs, there is a serious shortage of infant and toddler slots. Providers cannot afford to offer this type of care, nor can many parents afford to pay for it. There are simply not enough options in general, let alone the kind of quality services and programs that we need to be promoted.	Feedback from Focus Groups and Surveys, Child & Family Profile Data: 1 & 5, Services, Systems and Supports a-h.
6.	Finally, we observed the need for coordinated and aligned resources across counties and our region: what is available, who is eligible, how do services intersect and how do parents and service providers find out about/access them.	Feedback from Focus Groups and Surveys