



A Model Resource Manual For
Communications Consultant,
Washington State Department of Early Learning

A Special Project
Presented to
Dr. Jack McPherson
Heritage University

In Partial Fulfillment
Of the Requirement for the Degree of
Master of Education

Salvador Alvarez
Spring, 2009

MASTER'S PROJECT

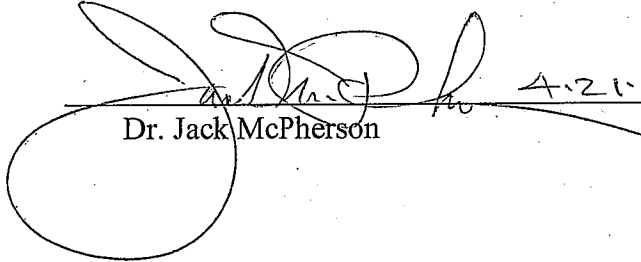
Notice: This material may be protected by copyright
law (Title 17 U.S. Code).

FACULTY APPROVAL

A Model Resource Manual For Communications Consultant,

Washington State Department of Early Learning

Approved for the Faculty

 4.21.09, Faculty Advisor
Dr. Jack McPherson

EXECUTIVE SUMMARY

The position of Communications Consultant for the Washington State Department of Early Learning (DEL) was created in October of 2008: Salvador Alvarez was the first consultant employed in this position. The primary responsibility of the consultant is to help the department communicate more effectively with the Hispanic population across the state. The consultant also serves as a liaison between DEL and child care providers, parents, and other professionals whose main communication abilities are in the Spanish language.

Mr. Alvarez has helped translate parts of the DEL website into Spanish. He has also translated several work projects, including DEL pamphlets, booklets, press releases, legal letters, and various other documents, from English to Spanish. Mr. Alvarez has helped establish minority and ethnic media outlets to add to DEL's media distribution list. He has also served as a Spanish-speaking liaison for DEL at several public meetings.

When this position was created, not all of the responsibilities were clearly defined. This Resource Manual was created for that reason. It will continue to evolve as the position continues to be more defined. This will hopefully help in the future by giving any new person coming into this position clearer directions and expectations.

PERMISSION TO STORE

I, Salvador Alvarez, do hereby irrevocably consent and authorize Heritage University Library to file the attached Special Project entitled, Resource Manual: Communications Consultant, Washington State Department of Early Learning, and make such paper available for the use, circulation, and/or reproduction by the Library. The paper may be used at Heritage University Library and all site locations.

I state at this time that the contents of this paper are my work and completely original unless properly attributed and/or used with permission.

I understand that after three years the paper will be retired from the Heritage University Library. If I choose, it is my responsibility to retrieve the paper at that time. If the paper is not retrieved, Heritage University may dispose of it.

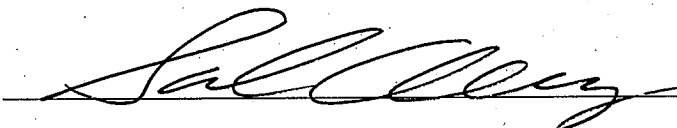
, Author
4-19-2009, Date

TABLE OF CONTENTS

Faculty Approval.....	ii
Executive Summary.....	iii
Permission to Store.....	iv
Table of Contents.....	v
PART ONE: POSITION DESCRIPTION OVERVIEW.....	1
Artifact 1-A.....Performance and Development Plan Expectations	
Artifact 1-B.....Copies of Translated Documents	
1-B-i.....Translated DEL Web Page	
1-B-ii.....Translated Parent Guide	
1-B-iii.....Translated Press Release	
Artifact 1-C.....Agency Guide for Spanish Translation	
Artifact 1-D.....Internal Resource Guide	
PART TWO: REVIEW OF RELATED LITERATURE.....	6
REFERENCES.....	18
PART THREE: WASHINGTON STATE DEPARTMENT OF EARLY	
LEARNING.....	19
Artifact 3-A.....Child Care Licensing	
3-A-i.....Information for Child Care Providers	
3-A-ii.....Getting Licensed	
3-A-iii.....Business Resources for Providers	

3-A-iv.....	Professional Development
Artifact 3-B.....	Finding Quality Child Care
3-B-i.....	Child Care and Preschool Options
3-B-ii.....	About Licensed Child Care
3-B-iii.....	Inspecting a Child Care Facility
3-B-iv.....	A Guide to Finding Quality Child Care
Artifact 3-C.....	Early Learning Partners
3-C-i.....	Child Care Resource and Referral
3-C-ii.....	Washington Learns
3-C-iii.....	Ready by Five
3-C-iv.....	State Training and Registry System (STARS)

PART FOUR: LOOKING FORWARD.....24

Artifact 4: Proposal for Review of DEL Spanish-Translated Documents.....	19
--	----

**PROFESSIONAL CONTACTS AND ADDITIONAL SOURCES OF
INFORMATION.....27**

PART ONE: POSITION DESCRIPTION

Overview

The Communications Consultant is a liaison between the Department of Early Learning (DEL) and the Spanish-speaking early learning communities in Washington State. The role of the consultant is to help ensure that DEL's message is effectively conveyed to this segment of the population. In order to accomplish this, the consultant translates or reviews translated DEL documents, meets with child care providers, licensors, parents, and other professionals to assess Spanish translation needs in the field. The consultant also provides translated documents to the Spanish media outlets when press releases are put forth by the department.

Furthermore, the Communications Consultant provides input and recommendations to DEL as to how to best address the communication needs of the Hispanic population. This may include understanding what messages are "plain talk" and effective, ensuring other DEL partners are also providing clear, useful, and accurate information, and addressing any misunderstandings or misconceptions that may come up between the Spanish early learning community and DEL.

This position connects with two of DEL's key strategic goals: building public awareness and strengthening dialogue with parents and caregivers. The consultant is responsible for helping create communication materials and support events that link to both of those goals. This position will also help grow DEL's

current communications with parents, caregivers and other early learning professionals and interested parties.

Related Artifacts

Artifact 1-A.....Performance and Development Plan Expectations

Artifact 1-B.....Copies of Translated Documents

1-B-i.....Translated DEL Web Page

1-B-ii.....Translated Parent Guide

1-B-iii.....Translated Press Release

Artifact 1-C.....Agency Guide for Spanish Translation

Artifact 1-D.....Internal Resource Guide



Performance and Development Plan (PDP) Expectations

Has Position Description been reviewed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Position Description Updated <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Performance Period From 10/24/2008 To 04/30/2009	
Purpose of Plan and Review <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Trial Service <input type="checkbox"/> Probationary <input type="checkbox"/>					
Employee Last Name Alvarez		Employee First Name Salvador		Employee ID Artifact 1-A	
Position Class Title Communications Consultant 2		Working Title Communications Consultant 2			
Employer (Business Area) Department of Early Learning		Division (ORG Unit) Communications		Evaluator's Name Amy Blondin	

Position Linkage With Organizational Mission and Strategic Plan

What is the organization's mission and how do the duties and responsibilities of this position link or contribute to the achievement of the mission goals, and objectives of the organization? Provide brief summary.

This position links to two of DEL's key strategic goals: building public awareness and strengthening dialogue with parents and caregivers. The employee in this position will be responsible for helping create communication materials and support events that link to both of those goals, and expands DEL's current ability to communicate with parents, caregivers and others interested in early learning.

Part 1: Performance Expectations

Based on the position's major responsibilities, outline the key results and competencies expected of the employee during this performance period. Limit the list to those that are key. Check with your Human Resources office regarding any special instructions around determining what competencies to use.

Key Results Expected

What are the most important objectives, outcomes, and/or special assignments to accomplish in order to be successful during this time period?

During this trial service period, the employee is expected to:

- Compile list of suggested work products to contribute to success of the organization.
- Work closely with the Communications Manager to identify key portions of the agency Web site that need translation to Spanish, and begin translation.
- Create and submit a draft written plan for how he plans to work and to check in with his supervisor.
- Identify key DEL publications and materials that need translation.
- Create an internal quality assurance review process that ensures translated materials are accurate and error-free.
- Research and create a distribution list for minority and ethnic media outlets.
- As needed, serve as a liaison to Hispanic media outlets, pitching stories and conducting interviews on behalf of DEL.
- As needed, serve as a Spanish-speaking liaison to DEL stakeholders at town hall meetings and public forums.
- Serve on the DEL Web site quality assurance team.
- Contribute to the DEL employee newsletter.
- Begin discussions with Parent Involvement Coordinator about creating and coordinating a DEL Parent Advisory Groups for Spanish-speaking parents.

Key Competencies Expected

What are the most important knowledge, skills, abilities, and behaviors that the employee should demonstrate in order to be successful?

Because the employee in this position will be located in a separate office from his supervisor, organization and

ability to work independently while meeting deadlines are essential skills. The employee is expected to demonstrate:

- A commitment to accuracy and quality in written communications
- Excellent written and verbal communication skills in English and Spanish
- Ability to complete multiple projects to satisfaction with minimal on-site supervision
- Excellent organization skills and ability to communicate his progress on projects via phone or e-mail as required by supervisor
- Ability to juggle multiple projects
- Enthusiasm and a desire to contribute toward a positive agency environment and culture
- Self-initiative: Ability to identify and complete needed tasks and projects

Part 2: Training & Development Needs/Opportunities

What training and development needs and opportunities should the employee focus on during this performance period? Because this role includes work with media, the employee should seek opportunities to develop his understanding of effective media relations. The employee also should seek training opportunities to ensure he is able to communicate using "plain talk." Because the employee will be located in a separate office from his supervisor and will be required to juggle multiple projects, he should consider training in time management or priority management.

Part 3: Organizational Support (Optional)

Part 3 is optional and to be completed only by the employee, at the beginning of the performance period.

What suggestions do you have as to how your supervisor, co-workers, and/or agency management can better support you in your present job and future career goals?

Acknowledgement Of Performance Plan

The signatures below indicate that the supervisor and employee have discussed the performance expectations, training and development needs outlined at the beginning of the performance period.

Date	Evaluator's Signature	Date	Employee's Signature
------	-----------------------	------	----------------------

NOTE: Typically, once the performance expectations is completed and signed by all parties, the supervisor provides the employee a copy and the original is forwarded to Human Resources to be placed in the employee's personnel file. Supervisors should check with their Human Resources office for organization specific instructions.

Artifact 1-B

Artifact 1-B

The following three artifacts, 1-B-i, 1-B-ii, and 1-B-iii, are copies of translated work performed by Salvador Alvarez as part of his duties. They are examples of typical documents that he has been asked to translate as part of his job as a communications consultant.

Washington State Department of Early Learning

Search for information in Documents

Search for Information or

Search

- Just For Kids
- Parents & Family
- Providers & Educators

Home » En Español

Lo que hacemos



En el Departamento de Aprendizaje Temprano (DEL), trabajamos cada día para ayudar a los niños de Washington a prepararse para la escuela y la vida.

El departamento, al nivel Gabinete, fue creado por la Gobernadora Chris Gregoire en julio del 2006. Es la primera agencia de su clase en la nación. Nuestro trabajo se concentra en los años más tempranos de la vida de los niños. Ofrecemos información y recursos a los padres, quienes son los primeros y más importantes maestros. Con casi medio millón de niños en Washington entre las edades desde nacimiento a seis años, tenemos una oportunidad enorme para preparar a todos nuestros ciudadanos más jóvenes para el éxito.

Cada día, nos honramos en tomar medidas que inspiraran el mundo a descubrir, amar, y nutrir la grandeza en todos los niños.

Si tiene preguntas, póngase en contacto con communications@del.wa.gov.

Lo que hacemos en DEL:

Licenciamiento

En el estado de Washington, establecemos los reglamentos para más de 7,400 centros y hogares que tienen licencia para cuidar niños. Estos negocios sirven aproximadamente a 174,000 niños. Ochenta y cinco (85) de nuestros profesionales de licenciamiento alrededor del estado trabajan con estas instalaciones. Les ayudan a estos propietarios y su personal para que se cumpla con los reglamentos de seguridad y salud mínimos del estado. Los licenciadores también toman medidas si se encuentra que unos locales no son seguros para los niños de Washington.

Recursos para proveedores

- Aprenda como hacerse un proveedor de cuidado de niños. Obtener la licencia
- Póngase en contacto con DEL para ver las fechas de orientación
- Póngase en contacto con la Red de Recursos y Referencias de Cuidado de Niños del Estado de Washington para ayudarle a completar su aplicación, su plan de negocio, y aprender sobre como proporcionar cuidado para niños.

Recursos para los padres y proveedores de cuidado

- Aprenda sobre sus opciones al elegir el cuidado de niños
- Póngase en contacto con DEL en su área
- Póngase en contacto con la Red de Recursos y Referencias de Cuidado de Niños del Estado de Washington para encontrar cuidado de niños en su área

Programa de Ayuda y Educación Temprana Para la Niñez (ECEAP)

Financiamos el Programa de Ayuda y Educación Temprana para la Niñez (ECEAP), un programa preescolar para familias con problemas económicos. ECEAP alcanzó a más de 8,000 niños de cuatro años de edad y sus familias en el 2008. Se ofreció el aprendizaje en salón de clase y médico, dental, y conexiones de nutrición que incluyen la familia entera y ayudan a preparar a niños para el

éxito en la escuela y la vida.

Los niños son aceptados en ECEAP y Head Start (Un programa nacional que promueve la preparación escolar de niños) basado en su edad, ingresos de familia, u otros motivos que indican que ellos beneficiarían de educación, apoyo de familia y servicios de salud. Por favor póngase en contacto con su ECEAP local o programa de Head Start para averiguar si su niño es elegible para matricularse.

- Localice un sitio ECEAP en su área y llene la forma de inscripción.
- Localice un sitio de Head Start en su área

Edad: ECEAP y programas preescolares de Head Start dan prioridad a niños que tienen 4 años para el 31 de agosto, y aceptan a niños que tienen 3 años para el 31 de agosto cuando el espacio está disponible. En algunas comunidades, Head Start está disponible para madres embarazadas y niños desde nacimiento hasta los 3 años.

Ingresos: ECEAP acepta familias con ingresos al o debajo del 110 por ciento del nivel de pobreza federal. Head Start acepta familias con ingresos al o debajo del 130 por ciento del nivel de pobreza federal.

El Programa de cuidado de niños Working Connections (WCCC)

Establecemos los reglamentos para el programa de cuidado de niños Working Connections (WCCC), un programa de subsidio (ayuda) que proporciona el dinero a negocios de cuidado de niños y parientes que cuidan los niños mientras los padres trabajan. WCCC deja saber a los padres que sus hijos están bien cuidados mientras ellos trabajan o buscan trabajo. Nos acompañamos con el Departamento de Servicios Sociales y de Salud (DSHS), la agencia estatal que decide quién califica para recibir WCCC y hace los pagos a proveedores de cuidado de niños.

- Aprenda más sobre WCCC
- Aprenda sobre los cambios de los reglamentos propuestos del subsidio temporal

Apoyo para la calidad de cuidado de niños

DEL invierte millones de dólares para apoyar la calidad de cuidado que reciben los niños de parte de sus maestros y proveedores en Washington. Empezando con el desarrollo básico del niño y enseñanza de licenciamiento, clases de aprendizaje del idioma ingles, a becas de colegio, un programa de aprendizaje y un instituto

de dirigentes, DEL anima a profesionales de la niñez temprana a buscar experiencias de aprendizaje que reforzarán su capacidad de inspirar la alegría de aprendizaje en los niños.

- Presione abajo para leer una copia de los Puntos de Referencia para el Desarrollo y el Aprendizaje Temprano del Estado de Washington.
Estos Puntos son guías de aprendizaje temprano que ayudan a entender lo que los niños pueden saber y hacer en diferentes edades. Es un instrumento, basado en estudios, que apoya a padres, educadores de la niñez y proveedores de cuidado para ayudar a niños a crecer y aprender. Esto es solo un documento de recurso - cada niño se desarrolla como un individuo en el ambiente de su familia, cultura y comunidad.
- Presione abajo para visitar a STARS (El Sistema de Registro y Entrenamiento del Estado de Washington),
un sistema para el desarrollo de carreras diseñado para mejorar el cuidado de los niños, con la educación básica y en curso de proveedores de cuidado de niños. DEL contrata con la Asociación de Washington para la Educación de Niños Pequeños (WAEYC) para administrar el programa.

Proyectos de lectura temprana

Invertimos en proyectos de lectura temprana en comunidades alrededor de Washington para que los adultos usen cuentos y lectura con niños a quienes el cerebro y el conocimiento de palabras están desarrollándose. Con nuestro compañero privado, Thrive by Five Washington (Éxito a Los Cinco de Washington), queremos cultivar al lector que esta creciendo en todos los niños.

En DEL, siempre buscamos nuevos modos de apoyar relaciones sanas y cariñosas entre adultos y niños - la clave para el desarrollo de niños.

Descargas Superiores del Internet

Preparando a su niño para el kinder (y el mundo)

Sitios Web Relacionados

Recursos de cuidado de niños

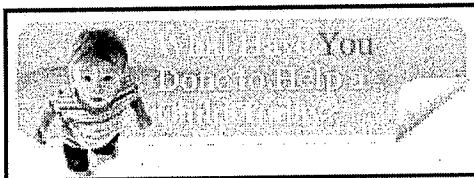
Naciendo aprendiendo Washington

La Red de Recursos y Referencias para Cuidado de Niños del Estado de Washington

Perfil del niño
Momentos de crianza
Thrive by Five Washington (Éxito a Los Cinco de Washington)
Centros para el Control y la Prevención de Enfermedades
Preparándose para la escuela

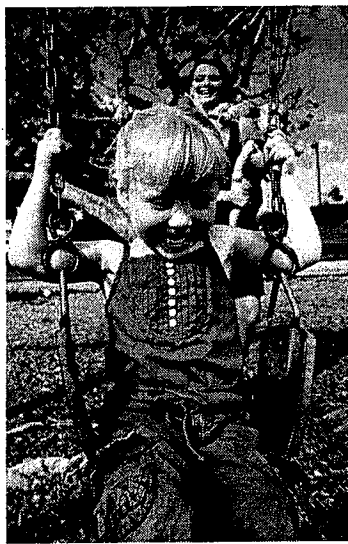
En Español

- [Home](#)
- [Child Care & Preschool Options](#)
- [Child Development, Health & Safety](#)
- [Government Relations](#)
- [Early Learning Partnerships](#)
- [Laws, Rules & Performance Standards](#)
- [Providers & ECEAP Contractors](#)
- [Publications, Forms & Research](#)
- [Helpful Resources](#)



E-mail [DEL](#) or call toll free: 1.866.482.4325

Una Presentación a Los Padres sobre Los Puntos de Referencia para el Desarrollo y el Aprendizaje Temprano del Estado de Washington



Aprenda como puede usar los Puntos de Referencia para el Desarrollo y el Aprendizaje Temprano del Estado de Washington para ayudar a sus hijos tener éxito en la escuela y la vida.







Washington State Department of
Early Learning






¿Por qué fue creado este folleto?

Este folleto fue creado como un compañero a los Puntos de Referencia para el Desarrollo y el Aprendizaje Temprano del Estado de Washington. Dentro de este folleto, los padres pueden aprender:

-  ¿Qué son los Puntos de Referencia para el Desarrollo y el Aprendizaje Temprano del Estado de Washington?
-  ¿Cómo puedo conseguir una copia de los Puntos de Referencia?
-  ¿Cómo crece y aprende mi niño?
-  ¿Qué cosas puedo hacer diariamente para ayudar a mi niño crecer sano, seguro, y con el amor del aprendizaje?

El documento completo de los Puntos de Referencia está disponible en Español en www.del.wa.gov/publications/development/docs/BenchmarksSP.pdf o al llamar al 1.866.482.4325 para conseguir una copia en Inglés.

¿Qué son los Puntos de Referencia?

-  Los Puntos de Referencia son guías del aprendizaje temprano que explican lo que los niños típicamente saben y son capaces de hacer en diferentes edades desde el nacimiento hasta la entrada del kinder.
-  Los Puntos de Referencia no hacen una lista de todo lo que la mayoría de los niños pueden hacer en cada categoría de crecimiento. Los Puntos de Referencia son ejemplos de habilidades y comportamientos que usted podría ver o esperar de su niño así como va creciendo.
-  Los Puntos de Referencia dan ejemplos de actividades simples que usted puede hacer para apoyar el aprendizaje y el desarrollo de su niño en las diferentes edades. ¡USTED es el primer y más importante maestro de su niño!



¿Por qué el guía de los Puntos de Referencia es un buen instrumento para mí y mi niño?

Los Puntos de Referencia están basadas en 20 años de estudios de como los niños aprenden y se desarrollan y lo que ayuda a los niños a alcanzar su potencial completo. Sabemos que:

- 1 Niños comienzan ha aprender al nacer. Ellos aprenden con el juego y la exploración.
- 2 Niños aprenden y se desarrollan relacionándose con usted y con las cosas alrededor de ellos. Usted es uno de los compañeros de juego más favoritos de su niño.
- 3 Usted puede hacer muchas cosas en su vida diaria para ayudar a los niños a que aprendan y se desarrollen.
- 4 Muchas actividades ordinarias pueden ayudar al aprendizaje.
- 5 Tradiciones de familia, idiomas, y actividades culturales apoyan al aprendizaje y el desarrollo de los niños.
- 6 Niños desarrollan sus habilidades con sus propias rapideces.
- 7 Algunos niños tienen necesidades médicas o una invalidez que les afecta como y cuando ellos aprenden y se desarrollan.
- 8 Aparte del aprendizaje de hechos como números y letras, los niños tienen que aprender muchas habilidades sociales y comportamientos para ayudarles a tener éxito en la escuela.

Como aprende y crece un niño

Los Puntos de Referencia están organizados en cinco áreas del desarrollo normalmente usado para explicar como los niños aprenden y crecen. Cada área es brevemente explicada abajo. Las cinco áreas son directamente relacionadas el uno al otro. Por ejemplo, que bien un niño ha aprendido a hablar y comunicarse le afecta sus pensamientos hacia el aprendizaje de cosas nuevas.

Bienestar Físico, Salud, y Desarrollo Motriz

Estado físico de los niños y la capacidad de participar en actividades diarias.

Desarrollo Social y Emocional²

La capacidad de que tienen los niños para manejar sus propias emociones y tener relaciones positivas en casa, en escuela, y en la comunidad.

Métodos de Aprendizaje

La actitud (los pensamientos) de los niños hacia el aprendizaje de nuevas habilidades, incluso ser curioso, sosteniendo su atención en las tareas, siendo creativo, prestando atención, y pensando sobre lo que ellos acaban de aprender.

La Cognición y el Conocimiento General

La capacidad de niños de pensar y entender el mundo alrededor de ellos, incluso el conocimiento sobre la gente, sitios, y cosas, conceptos de matemáticas, y modos de solucionar problemas usando lógica y lo que ellos ya saben.

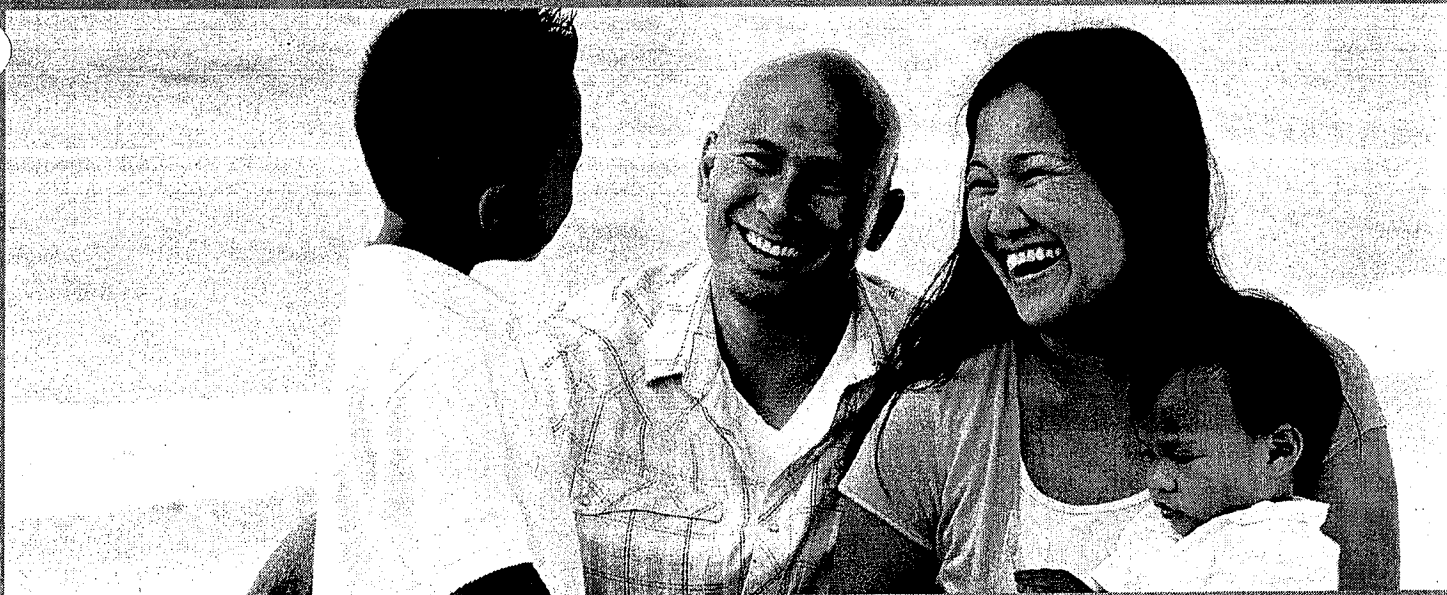
Lenguaje, Comunicación, y Alfabetismo

El uso de lenguaje, lectura, y habilidades de escritura de los niños y sus capacidades para comunicarse.

¿Cómo puedo usar los Puntos de Referencia?

Usted es el maestro más importante de su niño. Los Puntos de Referencia pueden ayudarle a:






- Entender como los niños aprenden y se desarrollan como bebés y niños pequeños.
- ✋ Aprender, por lo general, sobre lo que los niños pequeños saben y son capaces de hacer en diferentes edades.
- ▲ Encontrar ideas de actividades diarias que ayudan a su niño a desarrollar y aprender.
- Ayudarle a notar cuando su niño podría estar desarrollándose diferentemente que los demás niños, y hacen más fácil hablar con un doctor, maestro, u otro profesional si usted tiene alguna preocupación sobre el desarrollo o comportamiento de su niño.



Usted puede ayudar a su niño a crecer y aprender cada día.






Los momentos diarios son tiempos estupendos para ayudar a su niño a crecer y aprender. Aquí están dos ejemplos de como una simple actividad diaria puede ayudar a su niño a crecer y aprender. Las áreas del desarrollo relacionadas con la actividad son puestas en una lista después de cada ejemplo.

Leyendo o enseñándole libros a su niño

-  Sentándose en las rodillas de usted, un niño sostiene a su cabeza, mira los dibujos, escucha su voz, y comienza a tratar de dar vuelta a las páginas con sus dedos.
Bienestar Físico, Salud, y Desarrollo Motriz
-  Ser sostenido ayuda al niño a sentirse cerca de usted, sabiendo que usted quiere leer con él.
Desarrollo Social y Emocional
-  Un niño disfruta escogiendo un libro y decidiendo cuando voltear las páginas.
Métodos de Aprendizaje
-  Leyendo le enseña a un niño lo maravilloso que son los libros y todo lo que ellos pueden enseñarle.
La Cognición y el Conocimiento General
-  Leyendo con un niño le ayuda a entender palabras e historias y comienza a aprender que las palabras en la página significan algo.
Lenguaje, Comunicación, y Alfabetismo



El andar y platicar con su niño

-  Yendo a paseos diariamente desarrolla la fuerza y la coordinación de un niño, y le ayuda a estar físicamente sano.
Bienestar Físico, Salud y Desarrollo Motriz
-  Escuchando con interés a lo que un niño dice y aumentándole más detalles a lo que el dice le ayuda a desarrollar la confianza y el consuelo con adultos conocidos.
Desarrollo Social y Emocional
-  Haciendo preguntas abiertas sobre lo que ustedes ven en el paseo, tal como, "¿De que crees que están hechas las nubes?" o "¿Y si la gente pudiera volar?" le anima a su imaginación y curiosidad.
Métodos de Aprendizaje
-  Hacer a un niño que le explique y compare el color, tamaño, y las formas de cosas que ustedes ven en sus paseos desarrolla en el niño sus habilidades de observar y el pensamiento.
La Cognición y el Conocimiento General
-  Tomar turnos al nombrar cosas que ven le ayuda a aumentar el número de palabras que un niño sabe.
Lenguaje, Comunicación, y Alfabetismo

¿Qué podemos hacer yo y mi niño juntos?

Como un padre, usted es el primer y más importante maestro de su niño. ¡Ayude a su niño a entender que el aprendizaje es diversión! Aquí están unos ejemplos en como usted puede ayudar a su niño a aprender las habilidades en cada área del desarrollo según su niño vaya creciendo.

Las actividades sugeridas vienen del documento completo de los Puntos de Referencia. Estas actividades, y muchas otras, pueden ser encontradas en los Puntos de Referencia en las páginas indicadas.

Bienestar Físico, Salud, y Desarrollo Motriz

El desarrollo de habilidades de motor finas (páginas 22-23)

- ☐ Juegue con su niño los juegos de mano, como aplausos y el juego infantil pee-ka-boo (desde el nacimiento hasta los 18 meses).
- ☐ Deje a su niño que haga garabatos usando sus crayones, gis, y lápices grandes (18 meses a 3 años).
- ☐ Ayude a su niño a que practique amarrar los cordones de los zapatos, abrocharse la ropa, y ensartar con un listón (3 a 5 años).
- ☐ Ayude a su niño a aprender a hacer cosas como preparar la mesa, preparar la comida y sortear botones (5 años a la entrada del kinder).

Desarrollando el uso de sentidos para dirigir los movimientos (páginas 24-25)

- ❶ Deje a su niño que juegue con juguetes y objetos de varias texturas, formas, olores, colores, y sonidos (desde el nacimiento hasta los 18 meses).
- ❷ Agarre y aviente diferentes objetos con su niño, como pelotas grandes y suaves y bolsas llenas de bolitas (beanbags) (18 meses a 3 años).
- ❸ Jueguen con palabras y canten canciones que usando el cuerpo, tales como "Sigue al líder" (3 a 5 años).
- ❹ Participen en juegos que requieren la coordinación de los ojos y las manos, como golpeando una pelota con un bate (5 años a la entrada del kinder).

Desarrollo Social y Emocional

Desarrollando la confianza y el consuelo con adultos (páginas 46-47)

- ❶ Siempre consuele y tranquilice a su niña cuando ella está disgustada o preocupada, o parece necesitar de usted (desde el nacimiento hasta los 18 meses).
- ❷ Escuche con interés lo que su niño dice y ayúdele a añadir más detalles o ideas (18 meses a 3 años).
- ❸ Déjele saber a su niña que le gusta el comportamiento de ella cuando hace cosas positivas con usted (3 a 5 años).
- ❹ Hable con su niño sobre sus sentimientos (5 años a la entrada del kinder).



Desarrollando la cooperación con los amigos (páginas 52-53)

- 👉 Juegue tomando tomar turnos, como el juego infantil pee-ka-boo (desde el nacimiento hasta los 18 meses).
- 👉 Encuentre juguetes que puedan jugarse y ser compartidos con dos o más niños al mismo momento (18 meses a 3 años).
- 👉 Aplauda a su niño por el buen comportamiento con otros (3 a 5 años).
- 👉 Busque oportunidades para que su niño ayude a otros, como ayudando en un jardín de la comunidad (5 años a la entrada del kinder).



Métodos de Aprendizaje

Desarrollando la curiosidad y el interés (páginas 82-83)

- ▣ Juegue con su niño cada día (desde el nacimiento hasta los 18 meses).
- ▣ Haga los lugares donde su niño pasa el tiempo, seguros y divertidos para explorar (18 meses a 3 años).
- ▣ Ayude a su niño a explorar y aprender sobre la cultura de su familia, la comunidad, y otras culturas (3 a 5 años).
- ▣ Ayude a su niño a aprender más sobre las cosas en las cuales él está interesado. Consiga libros de la biblioteca o lleve a su niño a donde él puede aprender más sobre su tema favorito. (5 años a la entrada del kinder).

Desarrollando el aprendizaje de sus experiencias (páginas 90-91)

- ▣ Jueguen juntos con juguetes y objetos que reaccionan a acciones específicas como la sacudida o el apretamiento (desde el nacimiento hasta los 18 meses).
- ▣ Sobre sus ideas, "Piense en voz alta" con su niño (18 meses a 3 años).
- ▣ Haga preguntas abiertas que animan la reflexión, tal como "¿De qué otra manera se podría hacer esto?" (3 a 5 años).
- ▣ Déle a su niño las oportunidades de compartir sus experiencias, tal como durante la hora del cuento (5 años a la entrada del kinder).

La Cognición y el Conocimiento General

Desarrollando el uso del conocimiento del pasado para construir nuevo conocimiento (páginas 100-101)

- ▣ Proporcione juguetes y objetos que tienen diferentes colores, formas, y texturas, y que responden a las acciones de su niño, como sonajas, juguetes que se aprietan, juguetes de tela, y pelotas suaves (desde el nacimiento hasta los 18 meses).
- ▣ Hable con su niño sobre las cosas que usted hace cada día. Explique el por qué hacemos cosas tal como, "¿Por qué pasamos la aspiradora por el suelo? Para limpiar la suciedad" (18 meses a 3 años).
- ▣ Ayude a su niño a hacer conexiones con eventos y aprendizaje del pasado, jugando, "¿Te acuerdas cuándo..." y hablando de cosas que han ocurrido en el pasado (3 a 5 años).
- ▣ Invite a su niño a decirle más. Por ejemplo, díglele a su niño, "Dime más. ¿Por qué me dijiste eso?" (5 años a la entrada del kinder).

Desarrollando el conocimiento de números y las cuentas (páginas 108 - 109)

- Cante canciones y lea libros con números y frases para contar (desde el nacimiento hasta los 18 meses).
- Use números en rutinas diarias, como preguntándole su niño si le gustaría uno o dos más pedazos de algo (18 meses a 3 años).
- Jueguen juntos con cartas o juegos de mesa donde se puede contar (3 a 5 años).
- Adivine el número de objetos en una caja, luego juntos, cuéntelos en voz alta (5 años a la entrada del kinder 5 años).

Lenguaje, Comunicación, y Alfabetismo

Desarrollando habilidades para escuchar (páginas 162-163)

- Cuénteles cuentos, cante canciones, y repita rimas usando lenguaje y tradiciones de su familia (desde el nacimiento hasta los 18 meses).
- Ayúdele a su niño a hablar por teléfono y que aprenda a escuchar a la otra persona que esta en la línea (18 meses a 3 años).
- Hable con su niño sobre los dibujos o fotos en los libros, revistas y catálogos (3 a 5 años).
- Proporcione tiempos cuando su niño puede escuchar a otros niños reunidos en un grupo (5 años a la entrada del kinder).



Desarrollando el vocabulario (páginas 154-155)

- ☐ ' Pase el tiempo hablando y leyendo juntos (desde el nacimiento hasta los 18 meses).
- ☐ Ayúdele a usar nuevas palabras por medio de comenzar una frase y pidiéndole que la termine (18 meses a 3 años).
- ☐ Use bromas, rimas, canciones y otros métodos para ampliar el uso del lenguaje (3 a 5 años).
- ☐ Explique los beneficios de aprender nuevos idiomas y compare palabras de diferentes idiomas con su niño (5 años a la entrada del kinder).

Los Puntos de Referencia para el Desarrollo y el Aprendizaje Temprano del Estado de Washington

Para conseguir una copia de los Puntos de Referencia:

Llame al Departamento de Aprendizaje Temprano para pedir una copia gratuita en Inglés al: 1.866.482.4325 o visite al Sitio Web de DEL en Español en:

www.del.wa.gov/publications/development/docs/BenchmarksSP.pdf

Vaya a www.del.wa.gov para más información sobre como ayudar a su niño a crecer sano, seguro, y con un amor del aprendizaje.

¿Tiene preguntas sobre el desarrollo de su niño? Diríjase a su doctor pediátrico o llame al teléfono gratuito:

- The Infant/Toddler Early Intervention Program Family Health Hotline (La Línea directa de la Salud de la Familia, el Programa de Intervención Temprana para los Niños Infantes y Niños Pequeños), 1.800.322.2588
- The Parent Trust for Washington Children Family Help Line (La Línea directa de Ayuda de Familia, la Confianza Paternal para los Niños de Washington), 1.800.932.HOPE (4673)



Washington State Department of

Early Learning



Preparado por SRI International

The Washington State Department of Early Learning

(El Departamento de Aprendizaje Temprano del Estado de Washington)

Nosotros en el Departamento de Aprendizaje Temprano (DEL) trabajamos cada día para ayudar a los niños de Washington a prepararse para la escuela y la vida. Nuestro trabajo se concentra en los años más tempranos de los niños. Ofrecemos la información y recursos para los primeros y más importantes maestros de los niños - los padres - también como a otros que cuidan y enseñan a los niños pequeños.

Póngase en Contacto con Nosotros

Web site: www.del.wa.gov

Phone: 1.866.482.4325

Fax: 360.413.3482

Mailing Address:

Department of Early Learning

P.O. Box 40970

Olympia, WA 98504-0970



Washington State Department of
Early Learning



Washington State Department of

Early Learning**FOR IMMEDIATE RELEASE – Dec. 2, 2008****Directora fundadora de DEL anuncia su resignación**

OLYMPIA – Jone Bosworth, la directora fundadora del Departamento De Aprendizaje Temprano del estado de Washington (DEL), anuncio hoy su propósito de irse de la agencia el mes siguiente.

“Yo dejo a DEL sabiendo que hemos puesto una fundación sólida para el gran éxito en nuestro estado,” dijo Bosworth. “Por las acciones que hemos tomado, niños están mas seguros, mas niños están preparados para la escuela, y padres tienen acceso a mas información de aprendizaje temprano. Me siento con honor ver trabajado con el personal increíble de DEL y nuevos compañeros, incluyendo librerías, museos de niños, las naciones tribales, comunidades, y filantrópico y grupos sin fines lucrativos para crear servicios tan importantes para nuestros ciudadanos mas pequeños y nuestro estado.

Gobernadora Chris Gregoire designo a Bosworth como directora fundadora en Septiembre del 2006. DEL comenzó operando en Julio 1, 2006, como parte de una recomendación vital del reporte de gobernador(a) Washington Learns. Fue una fusión de programas de otras agencias, incluyendo el Departamento de Salud y Servicios Sociales (DSHS), el Departamento de Comunidad, Comercio y Desarrollo Económico (CTED), y la Oficina de Supervisor de Instrucción Publica (OSPI). DEL es el primer departamento de aprendizaje temprano al nivel gabinete de gobernador(a) en la nación.

Como directora fundadora, Bosworth busco contribución de parte de padres de Washington y el publico para desarrollar un plan estratégico de cinco años para la agencia, supervisando estudios públicos en temas que incluyeron conciencia publica al aprendizaje temprano, necesidades y preferencias de padres en aprendizaje temprano, y desarrollando un proceso de evaluación para el kinder. También acentuó la transparencia

en el gobierno estatal con foros abiertos en comunidades alrededor del estado y compartiendo acciones de licenciatura en el sitio Web electrónico de DEL.

Bosworth dirigió una expansión y aumento de calidad historial del programa detallado preescolar, el programa Centro de Asistencia y la Educación Temprana para la Niñez (ECEAP). El programa hoy da servicio a más de 8,100 niños vulnerables y es clasificado como uno de los mejores programas preescolares en la nación.

También implementó un plan para mejoría de calidad para asegurar que licenciadores de guarderías y centros de DEL actúan con mejor constancia, y tienen entrenamiento adecuado y mejor tecnología para trabajar con los 7,400 proveedores de cuidado de niños para ofrecer lugares seguros y saludables para niños.

“Yo designe Jone como la directora fundadora porque yo sabia que ella podía proveer el liderazgo fuerte necesario para crear este departamento,” dijo Gob. Gregoire. “Yo le doy gracias por su servicio a las familias de Washington, y por ayudando a asegurar que los niños sean una prioridad alta en nuestro estado.

Antes de su designación como directora de DEL, Bosworth encabezó agencias publicas en Nevada y Nebraska que se enfocaban en la salud mental de niños, el bienestar de niños, y servicios de justicia juvenil para niños y familias.

###

The Washington State Department of Early Learning is a Governor's Cabinet-level state agency created in 2006 to bring heightened visibility and focus to early learning and help all Washington children reach their full potential. DEL oversees the state-funded comprehensive preschool program, child care licensing, and other initiatives and programs to support parents as children's first and most important teachers. For more information, visit the DEL Web site at www.del.wa.gov.

For more information:

DEL Communications Manager Amy Blondin

360.725.4919

360.878.0628

amy.blondin@del.wa.gov

Artifact 1-C

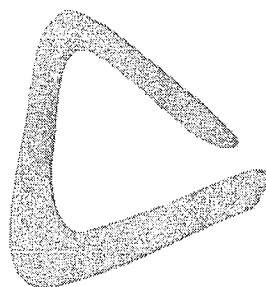
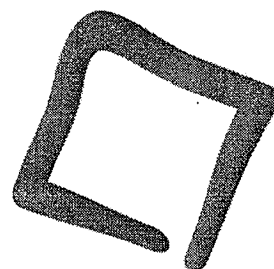
The Agency Guide for Spanish Translations is a document that was created by several bilingual staff, including the communications consultant. The guide has early learning terminology that has been translated into Spanish. This is a good tool that can be accessed by all DEL employees.



Agency Guide for Spanish Translation

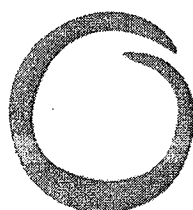
January 2009

DRAFT



Washington State Department of

Early Learning



The Department of Early Learning (DEL) is committed to communicating with parents, providers and the public in ways that are accessible for them. We are working to translate sections of our Web site and key DEL publications to Spanish.

We have a certified Spanish translator on staff, Salvador Alvarez, who is available to help with translation services. Please contact the Communications office if you have Spanish translation needs.

An internal group of DEL staff who are Spanish speakers met in November 2008 to discuss common terms used in early learning and what the most appropriate translation would be. Following is a list of those terms and the recommended Spanish translation. Please contact Salvador Alvarez if you have questions: salvador.alvarez@del.wa.gov.

Assessment = evaluación

Assessment tools = herramientas de evaluación

Benchmarks = puntos (de referencia)

Birth = nacimiento

Caregiver = proveedor de cuidado de niños

Child care center = centro para cuidado de niños

Child care (family home) = guardería en hogar de familia

Child care facility = instalación de cuidado de niños

Child care licensor = licenciador de guardería de niños

Child care subsidies = subsidio de cuidado de niños

Commitment = compromiso

Designed = designado(s)

Development = logros o desarrollo

Developmentally appropriate = apropiado según su desarrollo

Early childhood education = educación temprana para la niñez

Early learning = aprendizaje temprano

Encourage = animar or animar

Environment = ambiente

Expertise = destreza o experimentado o experiencia (depends on context)

Facility = instalación

Feedback = opinión

Forums = foros

High Rate = mayoría

Input = opinión

On-site = en el sitio

Professional development = desarrollo profesional

Quality Rating and Improvement System = Sistema de Calificación y Mejoras de Calidad

School readiness = preparado para la escuela

Seeds to Success = Semillas Para el Éxito

Staff = personal

Success = éxito

Standards = normas

Toddlers = niños pequeños

Tool = instrumento

Tracks (pathways) = caminos

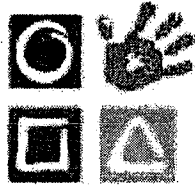
Washington State Early Learning and Development Benchmarks = Puntos de Desarrollo y de Aprendizaje Temprano del Estado de Washington.

Washington State Department of Early Learning = Departamento de Aprendizaje Temprano del Estado de Washington

**Washington State Training and Registry System (STARS) = Sistema de Registro y
Entrenamiento del Estado de Washington**

Artifact 1-D

The Internal Resource Guide is a listing of DEL employees, arranged by titles or main responsibilities, and in alphabetical order. The way it's organized makes it easy to use and a good resource for all DEL employees.



Washington State Department of

Early Learning

Internal Resource Guide

Kids' Potential, Our Purpose

Together with parents and partners,
we offer children world-class learning opportunities so they realize their full potential.

Every day we are honored to take action that inspires the world to discover,
love and nurture the greatness in all children.

Updated April 15, 2009

Please provide updates for this document to maureen.malahovsky@del.wa.gov or call 360.725.4391. Thank you!

Department of Early Learning . PO Box 40970 . Olympia, WA . 98504.0970 . 360.725.4665

DEL RESOURCE GUIDE

Accounts Payable	Julie Rich, Financial Management	360.725.4935
Affirmative Action	Lisa Emmett, Human Resources	360.725.4933
AFRS Chart of Accounts	John Rich, Financial Management	360.725.4513
After School	Unknown	360.725.####
Allotment Development	John Rich, Financial Management	360.725.4513
Apprenticeship Program, Early Childhood	Vacant , Quality Division	360.725.####
Archives	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Assistant Service Area Mgr - Eastern	Debbie O'Neil, Eastern Service Area	509.736.2877
Assistant Service Area Mgr - Northwest	Barbara Myers, Northwest Service Area	425.438.4840
Assistant Service Area Mgr - Southwest	MaryKay Quinlan, Southwest Service Area	253.983.6413
Audits, State	Kate Verville, Chief Operating Officer	360.725.4689
Awards, Service	Dianne Dorsey, Human Resources	360.725.4922
Background Checks	Judy Jaramillo, Quality Division	360.725.4692
Benchmarks	Sheri-Bruu DeLeon, SPC	360.725.4675
Benefits, Employee	Tami Shultz, Financial Management	360.725.4924
Bilingual Services (Translation)	Sue Hinzpeter (coordinates forms)	360.725.4909
Blackberries/Cell Phones (purchase & billing)	Julie Rich, Financial Management	360.725.4935
Blackberries/Cell Phones (technical issues)	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Born Learning Campaign	Sheri Bruu-DeLeon, SPC	360.725.4675
Budget	John Rich, Financial Management	360.725.4513
Building Bridges	Amanda Jackson, SPC	360.725.4685
CAFR Annual Reporting	Hannah Le (Nguyen), Financial Management	360.725.4690
Camps, Seasonal & Summer Day	Amanda Jackson, SPC	360.725.4685
CAMS Management	Shannon Bergquist, Financial Management	360.725.4388
CAMS Reconciliation	Katie Brown, Financial Management	360.725.4380
Car Checkout	Julie Rich, Financial Management	360.725.4935
Career & Wage Ladder	Sally Reigel, SPC	360.725.4693
CBA (Collective Bargaining Agreement)	Frances Bailey, PSP	360.725.4928
CCDF (Child Care Development Fund)	Pat Dettling, PSP	360.725.4389
CCRR (Child Care Resource & Referral)	Nancy Vernon, SPC	360.725.4697
Cell Phones/Blackberries (purchase & billing)	Julie Rich, Financial Management	360.725.4935
Cell Phones/Blackberries (technical issues)	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Chief Operating Officer	Kate Verville, Executive Team	360.725.4689
Child Care Advantage Liaison	Amanda Jackson, SPC	360.725.4685

DEL RESOURCE GUIDE

Child Care Grants	Vacant Susan Ray, Quality Division	360.725.2837
Child Care Facility Fund	Amanda Jackson, SPC	360.725.4685
Child Care - Homeless Children	Sally Reigel, SPC	360.725.4693
Child Care Licensing Policy (Center)	Laura Dallison, Quality Division	360.725.4678
Child Care Licensing Policy (Home)	Judy Jaramillo, Quality Division	360.725.4692
Child Care - Seasonal	Jenny Baxter-Lemstrom, PSP	360.725.4673
Children & Families of Incarcerated Parents	Shannon Blood, PSP	260.725.2838
Collective Bargaining Agreement (CBA)	Frances Bailey, PSP	360.725.4928
Communications Manager	Amy Blondin, Communications Manager	360.725.4919
Communications Consultant	Elizabeth Winter, Communications	360.725.4392
Compensation (WGS)	Nichole Colgan, Human Resources	360.725.4650
Computer Applications	Joyce DeShaye, IT	360.725.2834
Consolidated Mail Service	Sue Hinzpeter, Central Office Receptionist	360.725.4909
Contract Billing	Hannah Le (Nguyen), Financial Management	360.725.4690
Contract Management	Debby Carr, Financial Management	360.725.4914
Contract Coordinator	Stephanie Benfield, Financial Management	360.725.4667
Copiers/Printers/Faxes/Toner	Jennifer Stevens, IT HelpDesk	360.725.4422
Cost Allocation	Debra Wilhelmi, Financial Management	360.725.4920
Credit Card Authorization	Debra Wilhelmi, Financial Mgt. Manager	360.725.4920
Credit Card Checkout	Julie Rich, Financial Management	360.725.4935
Criminal History Background	Judy Jaramillo, Quality Division	360.725.4692
CTED (Community Trade & Economic Dvt.)	Amanda Jackson, SPC	360.725.4692
CTR Payments	Elisa Casana, Financial Management	360.725.4923
Cubical Configuration	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Database Management	Joyce DeShaye, IT	360.725.2834
Deputy Director	Amie Lapp Payne, Executive Team	360.725.4932
Disciplinary Action	Nichole Colgan, Human Resources	360.725.4650
Director	Dr. Bette Hyde	360.725.4584
Diversity Coordinator	Nichole Colgan, Human Resources	360.725.4650
Early Childhood Apprenticeship Program	Vacant , Quality Division	360.725.####
Early Childhood Ed & Assistance Prog (ECEAP)	Joyce Kilmer, Program Administrator PSP	360.725.2843
Early Learning Advisory Council (ELAC)	Amie Lapp Payne, Deputy Director	360.725.4932
Early Learning Advisory Council (ELAC)	Kelli Bohanon, SPC (ELAC Coordinator)	360.725.4940
Early Learning Partnerships	Sheri Bruu-DeLeon, SPC	360.725.4675

DEL RESOURCE GUIDE

Early Reading Initiative (program discontinued)	Sheri Bruu-DeLeon, SPC	360.725.4675
Eastern Service Area	Karri Livingston, Service Area Manager	509.225.6275
ECEAP (Early Childhood Ed & Assistance Prog)	Joyce Kilmer, Program Administrator PSP	360.725.2843
ECEAP Coordinator	Heike Syben, PSP	360.725.2839
ECEAP Coordinator	Nimira Jetha, PSP	360.725.4683
ECEAP Specialist (Early Childhood Ed)	Vacant Annette Dieker , PSP	360.725.4946
ECEAP Specialist (Health)	Vacant Rebecca Heinrich , PSP	360.725.4401
ECEAP Specialist (Family Support)	Denise Bowden, PSP	360.725.4684
ECEAP Specialist (Early Childhood Ed)	Karen Healy, PSP	360.725.2844
ECEAP Specialist (Program Design)	Gina Lewis, PSP	360.725.4567
ELAC (Early Learning Advisory Council)	Amie Lapp Payne, Deputy Director	360.725.4932
ELAC (Early Learning Advisory Council)	Kelli Bohanon (ELAC Coordinator)	360.725.4940
Employee Development	Nichole Colgan, Human Resources	360.725.4650
Employee Orientation, New	Dianne Dorsey, Human Resources	360.725.4922
EMS (ECEAP Mgt. System)	Heike Syben, PSP	360.725.2839
Encumbrances	Vacant , Financial Management	360.725.####
Ergonomics	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Facilities Management	James Minkler, IT	360.725.4393
Facilities Coordinator	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Family Friends & Neighbor Care Support (FFN)	Judy King, PSP	360.725.2841
Family Help Line	Shannon Blood, PSP	360.725.2838
Family Help Line	Judy King, PSP	360.725.2841
Family Policy Advisor	Shannon Blood, PSP	360.725.2838
FamLink	Maggie Wettig, Quality Division	360.725.4420
Faxing	Sue Hinzpeter, Central Office Receptionist	360.725.4909
Fax Machine Repair and Toner	Jennifer Stevens, IT HelpDesk	360.725.4422
Federal Government Liaison	Sonali Patel, Senior Policy Advisor	360.725.4523
Federal Reporting	Sonali Patel, Senior Policy Advisor	360.725.4523
Ferry Vouchers	Julie Rich, Financial Management	360.725.4935
Financial Management	Debra Wilhelmi, Financial Management	360.725.4920
Fire Marshall, State (Contact)	Maggie Wettig, Quality Division	360.725.4420
Fiscal Analyst	Katie Brown, Financial Management	360.725.4380
Fiscal Analyst	Elisa Casana, Financial Management	360.725.4923
Fiscal Analyst	Julie Rich, Financial Management	360.725.4935

DEL RESOURCE GUIDE

Fiscal Analyst	Tami Shultz, Financial Management	360.725.4925
Fiscal Notes	Debra Wilhelmi, Financial Mgt. Manager	360.725.4920
Food & Nutrition Program	Unknown , Quality Division	360.725.####
Garbage/Recycling	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Garnishments	Elisa Casana, Financial Management	360.725.4923
GMAP (Govt. Mgt. Accountability & Perform.)	Kate Verville, Chief Operating Officer	360.725.4689
Governmental Relations	Sonali Patel, Senior Policy Advisor	360.725.4523
Grant Management	Debra Wilhelmi, Financial Mgt. Manager	360.725.4920
Grant Payments	Hannah Le (Nguyen), Financial Management	360.725.4690
Grant Requests	Debby Carr, Financial Management	360.725.4914
Grievances	Nichole Colgan, Human Resources	360.725.4650
Head Start State Collaboration Office (HSSCO)	Kelli Bohanon, SPC	360.725.4940
Health Specialist, Eastern Service Area	Patricia Yvonne Lewis	509.225.6275
Health Specialist, Eastern Service Area	Kathryn Quinn	509.363.3305
Health Specialist, Northwest Service Area	Lalaine Diaz	206.760.2027
Health Specialist, Northwest Service Area	Frances Limtiaco	253.372.6041
Health Specialist, Northwest Service Area	Hazel Philp	360.416.7492
Health Specialist, Southwest Service Area	Mark Kastenbaum	253.983.6403
Health Specialist, Southwest Service Area	Felicia Waddleton-Willis	253.983.6406
Healthy Child Care Washington	Vacant Allison Cusick , Quality Division	360.725.4679
Help Desk	IT Staff	360.725.4422
Homeless Child Care Washington	Sally Reigel, SPC	360.725.4693
HRMS (Human Resources Mgt. System)	Dianne Dorsey, Human Resources	360.725.4922
HSSCO (Head Start State Collaboration Office)	Kelli Bohanon, SPC	360.725.4940
Human Resources Division	Laurie Milligan, HR Division Manager	360.725.4680
Human Resource Consultant - State Office	Lisa Emmett, HR Division	360.725.4933
Human Resources Consultant - Service Areas	Nicole Colgan, HR Division	360.725.4650
Incarcerated Parents, Children/Families of	Shannon Blood, PSP	360.725.2838
Incidents Reports	Lisa Emmett, HR Division	360.725.4933
Infants/Toddler Initiative	Vacant Allison Cusick , Quality Division	360.725.4679
Information (State Help Desk Operator)	Staff	360.753.000
Information Technology	James Minkler, IT Division Manager	360.725.4393
Investigations, Personnel	Nichole Colgan, Human Resources	360.725.4650
IT Equipment/Network Problems	Gene Thomas, IT Division	360.725.4918

DEL RESOURCE GUIDE

JLARC (Joint Legislative Audit & Review Cmt.)	Kate Verville, Chief Operating Officer	360.725.4689
K-12	Juliet Morrison (Torres), SPC Assistant Director	360.725.4390
Key Cards	Jenni Olmstead, IT Division	360.725.4394
Labor Relations	Laurie Milligan, HR Manager	360.725.4680
Laminating	Sue Hinzpeter, Receptionist	360.725.4909
Language Line Translation Services	For Telephone Translation	866.874.3972
LCCIS (Licensed Child Care Info. Service)	Brandon Chapman, LCCIS Coordinator	360.725.4385
LCCIS (Licensed Child Care Info. Service)	Vacant , LCCIS Service Line	866.482.4325
Leave Slips Processing	Elisa Casana, Financial Management	360.725.4923
Legislation Analysis, Federal	John Rich, Financial Management	360.725.4513
Legislative Liaison	Sonali Patel, Senior Policy Advisor	360.725.4523
L&I Claims	Lisa Emmett, Human Resources	360.725.4933
Licensing, General Questions	Laura Dallison, Quality Division	360.725.4678
Licensing, General Questions	Judy Jaramillo, Quality Division	360.725.4692
Licensing, Aberdeen	Elizabeth Egge, SW Licensing Supervisor	360.725.6669
Licensing, Bellevue	Patricia Johnson-Long, NW Licensing Supervisor	425.590.3101
Licensing, Bellingham	Brenda Martinez, NW Licensing Supervisor	360.714.4162
Licensing, Bremerton	Lzady Culver, SW Licensing Supervisor	360.475.3599
Licensing, Everett	Mernie Graham, NW Licensing Supervisor	425.438.4822
Licensing, Kelso	Darcy Taylor, SW Licensing Supervisor	360.993.7938
Licensing, Kennewick	Debbie Groff, Eastern Licensing Supervisor	509.736.2829
Licensing, Kent	Charling Chow, NW Licensing Supervisor	253.372.6043
Licensing, Moses Lake	Judy Bunkelman, Eastern Licensing Supervisor	509.764.5719
Licensing, Mt. Vernon	Brenda Martinez, NW Licensing Supervisor	360.714.4162
Licensing, Olympia	Elizabeth Egge, SW Licensing Supervisor	360.725.6669
Licensing, Pasco	Debbie Groff, Eastern Licensing Supervisor	509.736.2829
Licensing, Port Angeles	Lzady Culver, SW Licensing Supervisor	360.475.3599
Licensing, Richland	Debbie Groff, Eastern Licensing Supervisor	509.736.2829
Licensing, Seattle (Team 1)	Joel Roalkvam, NW Licensing Supervisor	206.760.2462
Licensing, Seattle (Team 2)	Cynthia Davis, NW Licensing Supervisor	206.760.2460
Licensing, Spokane (Team 1)	Theresa Edwards, Eastern Licensing Supervisor	509.363.3306
Licensing, Spokane (Team 2)	Alice Anderson, Eastern Licensing Supervisor	509.363.4645
Licensing, Tacoma (Team 1)	Judy Becker, SW Licensing Supervisor	253.983.6419
Licensing, Tacoma (Team 2)	Cammey Rocco, SW Licensing Supervisor	253.983.6410

DEL RESOURCE GUIDE

Licensing, Tri-Cities	Debbie Groff, Eastern Licensing Supervisor	509.736.2877
Licensing, Tumwater	Elizabeth Egge, SW Licensing Supervisor	360.725.6669
Licensing, Vancouver	Darcy Taylor, SW Licensing Supervisor	360.993.7938
Licensing, Wenatchee	Judy Bunkelman, Eastern Licensing Supervisor	509.764.5719
Licensing, Yakima	Dolores Ramos, Eastern Licensing Supervisor	509.225.7936
Mailroom - Central Office	Sue Hinzpeter, Receptionist	360.725.4909
Maintenance, Building	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Marketing, Agency	Amy Blondin, Communications Manager	360.725.4919
Media Advisories	Amy Blondin, Communications Manager	360.725.4919
Media Relations (calls)	Amy Blondin, Communications Manager	360.725.4919
Memberships	Unknown	360.725.####
Motor Pool	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Negotiated Rule Making Coordinator	Andy Fernando, Quality Division	360.725.4397
Network Administrator	Mark Glenn, IT	360.725.4688
New Employee Orientation	Dianne Dorsey, Human Resources	360.725.4922
Newsletters	Amy Blondin, Communications Manager	360.725.4919
News Releases	Amy Blondin, Communications Manager	360.725.4919
Northwest Service Area	Bob McLellan, Service Area Manager	360.725.6670
Notary Public	Maureen Malahovsky, Admin Assistant	360.725.4391
Office/Facilities Manager	Laurie Hilger (Stone), IT	360.725.4569
Office of Minority & Women Owned Businesses	Katie Brown, Financial Management	360.725.4380
Office Supplies	Shannon Bergquist, Financial Management	360.725.4388
OMWBE	Katie Brown, Financial Management	360.725.4380
Organizations Charts	Dianne Dorsey, Human Resources	360.725.4922
P-20 Council Liaison	Kate Verville, Chief Operating Officer	360.725.4689
Parent Advisory Group	Bambi SotakPSP	360.725.4946
Parent Education & Support	Shannon Blood, PSP	360.725.2838
Parent Relations Specialist	Bambi Sotak, PSP	360.725.4946
Parent Support & Programs Division (PSP)	Lynne Shanafelt, Assistant Director	360.725.2829
Parent Trust "Family Help Line"	Shannon Blood, PSP	360.725.2838
Parking	Laurie Hilger (Stone), Facilities Manager	360.725.4569
Partnership Administrator	Sheri Burr-Deleon, SPC	360.725.4675
Payroll	Elisa Casana, Financial Management	360.725.4923
Performance Measurement Reporting	John Rich, Financial Management	360.725.4513

DEL RESOURCE GUIDE

Policies, Agency	Laurie Milligan, HR Manager	360.725.4680
Policy Advisor, Senior	Sonali Patel, Senior Policy Advisor	360.725.4523
Policy Development	Marci Hixson, Quality Division	360.725.4421
Policy Development	Vacant Susan Ray, Quality Division	360.725.2837
Postal Services	Sue Hinzpeter, Central Office Receptionist	360.725.4909
Pre-K Specialist	Denise Bowden, PSP	360.725.4684
Pre-K Specialist	Karen Healy, PSP	360.725.2844
Pre-K Specialist	Gina Lewis, PSP	360.725.4567
Printers/Copiers/Faxes/Toner	Jennifer Stevens, IT HelpDesk	360.725.4422
Professional Development System	Juliet Morrison (Torres), Assistant Director SPC	360.725.4390
Performance Management Division	Vacant , Division Manager	360.725.####
Provider Relations Manager	Vacant , Quality Division	360.725.####
Public Information Officer (PIO)	Amy Blondin, Communications Manager	360.725.4919
Public Records Requests	Brandon Chapman, Quality Division	360.725.4385
Publications, Agency	Amy Blondin, Communications Manager	360.725.4919
Purchasing, Office Furniture	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Purchasing, Office Supplies	Shannon Bergquist, Financial Management	360.725.4388
Purchasing, IT Equipment	Jennifer Olmstead, IT	360.725.4394
QRIS (Quality Rating & improvement System)	Juliet Morrison (Torres), Program Administrator Quality Div.	360.725.4390
QRIS Professional Development System	Char Rupp, SPC	360.725.4691
Quality Division	Larry Horne, Assistant Director	360.725.4695
Quality Improvement (QI) Manager	Maggie Wettig, Quality Division	360.725.4420
Quality Improvement (QI) Central Office	Brandon Chapman, Quality Division	360.725.4385
Quality Improvement (QI) E Service Area	Brenda Welch, Eastern Service Area	509.736.3305
Quality Improvement (QI) NW Service Area	Elaine Ranson, NW Service Area	425.590.3106
Quality Improvement (QI) SW Service Area	Ann Radcliffe, SW Service Area	253.983.6417
Quality Rating & improvement System (QRIS)	Kathleen Arledge, Program Administrator	360.725.4381
Reading Readiness	Sheri Bruu-Deleon, SPC	360.725.4675
Reasonable Accommodations	Lisa Emmett, Human Resources	360.725.4933
Records Requests	Brandon Chapman, Quality Division	360.725.4385
Records Retention (Archives)	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Recruitments	Nichole Colgan, Human Resources	360.725.4650
Recycling	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Regulations	Sonali Patel, Senior Policy Advisor	360.725.4523

DEL RESOURCE GUIDE

Reporter Calls	Amy Blondin, Communications Manager	360.725.4919
Research Project Manager	Vacant , Assistant to Project Manager	360.725.####
Resource & Referral (R&R)	Nancy Vernon, SPC	360.725.4697
Retirements	Lisa Emmett, Human Resources	360.725.4933
Revenue	Julie Rich, Financial Management	360.725.4935
RFP's & RFQ's	Debby Carr, Financial Management	360.725.4914
Risk Management Plan & Assessment	Debra Wilhelmi, Financial Mgt. Manager	360.725.4920
Rules Coordinator	Andy Fernando, Quality Division	360.725.4397
Safety Program	Lisa Emmett, Human Resources	360.725.4933
Safety Committee Chair	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Salaries	Laurie Milligan, HR Manager	360.725.4680
SCAN Coordination	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Scholarships	Nancy Vernon, SPC	360.725.4697
School's Out Washington	Kathleen Arledge, SPC	360.725.4381
Seasonal Child Care	Jenny Baxter-Lemstrom, PSP	360.725.4673
Senior Research Analyst	Chenghui Liao, Performance Mgt. Div.	360.725.4941
Shared Leave	Elisa Casana, Financial Management	360.725.4923
Southwest Service Area	Josh Verville, Service Area Manager	360.725.6670
Spanish Translation (Communications)	Salvador Alvarez, Communications	509.225.6275
Speeches (speech writing)	Amy Blondin, Communications Manager	360.725.4919
SQL Dvt. (Structure Query Language)	Christopher Petrich, IT	360.725.4386
SSPS Database (Social Service Pymt. System)	Vacant , IT	360.725.####
STARS (State Training & Registry System)	Kathleen Arledge, SPC	360.725.4381
State Campus Operator (State Help Desk))	Staff	360.753.000
Strategic Planning	Kate Verville, Chief Operating Officer	360.725.4689
Subsidies	Roberta Morley, PSP	360.725.4672
Subsidy Forms	Unknown	360.725.####
Summer Day Camps, Seasonal	Amanda Jackson, SPC	360.725.4685
Systems, Partnerships, & Collaborations (SPS)	Juliet Morrison (Torres), SPC Assistant Director	360.725.4390
TEACH	Nancy Vernon, SPC	360.725.4697
Telecommunications	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Telephones, Desk Phones & Service	Laurie Hilger (Stone), Facilities Manager (IT)	360.725.4569
Telephone & Cell Phone Bill Processing	Katie Brown, Financial Management	360.725.4380
Thrive By Five (TB5) (Board Member)	Director Bette Hyde	360.725.4584

DEL RESOURCE GUIDE

Thrive By Five (TB5) (Programs)	Juliet Morrison (Torres), SPC Assistant Director	360.725.4390
Thrive By Five (TB5)	Vacant Allison Cusick, SPC	360.725.4679
Tiered Reimbursement Project	Jenny Baxter-Lemstrom, PSP	360.725.4673
Training Coordinator	Maggie Wettig, Quality Division	360.725.4420
Training Registration	Dianne Dorsey, Human Resources	360.725.4922
Travel/TVS Administrator	Elisa Casana, Financial Management	360.725.4923
Tribal Child Care	Vacant Allison Cusick, SPC	360.725.4679
Tribal Nations Liaison	Vacant Allison Cusick, SPC	360.725.4679
Union (SEIU) Internal Contact	Frances Bailey, PSP	360.725.4928
VEBA Payments	Elisa Casana, Financial Management	360.725.4923
Vendor Payments	Julie Rich, Financial Management	360.725.4935
WAEYC (WA Assoc. for Ed. Of Young Children)	Kathleen Arledge, SPC	360.725.4381
WA Management Services (WMS)	Laurie Milligan, Human Resources	360.725.4680
WCCC (Working Connections Child Care)	Lynne Shanafelt, Assistant Director, PSP	360.725.2829
WCCC Policy Advisor	Frances Bailey, PSP	360.725.4928
WCCC Policy Advisor	RaShelle Davis, PSP	360.725.4427
Website Content Manager	Amy Blondin, Communications Manager	360.725.4919
Web Master (External)	Joyce DeShaye, IT	360.725.2834
Web Master (Internal)	Elizabeth Winter, Communications	360.725.4392
Web-Based Applications	Ron Mckay, IT	360.725.4384
Wellness Coordinator	Lisa Emmett, Human Resources	360.725.4933
WMS (WA Management Services)	Laurie Milligan, Human Resources	360.725.4680
Workers Compensation/L&I	Lisa Emmett, HR Division	360.725.4933
WorkFirst Reporting	John Rich, Financial Management	360.725.4513
Working Connections	Lynne Shanafelt, PSP Assistant Director	360.725.2829

H:\CHIEF OPERATING OFFICER\ADMINISTRATIVE\MANUALS GUIDES & DIRECTORIES\ORGANIZATIONAL DIRECTORY & RESOURCE GUIDE\DEL INTERNAL RESOURCE GUIDE 04 15 09.DOC

PART TWO: REVIEW OF RELATED LITERATURE

Overview

The communications consultant is a key player in DEL's mission; to help every young child be better prepared for school and life. In order to do that, DEL understands that parents are a child's first and most important teacher. By providing resources and information about the importance of early learning, DEL is helping Washington parents better understand the crucial role they play in their child's education. The following research aligns itself with what DEL is trying to accomplish. As more and more evidence supports the theory that early learning helps young children have much more success in school, it will be important to transfer that knowledge into something more tangible.

The review of related literature presented on the following pages has been organized to address:

1. Early Learning Opportunities.
2. Kindergarten Transitions.
3. High Stakes Testing and the Washington Assessment of Student Learning.

An Overview of Early Childhood Education

Early childhood education programs are vital to the success of children in the classroom. Preschool programs can prepare children for kindergarten by having them arrive ready to learn. Young children can be taught about shapes, colors, numbers and letters at quality preschool programs. They can start to understand that print in books signifies stories and those stories are told on the books from left to right and top to bottom. This early, pre-literacy awareness helps make children's transition into kindergarten a much smoother one.

Formal preschool programs are not the only way of preparing children for school. Children can learn much from their parents, if parents are aware of what they need to do. Often times, parents believe their child's education will begin when the child starts school in the traditional K-12 system. Helping parents understand the importance of their role in their child's early education is crucial. Educating parents so they know how the little things, like talking and reading to their children, teaching them to share, and making them aware of their surroundings, can have a significant impact on children's educational growth.

Kindergarten readiness is a good predictor of early school success. Because of this, many educational organizations recommend that all children have access to early childhood programs that promote literacy and language development. This is even more so important with poor and disadvantaged children. Often times these children start behind and fall further behind as the

years go by. When children are well prepared to start kindergarten, their chances of having long-term success in school are significantly higher.

Early Learning Opportunities

One study (Nelson, 2005) looked at the child's home and preschool programs to see how their readiness impacted kindergarten achievement. The study looked at whether the homes and the school settings were providing stimulating and nurturing environments. In other words, instead of looking at the children's characteristics, it looked at what their surroundings were like and how that impacted the children entering kindergarten.

Three questions were addressed in this study:

1. How does participating in learning activities at home affect achievement in kindergarten?
2. How does preschool attendance affect achievement in kindergarten?
3. What are the interaction effects on achievement in kindergarten between family risk factors and the aforementioned home and preschool factors?

The home activities of 14,880 kindergarten children and the preschool activities of 10,307 children were analyzed. They gathered assessment information on each child's cognitive, language, socio-emotional, and physical development. They also gathered family demographics, interactions, characteristics and health status. Preschool environments and teacher information was also gathered.

The study looked at several variables, including:

1. Risk. Four items were considered: Primary language spoken at home, primary parents' highest educational level, whether they received federal assistance in the previous 12 months, and whether they received food stamps in the previous 12 months.
2. Home learning activities. This included reading books, telling stories, singing songs, etc.
3. Preschool attendance.
4. Reading achievement. Knowledge of letter recognition, beginning and ending sounds, sight words, etc.
5. Mathematics achievement. Knowledge of numbers and shapes, sequence, relative size, sequence, addition and subtraction, and multiplication and division.
6. Approaches to learning. The level of persistence, motivation, and interest in learning activities in the fall of kindergarten year.

The children whose parents engaged them in learning activities scored higher in math than children in homes where no learning activities were present. The same was true for outcomes in reading assessments and the children's approach or attitude towards learning. Additionally, children with at least one or more risk factors had lower scores in math and reading. Children who attended

preschool had higher math and reading scores than those who did not. However, children who attended preschool and had at least one risk factor had lower math and reading scores, as well as approaches-toward-learning scores, when compared to children who attended preschool but had no risk factors.

Kindergarten Transitions

Starting kindergarten can be a big transition for children and families. Going from home or preschools to a more formal setting can be challenging, especially for children who come from high-risk populations. Many schools offer some type of transitional services to students starting kindergarten. However, often times those services occur after the child has started kindergarten. Furthermore, those services are usually not for individual children or families but for the students as a whole.

Transitions from preschool to kindergarten were documented in a project conducted by the National Center for Early Learning and Development (Kraft-Sayre, Pianta, & LaParo, 2003). More than 80 high-risk children and families were included in this study and were followed from preschool to kindergarten. The focus was to look at what types of transitions worked well, and to look at barriers that might derail transition efforts. Researchers also wanted to know if schools were doing what was necessary during that very important first school year.

This two-year project enrolled students from two preschool programs. One hundred and ten children, their families, and their teachers initially participated in the study. Due to a variety of reasons, 24 dropped out at different points during the project. Eighty-six completed this project. Reviewers wanted to see how parents and teachers would participate in transitional type activities. Additionally, they were looking for answers to these four questions:

1. When offered a range of transition activities and provided with support to engage in them, in which activities did families participate to prepare their children for kindergarten and which ones did they find helpful?
2. What barriers did families report with regard to participating in transition activities?
3. In what transition activities did preschool and kindergarten teachers participate, and which of these activities did they find helpful?
4. What barriers did kindergarten teachers report with regard to participating in transition activities?

Participation with almost all services offered was reported by over half of the families. Ninety-six percent of all children visited a kindergarten classroom and 38 percent met with the teacher who was going to teach there classroom the next year. The least reported activity was attending a kindergarten orientation, which occurred only about 31 percent of the time. The overwhelming majority of the parents found the transition activities they participated in quite helpful.

The parents reported seven possible barriers to participation in the transitional activities. A large majority (74%) found their work schedule to be a barrier. Needing transportation or childcare, conflicts with their own school or training schedule, choosing not to participate, or not knowing others at the schools were reported as barriers by less than 20 percent of the parents.

Preschool teachers reported having their entire children visit a kindergarten classroom and 90% of the preschool teachers themselves visited a kindergarten classroom. About 60% participated in spring orientation for parents and preschool children. The same percentage said they shared written records with elementary school personnel. Preschool teachers who used the transition activities found almost all of the activities to be helpful.

Except for school-wide activities, few kindergarten teachers visited preschool classrooms. However, the majority of kindergarten teachers did have preschool children or their teachers visit their classroom. The kindergarten teachers usually reported one or two barriers to implementing transition activities. The most frequently reported barrier was that they were not paid during the summers to compensate them for the time spent on transitions. But generally, kindergarten teachers who participated in transitional activities did find them quite helpful.

Almost all participants in transitional activities (parents, preschool teachers and kindergarten teachers) saw some very good benefits in being

involved with these activities. Children who are better prepared when entering kindergarten will have more success in school than those who struggle to adjust (Barnett, 2008). Further studies that show strong support for transitional programs can only bolster the arguments for making such programs more widely available.

High Stakes Testing and the Washington Assessment of Student Learning

High stakes testing has become increasingly popular, as more and more states are requiring students to pass these tests in order to graduate from high schools. But are these tests really helping student learning and are the students better prepared upon graduation? Much of the research would suggest they are not. Still, as more and more people demand accountability and improvement in school performances, the pressure is on for educators and lawmakers to show that students are making gains in their academic achievements.

A Nation at Risk (The National Commission on Education, 1983) was a report that had profound implications on high stakes testing. The report indicated schools in the United States were performing poorly compared to other countries. A call for tougher standards and accountability was issued. Recommendations that came from this report lead to incentives for high performing schools and sanctions for schools where poor testing performance was seen. Most states in the country adopted some form of high stakes testing.

But are these high stakes tests a good measurement of school success and student learning? A common argument against these tests is that learning to take

these tests or practicing for these tests does not promote real knowledge for which these tests intend to evaluate.

One study (Amrein & Berliner, 2002) looked at whether higher learning was accomplished as a result of the high stakes testing that was implemented. The study also looked at whether this high stakes testing more negatively impacted ethnically minority groups and the poor. A review was done to see if test scores of students who took the required graduation tests were comparable to the results of other national tests taken by these same students. In theory, when high stakes test scores improved at the state level, they should have also improved at the national level.

Results from four nationally recognized tests do not support the idea that high stakes testing is having the intended consequences (Amrein & Berliner, 2002). Tests scores from students who took the Scholastic Assessment Test (SAT), American College Testing (ACT), Advanced Placement (AP) and National Assessment of Educational Progress (NAEP) in states where high stakes testing was implemented generally did not show any increases in their overall performance measures. In actuality, decreases in SAT and ACT scores were seen since implementation of the high stakes testing. Some decreases in AP scores were also seen, with no increases in the number of students who were preparing to go to college.

Additionally, these tests appear to have some serious unintended consequences for certain portions of the student population, especially low income and minority groups. One example of this occurred in the State of Michigan (Durbin, 2001). The state implemented a scholarship program where students could earn \$1,000 or \$2500, based on the outcomes of their state testing scores. The outcome? Eighty percent of test takers in rich school districts earned scholarships while only 6% of the less affluent test takers in Detroit received those scholarships. Minorities were also losers in this high stakes test game. While one in three white test takers received a scholarship, only one in fourteen African American, one out of five Hispanic and one in five Native Americans received those scholarships.

The State of Washington has its own high stakes test. The Washington Assessment of Student Learning (WASL) is a test intended to measure student achievement in reading, writing, math, and science. The test is administered to students in elementary, middle, and high school. Starting in the spring of 2008, students were required to have passed the WASL test in reading and writing in order to graduate from high school with a certificate of academic achievement.

However, more recently, Washington State has decided to postpone this graduation requirement and is looking at alternative ways of assessing student learning. Prior to this, if schools did not make yearly improvements in WASL test scores, they could be sanctioned and placed on an Annual Yearly Progress (AYP)

improvement plan. Possibly more severe sanctions, if improvements were not seen, may have included school administrators and teachers being removed from the school.

Summary

Children who are engaged and nurtured at home perform better in school. Parents who model good learning behaviors and use formal and informal methods of teaching provide a strong foundation for their children's future. Motivation is a big factor in learning. Parents should recognize this and understand how valuable their role is in the early education of their children. Preschool attendance, no matter the program, generally leads to better scores on reading and math achievement tests. Young children's early exposure to pre-literacy principles and good social behavior benefits them considerably. These benefits are often lasting and may allow them to have educational success throughout their lives.

Families, preschool personnel, and kindergarten teachers, more likely than not, will take advantage of preschool to kindergarten transitional services when those are available. Most everyone agrees it makes sense to do so. Children who are better prepared when entering kindergarten will have more success than those who struggle to adjust.

When children enter kindergarten ready to learn, the chance of success in education and in life is given a nice boost. Parents are the children's best teachers.

They have a tremendous opportunity to impact their lives because they are with them so much of the time.

High stakes testing has not shown to improve transferable learning from the state tests to other nationally recognized testing measures. If anything, the opposite affect seems to be more pronounced in that several unintended consequences seem to take place. For instance, minority students and those from poor backgrounds tend to score significantly lower on these state tests and are punished because of it. Schools that have high minority and poor populations are then sanctioned because they do not show significant improvements. Thus, schools that have the highest need for additional resources end up being targeted and having those resources potentially withheld.

High stakes testing does not appear to improve student learning. As a matter of fact, high stakes testing appears to decrease student learning. This could be as a result of schools devoting so many resources to ensure students specifically excel on the test, rather than encouraging creative learning and taking a more comprehensive and individualized approach to ensure students' specific needs are addressed.

In many instances, high stakes testing is viewed as serving to maintain the status quo. Minority and poor students across the nation have consistently scored lower in these tests and are often directly or indirectly punished for their lack of success. However, one strong indicator for success in the struggle to close the

educational achievement gap is preschool and early learning opportunities for children. With more parents, educators, child advocates, and other professionals acknowledging the importance of this, the possibility for real gains is becoming more and more of a reality.

REFERENCES

- Regena Fails Nelson—March 22, 2005. **The Impact of Ready Environments on Achievement in Kindergarten**, *Journal of Research in Childhood Education*
Retrieved May 10, 2008 from <http://www.highbeam.com/doc/1P3-22641141.html>
- Marcia Kraft-Sayre, Robert C. Pianta, Karen M. LaParo—March, 2003
Preschool to Kindergarten Transition Activities: Involvement and Satisfaction of Families and Teachers, *Journal of Research in Childhood Education*, High Beam Research. Retrieved February 7, 2009 from
<http://www.highbeam.com/doc/1G1-102695393.html>
- Amrein, Audrey L. & Berliner, David C. (March, 2002). **High States Testing, Uncertainty, and Student Learning**. *Education Policy Analysis Archives*, Vol. 10, #18. Retrieved February 6, 2009 from <http://epaa.asu.edu/epaa/v10n18/>
- Office of Superintendent of Public Instruction (OSPI) Website**, Retrieved February 7, 2009 from <http://www.k12.wa.us/assessment/WASL/default.aspx>

PART THREE: WASHINGTON STATE DEPARTMENT OF EARLY LEARNING CHILD CARE LICENSING

Overview

The Department of Early Learning's main purpose is to license and monitor child care facilities throughout the state. Artifacts 3-A contain important child care licensing information that would be very useful to a new employee. Artifacts 3-B covers quality child care, while Artifacts 3-C looks at the early learning partnerships.

The communications consultant in this position works with the licensing field staff to assess communication needs, and especially the needs of the monolingual Spanish-speaking members of our communities. The position also requires effective communication with parents, providers and other early learning partners throughout the state and our communities.

Related Artifacts

Artifact 3-A.....	Child Care Licensing
3-A-i.....	Information for Child Care Providers
3-A-ii.....	Getting Licensed
3-A-iii.....	Business Resources for Providers
3-A-iv.....	Professional Development

Artifact 3-B.....Finding Quality Child Care

3-B-i.....Child Care and Preschool Options

3-B-ii.....About Licensed Child Care

3-B-iii.....Inspecting a Child Care Facility

3-B-iv.....A Guide to Finding Quality Child Care

Artifact 3-C.....Early Learning Partners

3-C-i.....Child Care Resource and Referral

3-C-ii.....Washington Learns

3-C-iii.....Ready by Five

3-C-iv.....State Training and Registry System (STARS)

Artifact 3-A

Child care licensing is the main thrust behind the Department of Early

Learning. Enforcing child care regulations helps parents find settings that are safe and secure. It also helps providers understand what the expectations are and how to best serve the children they care for. Should the need arise, the department can also take licensing action when a child care facility is not adequate as prescribed by the laws of the State of Washington.

Washington State Department of Early Learning

Search for Information or Documents Search for Information or

Search

- [Just For Kids](#)
- [Parents & Family](#)
- [Providers & Educators](#)

[Home](#) » [Providers & ECEAP Contractors](#) » Information for Providers

Information for Providers



The Department of Early Learning (DEL) licenses more than 7,400 child care centers and family home child care providers within Washington. Licensed child care providers follow minimum licensing requirements set by the state to ensure children in licensed care are in safe, healthy, and nurturing places.

DEL licensors work to help licensed child care providers offer the best programs possible. DEL licensors provide orientation workshops, ensure provider application packets are complete, process background checks, inspect and monitor facilities, and take corrective action as necessary. Working with licensed providers, licensors identify strengths in the child care setting, and offer information and resources when something needs to be changed.

Child care licenses must be renewed every three years. Licensors must license and

relicense facilities within 90 days of submission of a completed application. Child care homes must be monitored every 18 months and child care centers, every year.

Getting licensed

The licensing process begins with orientation, which is usually a group meeting with a licensor, depending on where you live.

[Read More >](#)

Business Resources for Providers

At the Department of Early Learning (DEL), we understand that as a licensed child care provider you not only care for children, but for your business too!

[Read More >](#)

Professional development

Like other professionals, early childhood care providers strive to increase their knowledge, skills and abilities.

[Read More >](#)

State Training And Registry System (STARS)

The State Training and Registry System (STARS) offers initial and ongoing child care training linked to state minimum licensing requirements.

[Read More >](#)

Child Care Facility Fund

The Washington State Child Care Facility Fund was created to help increase the availability of quality, affordable, convenient child care for working families by providing loans and grants to licensed child care centers, or centers in the process of becoming licensed.

[Read More >](#)

Quarterly Child Care Conversations

DEL is hosting Quarterly Child Care Conversations to hear feedback from licensed child care providers about working with DEL and about improving the child care system in Washington.

[Read More >](#)

Related Information

[Child Care Regulations](#)
[Child Development, Health and Safety](#)
[Finding Licensed Child Care](#)
[Licensing Complaints](#)

Top Downloads

[2009 Child Care Licensing Orientation Schedule: DEL Eastern Service Area \[123K\]](#)
[2009 Child Care Licensing Orientation Schedule: DEL Northwest Service Area \[140.5K\]](#)
[2009 Child Care Licensing Orientation Schedule: DEL Southwest Service Area \[112K\]](#)
[Child Care Center Licensing Guidebook \[25,538k\]](#)
[Licensed Child Care in Washington State: A Guide for Child Care Providers \[10MB\]](#)
[STARS training \[46K\]](#)
[More >](#)

Related Websites

[Child Development Association](#)
[National Child Care information Center](#)
[National Resource Center for Health and Safety in Child Care and Early Learning](#)
[School's Out Washington](#)
[Washington Administrative Code: Child care licensing requirements](#)
[Washington Association for the Education of Young Children](#)
[Washington State Child Care Resource & Referral Network: Washington Scholarships](#)
[Washington State Apprenticeship Program: Early Childhood Professionals](#)
[More >](#)

For More Info...

[E-mail](#) the Child Care Licensing Specialist.

[En Español](#)

[Home](#) » [Providers & ECEAP Contractors](#) » [Information for Providers](#) » Getting licensed

[Print](#)

Getting Licensed

The licensing process begins with orientation, which is usually a group meeting with a Department of Early Learning (DEL) licensor, depending on where you live.

At orientation you will receive information about:

- The licensing process
- Providing child care
- Resources to help you through the licensing process
- Training and other support

At orientation, you will be encouraged to think about why you want to do child care. You'll want to assess your:

- Business skills
- Abilities to work with children
- Determination, personality, experience, and finances
- Particular child care space

You will receive a license application, instructions about how to fill out the application and other related information. The licensor(s) conducting the orientation will explain how to complete the application form and what other information you must send in with the application.

Once you send in your application, DEL has 90 days to act on your application. If you are applying to offer child care in your home, a DEL licensor will contact you to schedule an inspection. If you are applying for a child care center license, a licensor and a DEL health specialist will come to the center for an inspection. For both family home and center providers, DEL staff will talk with you about how you plan to offer child care, and work closely with you throughout the licensing process.

During the licensing process, you should be in touch with your local Child Care Resource and Referral agency, which maintains a current list of licensed child

care centers and homes so they can make child care referrals for parents and guardians needing child care. Agencies also offer a variety of services both for potential and already-licensed child care providers.

For more information, see Licensed Child Care in Washington State: A Guide for Child Care Providers [10MB]. This DEL handbook is intended to support newly licensed child care providers, as well as answer common questions for people who are thinking about becoming licensed.

- 2009 Child Care Licensing Orientation Schedule: DEL Eastern Service Area [123K]
- 2009 Child Care Licensing Orientation Schedule: DEL Northwest Service Area [140.5K]
- 2009 Child Care Licensing Orientation Schedule: DEL Southwest Service Area [112K]

En Español

[Home » Providers & ECEAP Contractors » Information for Providers » Business Resources for Providers](#)

[Print](#)

Business Resources for Providers

At the Department of Early Learning (DEL), we understand that as a licensed child care provider you not only care for children, but for your business too! There are many resources to help you plan, market and run your business. Here are just a few:

Childcare.gov: Your official source for all U.S. government child care information

www.childcare.gov

Includes information on small business development, education loan forgiveness programs, funding opportunities for child care programs and more.

The Internal Revenue Service Small Business and Self-Employed Tax Center

www.irs.gov/businesses/small/index.html

Includes information on business expenses, recordkeeping and more.

State of Washington Government Web site: Doing Business in Washington

access.wa.gov/business/

Includes information on starting a business in Washington, hiring and managing employees, and more. Links to other resources, including the Washington State Department of Labor & Industries Small Business Center, and the Washington State Department of Licensing.

The U.S. Small Business Administration

www.sba.gov

Includes information on writing a business plan, marketing your business and more.

Washington Small Business Development Center

www.wsdbc.org

Includes information on writing a business plan, conducting market research, a start-up guide and more.

[En Español](#)

[Home](#) » [Providers & ECEAP Contractors](#) » [Information for Providers](#) » Professional Development

[Print](#)

Professional Development

As in other professions, child care providers strive to increase their knowledge, skills, and abilities. Here are some available opportunities for providers.

DEL launched a new project called **Building Bridges to Higher Education** in partnership with the Washington Association for Educators of Personnel in Early Childhood Programs. Building Bridges reached 700 child care providers in 22 communities around the state, enabling participants to meet their continuing education requirements while receiving college credit.

A **Child Development Associate (CDA)** is an individual who has successfully completed the CDA assessment process and has been awarded the CDA credential. CDAs are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA National Credentialing Program is a program that focuses on the skills of early care and education professionals. It is designed to provide performance-based training, assessment, and credentialing of child care staff, home visitors, and family child care providers.

The **Early Childhood Apprenticeship Program** combines classroom studies (144 hours per year) with supervised, on-the-job training to produce certified child care specialists and educational paraprofessionals.

The **Career and Wage Ladder** was established to enhance the quality of child care in participation centers through wage incentives. Child care workers' wages increase based on their level of relevant education, longevity at the center, and job responsibilities. Seven hundred individuals participated in the program in 2007 that allows 72 child care centers to pay annual wage increases to child care providers who raise their education levels.

Washington Scholarships, a Washington State Child Care Resource & Referral Network program, provides funding for tuition, fees, books, travel stipends, and release time. More than 500 licensed child care providers serving more than 6,000 children accessed these scholarships in 2007.

School's Out Washington provides training events throughout the state that target child care professionals working in before and after-school child care programs.

En Español

Artifact 3-B

Finding quality child care is very important. Just like in any other profession, there are good child care providers and there some that are not so good, or simply do not meet a child's specific needs. The Department of Early Learning is here to provide parents with resources on the child care options that are out there. They can also give parents advice about what to look for in a quality program.

Washington State Department of Early Learning

Search for Information or Documents Search for Information or

Search

- [Just For Kids](#)
- [Parents & Family](#)
- [Providers & Educators](#)

[Home](#) » [Child Care & Preschool Options](#)

Child Care & Preschool Options

Choosing the right child care or preschool for your family is an important decision. This section offers information about finding child care and early learning opportunities that best meet your family's needs.

How do I find out about...

- [Department of Early Learning's child care licensing work](#)
- [Families, friends and neighbors caring for kids](#)
- [Financial help to pay for child care](#)
- [Free preschool programs in my community \(ECEAP and Head Start\)](#)
- [Licensed child care in my community](#)
- [Other Washington child care programs](#)

Top Downloads for Child Care & Preschool Options

- [Child Care Subsidies Booklet \[2,725K\]](#)
- [Child Care License Suspension and Revocation: What Washington Parents Should Know \[1.4MB\]](#)
- [Guide to Early Intervention \[418K\]](#)
- [You Have a Choice! A Guide to Finding Quality Child Care \[855K\]](#)
- [More >](#)

Related Information

[Child Development, Health and Safety](#)

[Financial Assistance](#)
[Kindergarten Readiness](#)

Related Web Sites

[Department of Early Learning: Licensed Child Care Information System](#)
[Department of Social and Health Services: Apply for help paying for child care](#)
[Internal Revenue Service: Child care credits](#)
[US Department of Health and Human Services: Choosing child care](#)
[Washington State Child Care Resource & Referral Network: Find child care](#)
[More >](#)

[En Español](#)

- [Home](#)
- [Child Care & Preschool Options](#)
 - [About Licensed Child Care](#)
 - [Family, Friend & Neighbor Care](#)
 - [Find a Licensed Facility](#)
 - [Getting Help Paying for Child Care & Preschool](#)
 - [Head Start and ECEAP \(Early Childhood Education and Assistance Program\)](#)
 - [Other Child Care Programs & Choices](#)
- [Child Development, Health & Safety](#)
- [Government Relations](#)
- [Early Learning Partnerships](#)
- [Laws, Rules & Performance Standards](#)
- [Providers & ECEAP Contractors](#)
- [Publications, Forms & Research](#)
- [Helpful Resources](#)

Washington State Department of Early Learning

Search for Information or Documents Search for Information or

Search

- Just For Kids
- Parents & Family
- Providers & Educators

Home » Child Care & Preschool Options » About Licensed Child Care

About Licensed Child Care



The Department of Early Learning (DEL) licenses more than 7,400 child care centers and family home child care providers within Washington. Licensed child care providers follow minimum licensing requirements set by the state to ensure children in licensed care are in safe, healthy, and nurturing places.

DEL licensors work to help licensed child care providers offer the best programs possible. DEL licensors provide orientation workshops, ensure provider application packets are complete, process background checks, inspect and monitor facilities, and take corrective action as necessary. Working with licensed providers, licensors identify strengths in the child care setting, and offer information and resources when something needs to be changed.

Child care licenses must be renewed every three years. Licensors must license and

relicense facilities within 90 days of submission of a completed application. Child care homes must be monitored every 18 months and child care centers, every year.

Checking out a child care facility

When visiting a child care facility, the children should look happy and engaged.
[Read More >](#)

Licensed child care benefits

The benefits of licensed child care include:
[Read More >](#)

Licensing complaints

Occasionally, parents may need to report that a child care facility is not meeting licensing standards.
[Read More >](#)

Related Information

- [Child Care Regulations](#)
- [Child Development, Health and Safety](#)
- [Finding Licensed Child Care](#)
- [Licensing Information for providers](#)
- [Other Child Care Programs and Choices](#)

Top Downloads

- [Child Care Complaint Process \[1,147K\]](#)
- [Child Care License Suspension and Revocation: What Washington Parents Should Know \[1.4MB\]](#)
- [Early Childhood Cognitive Development \[287K\]](#)
- [U.S. Consumer Product & Safety Commission: Child Care Safety Checklist](#)
- [You Have a Choice! A Guide to Finding Quality Child Care \[855K\]](#)
- [More >](#)

Related Web Sites

- [A Parent's Guide: 13 Indicators of Quality Child Care](#)
- [Department of Early Learning: Information about a licensed child care](#)

facility

National Association for Child Care Resource and Referral Agencies: Child Care Aware

National Association for the Education of Young Children

National Child Care Information Center

National Resource Center for Health and Safety in Child Care and Early Education

Washington State Child Care Resource & Referral Network: Find child care

More >

En Español

- Home
- Child Care & Preschool Options
 - About Licensed Child Care
 - Family, Friend & Neighbor Care
 - Find a Licensed Facility
 - Getting Help Paying for Child Care & Preschool
 - Head Start and ECEAP (Early Childhood Education and Assistance Program)
 - Other Child Care Programs & Choices
- Child Development, Health & Safety
- Government Relations
- Early Learning Partnerships
- Laws, Rules & Performance Standards
- Providers & ECEAP Contractors
- Publications, Forms & Research
- Helpful Resources

Washington State Department of Early Learning

Search for Information or Documents Search for Information or

Search

- Just For Kids
- Parents & Family
- Providers & Educators

Home » Child Care & Preschool Options » About Licensed Child Care »
Checking out a child care facility

Checking out a child care facility



A common question for many parents is: How will I know if the child care arrangement I've chosen is the right one? Ask yourself:

- Is my child going to have fun there?
- Is my child going to be safe and healthy there?
- Will my child develop a love of learning there?

If you can answer "yes" to those three questions, chances are you have found a place where your child can thrive.

As a parent, you will have ideas about what you want in a child care setting. Here are some ideas about things to look for when checking out child care facilities.

Environment: A child care facility should be safe, clean, and well-maintained, and the setting should be bright and cheerful. The facility should have good air

circulation and the temperature should be comfortable. There should be enough space for the children to move freely, with areas for active and quiet activities. Children should be protected from hazards; electrical outlets should have non-removable covers and cleaning supplies and hazardous items should be safely stored. If the facility cares for infants and toddlers, cribs should have firm mattresses without soft excess bedding, and diaper changing areas should be safe and clean. Stairs should have gates with handrails. The outdoor space should be enclosed and should be set up so staff can see all children during playtime.

Provider: The child care provider(s) should be seen talking to children as they play, diaper, and feed them. A child care provider should have ample opportunity to give your child individual attention. You should see the provider holding and cuddling children, providing comfort when needed. Children should be allowed to express their feelings, and should be given encouragement by having choices rather than being reprimanded.

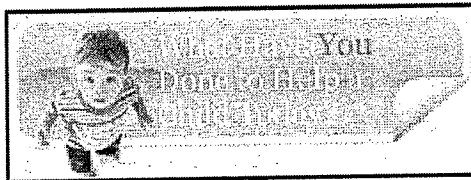
Program: A child care activity program should be fun and creative, and support healthy child development. There should be enough play materials in easy access to the children so they stay busy and involved. Books should be available to children at all reading levels, including books for infants and toddlers, and books in children's primary language. Television viewing should be limited. The play materials should help develop motor, sensory, and social skills and may include:

- Soft toys
- Building blocks
- Art materials
- Musical toys
- Riding and climbing equipment

En Español

- Home
- Child Care & Preschool Options
 - About Licensed Child Care
 - Family, Friend & Neighbor Care
 - Find a Licensed Facility
 - Getting Help Paying for Child Care & Preschool
 - Head Start and ECEAP (Early Childhood Education and Assistance Program)
 - Other Child Care Programs & Choices
- Child Development, Health & Safety
- Government Relations
- Early Learning Partnerships

- [Laws, Rules & Performance Standards](#)
- [Providers & ECEAP Contractors](#)
- [Publications, Forms & Research](#)
- [Helpful Resources](#)



E-mail [DEL](#) or call toll free: 1.866.482.4325

- [About DEL](#)
- [Contacts](#)
- [FAQ](#)
- [Privacy Policy](#)
- [Jobs at DEL](#)
- [RFPs & Agency Contracts](#)
- [Sitemap](#)

Copyright © 2008 by State of Washington Department of Early Learning

[Access Washington](#)

YOU HAVE A CHOICE!



WASHINGTON STATE

A Guide to Finding Quality Child Care



Washington State Department of
Early Learning



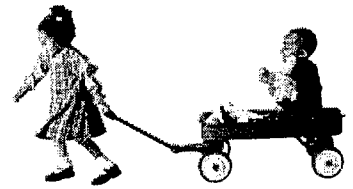
2 GETTING STARTED

4 CHECKLIST

6 GET INVOLVED

7 GET HELP PAYING
FOR CHILD CARE

8 RESOURCES



We at the Department of Early Learning know choosing child care is a big decision for families. With so many choices and things to think about—such as cost and availability—it's no wonder many families don't know where to start.

As a parent, you are your child's first and most important teacher, and you know what your family needs in a child care setting. This booklet is designed to help you find the child care arrangement that's best for your family.

As you begin your search, you'll probably have plenty of questions. This booklet will help you find answers to many of those questions. A common question for many parents is: How will I know if the child care arrangement I've chosen is the right one? Ask yourself:

Will my child have fun?

Will my child be in a safe and healthy environment?

Will my child develop a love of learning?

If you can answer "yes" to those three questions, chances are you have found a place where your child can thrive!



Washington State Department of
Early Learning

GETTING STARTED

Try to plan ahead. Searching for child care can take some time and thought, and many child care providers have waiting lists. Try to give yourself at least two months to visit child care settings and make a choice.

Who licenses child care providers?

The Washington State Department of Early Learning (DEL) licenses more than 7,400 licensed child care providers in Washington. There are three types of licensed child care: child care centers, those who offer care in their home (family home child care providers) and school-age programs. Each follows their own set of state licensing rules, including minimum standards for health and safety.

Licensed child care providers must post their licenses. Ask the provider to show you the license, which will show the ages and number of children for whom the provider is licensed to care. To find out if a child care home or center is licensed, and to get a complaint history, visit DEL's online Licensed Child Care Information System at www.del.wa.gov or call 1.866.482.4325.

Who does not need a child care license?

Certain types of care do not need a license, including:

- Nannies providing care in a family's home
- Informal parent cooperatives
- Play groups
- Educational preschools that operate for less than four hours per day
- Parks and recreation programs
- Family, friends and neighbors who provide occasional care

Why should I choose licensed child care?

The latest brain research has given us a much clearer picture of how children learn and grow in their early years. During the early years of life, the brain is forming connections that help determine a lifetime of skills and potential. High-quality child care helps ensure healthy physical, emotional, social and intellectual development.

The benefits of licensed child care include:

- Health and safety checks on the facilities. DEL staff visit child care centers at least once a year, and visit family home child care providers at least once every 18 months
- Child development training
- First aid training
- CPR training
- Criminal background checks on the provider and staff (and household members ages 16 and older of family home providers)

To ensure they meet state minimum health and safety standards, licensed child care providers follow specific rules about:

- The skills and training providers must have
- Who may be a child care provider
- How providers interact with children
- Child care staff to child ratios
- What children learn
- Safe food handling and preparation
- Safe storage of medicine, cleaning supplies and other toxins
- Safe indoor and outdoor play areas





**"HOMES THAT MEET LICENSING
REQUIREMENTS PROVIDE A
SAFE AND SECURE ATMOSPHERE."**

**CORRINA
LICENSED CHILD CARE PROVIDER**

How do I find licensed child care?

Begin your search by listing the things that are important to you and your child. Then collect the names of potential child care providers from friends, family, co-workers and from the Washington State Child Care Resource & Referral Network: **1.800.446.1114**.

Next, call several providers and ask about:

- Ability to meet your child's individual needs
- When they'll be able to offer your child a space
- Hours of operation, vacation coverage
- Fees and any financial help available
- Location and transportation
- Meals and snacks
- Anything else that is important to you

What if I need to find child care immediately?

If you need to find child care quickly, your local child care resource and referral agency can help. Call the Washington State Child Care Resource & Referral Network at **1.800.446.1114** or visit **www.childcarenet.org**.

Once you've called several sites, make appointments to visit three or more. It's important to check them out in person. Use the checklist in this booklet during your visit. Talk with parents with children in the program and check DEL's Licensed Child Care Information System for information on the provider's licensing history: **www.del.wa.gov** or **1.866.482.4325**.

Take your child to visit and, if possible, let your child help choose. Trust your feelings about what you see during the visit. No setting is perfect, so you'll need to decide which place will best meet your family's needs.

Finally, read the provider's written policies and procedures. Be sure to sign a contract or agreement form and make clear your expectations about fees, holidays, vacations and refunds.

LICENSED CHILD CARE CENTERS

HOW MANY STAFF MEMBERS WILL BE WITH MY CHILD?

Age of children	Ratio of staff to children	Maximum size of group
Babies 12 months through 18 months	1:4	8
Toddlers 18 months through 2 1/2 years	1:5	10
Preschoolers 2 1/2 years through 5 years	1:10	20

Family child care homes:

This varies based on providers' licensed capacity and whether they have assistants. Maximum home licensed capacity is 12 children ages birth through 11 years. Check providers' licenses for specific details about their licensed capacity.

CHECKLIST



You can use this checklist to evaluate a child care setting. Use the checklist to help you decide if a child care setting is the best choice for your child. You can also use the checklist to help you decide if a child care setting is the best choice for your child.

What will my child do during the day?

- ☐ Are there planned activities that help my child learn?
 - ☐ Quiet and active?
 - ☐ Indoor and outdoor?
- ☐ Will my child have time each day for running, catching, climbing and throwing?
- ☐ Will my child have free play time?
- ☐ Is TV watching and computer games limited and appropriate?
- ☐ Is the space comfortable, organized, appealing and child-friendly?
- Is rest time individualized for each child?
 - ☐ Infants sleep on their own schedule
 - ☐ Quiet activities for non-napping children
- ☐ Are there plenty of age-appropriate books?
- ☐ Are books available to children in their own language?
- ☐ Is there circle time, storytelling or reading every day?
- ☐ Will my family's culture be respected in daily activities?
- ☐ Can children access toys and activities on their own?

What will my child eat, and when?

- ☐ Is there a planned menu?
- ☐ Are meals and snacks balanced and healthy?
- ☐ Are children's food choices, appetites, and religious or cultural restrictions respected?
- ☐ What are the expectations about food brought from home?

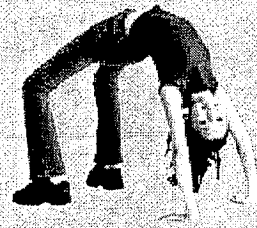
Is age-appropriate discipline used?

- ☐ Do staff set limits that are reasonable, clear, consistent and age-appropriate?
- ☐ Do staff use calm voices when talking with children?
- ☐ Do staff redirect children to other activities if there's a conflict?
- ☐ What happens when children hit, bite or bully other children?
- ☐ Do I agree with the discipline policy?

Will my child be safe and healthy in this setting?

- ☐ Are there enough staff members to give attention to all the children?
- ☐ Are the toys and equipment safe and age-appropriate?
- ☐ Is a staff member trained in CPR and first aid present at all times?
- ☐ Is the licensed space child-proofed (cleaning supplies up high, electrical outlets covered, medicines locked up)?
- Do children and providers wash hands:
 - ☐ after toileting?
 - ☐ after blowing noses?
 - ☐ after changing diapers?
 - ☐ before eating or handling food?
 - ☐ when coming back from outdoor play?
- ☐ Are there regular fire drills?
- ☐ Does the outdoor play area feel safe?
- ☐ Do I feel secure with the people who will be caring for my child?
- ☐ If my child is school-age, is there a plan for getting him/her to and from school safely?
- ☐ Are there guidelines regarding illness?
- ☐ How often are diapers changed?
- ☐ Is there a plan for contacting parents in case of an emergency?
- ☐ Is a staff member trained in CPR and first aid present at all times?





How are the child care providers here supported?

- ☐ Do staff have opportunities for training and continuing education?
- ☐ Do staff have break time?
- ☐ Are staff encouraged to share their ideas on activities and program planning?
- ☐ Do staff have time to plan activities?

How are parents included in the child care program?

- ☐ Am I encouraged to visit at any time?
- ☐ Is there a way for me to watch activities?
- ☐ Am I encouraged to spend time with my child as a guest for lunch or as a volunteer?
- ☐ How will I hear about my child's day?
- ☐ Are there provider-parent meetings?
- ☐ Are there chances for families to get to know one another and staff?
- ☐ Do I feel respected as my child's first and most important teacher?

Will my child thrive here?

- ☐ Are different cultures, ethnicities and abilities valued?
- ☐ Do staff smile, talk to and listen to children frequently?
- ☐ Does this setting encourage creativity and age-appropriate independence?
- ☐ Do staff hold and cuddle with infants and toddlers often, including while feeding or changing diapers?
- ☐ Will the same people take care of my child regularly?
- ☐ Are children comforted when needed?
- ☐ Is the atmosphere bright, pleasant and happy?
- ☐ What training and education do staff have that prepared them to help my child learn?
- ☐ Will my child have FUN here?



GET INVOLVED



How can I be involved in my child's care?

Spend time at the child care site. Being there sends a strong message to both your child and the provider that you want all children there to thrive, learn and have fun!

- › Spend some time reading or playing with your child at the child care site during drop-off and pick-up
- › Meet regularly with your child care provider to ask questions about how your child is doing
- › Offer to volunteer for cleanup days or to help children with activities
- › Join in special events, such as field trips, career day or on dates that are culturally important for your family
- › If your child care facility has a parent board or parent committee, volunteer to serve on it or try to attend meetings

How do I know if my child is thriving in child care?

Put yourself in your child's shoes.

Try to answer these questions as your child would:

- › Am I usually eager to go to child care?
- › Do I have fun there?
- › Do I feel safe and comfortable there?
- › Am I respected there?
- › Am I heard there?



WHERE CAN I FIND HELP PAYING FOR CHILD CARE?

Child care can be expensive. You may qualify for help—here are some resources:

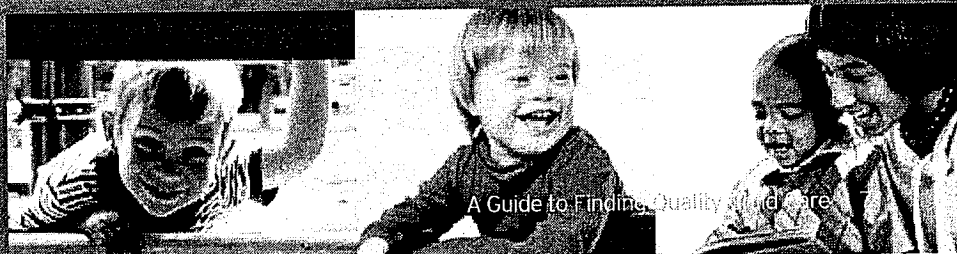
- > **Some child care providers offer:** sliding-scale fees, scholarships, vouchers or other tuition breaks. *Ask providers about this when visiting the site.*
- > **The Department of Early Learning** oversees the Early Childhood Education and Assistance Program (ECEAP), a whole-child, family-focused preschool program designed to help low-income and at-risk children and their families succeed in school and life. Four- and three-year-old children and their families that are at 110 percent of the Federal Poverty Level are eligible. This includes families receiving public assistance, children in the foster care system and parents with limited incomes who are working or in school. Contact the Department of Early Learning's state ECEAP office for more information.
- > **Working Connections Child Care** is a state program that helps families with children pay for child care while they work, look for work or are in state-approved training. Families with incomes under 200 percent of the Federal Poverty Level qualify. Parents who receive a subsidy help pay for child care services with a co-payment that depends on family size and income. To find out more about this program, contact your local Community Service Office (listed in your local phone book).
- > **Other resources** exist to help families pay for child care and early childhood education programs, including seasonal child care for agricultural workers and homeless child care. Contact your local Child Care Resource & Referral Agency to learn more.

1.866.482.4325

www.del.wa.gov

1.800.446.1114

www.childcarenet.org



A Guide to Finding Quality Child Care

RESOURCES

For Families

2-1-1

Call this number for information and referrals on many topics, including health care and childcare, housing, job training, education and recreation, retirement, disability and social service information.

End Harm

We all have a shared responsibility to ensure children are safe and healthy in licensed child care. If you suspect a child is being abused or neglected in licensed child care, call toll-free: **1.866.ENDHARM**.

Family Help Line

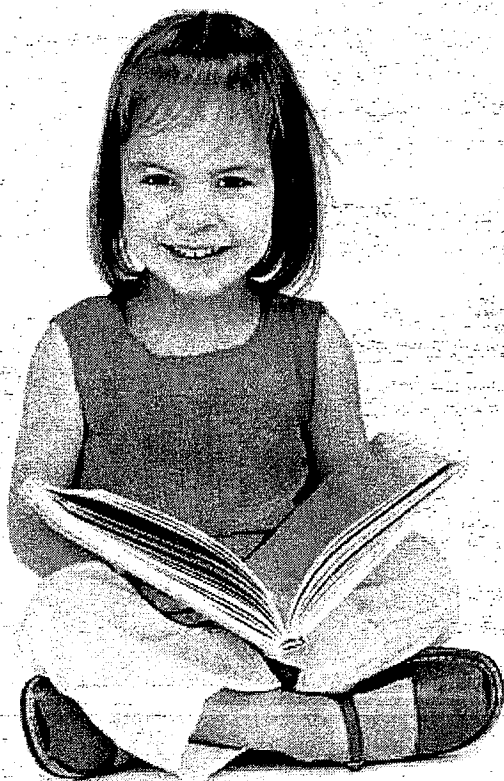
If you have questions or concerns about a child in your life, or need support or someone to listen, call toll-free: **1.800.932HOPE** (4673).

Licensed Child Care Information System

LCCIS offers information about licensed child care providers. Visit DEL's Web site at www.del.wa.gov or call toll-free: **1.866.482.4325**.

Washington State Child Care Resource & Referral Network

For help finding licensed child care and information about subsidy programs, call toll free: **1.800.446.1114** or visit: www.childcarenet.org.





How to contact DEL

DEL STATE OFFICE

649 Woodland Square Loop SE
Lacey, 98503-1035

P.O. Box 40970
Olympia, WA 98504-0970

360.725.4665
1.866.482.4325
Fax: 360.413.3482
www.del.wa.gov

DEL office locations

ABERDEEN

KING SOUTH

TACOMA

BELLEVUE

MOSES LAKE

TRI-CITIES

BELLINGHAM

MOUNT VERNON

TUMWATER

BREMERTON

PORT ANGELES

VANCOUVER

EVERETT

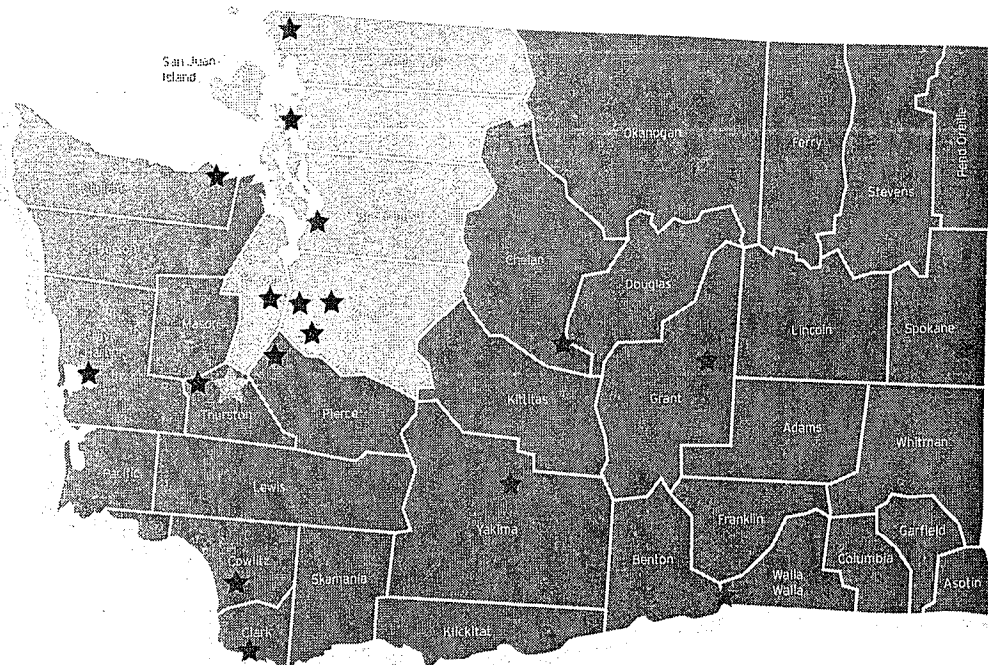
SEATTLE

WENATCHEE

KELSO

SPOKANE

YAKIMA



Answering your questions about child care options

- › How do I get started?
- › How do I choose a child care facility?
- › How do I get more involved in my child's care?
- › Where can I find help paying for child care?
- › Where can I find family resources?
- › Where is my local DEL office?



Washington State Department of
Early Learning

DEL STATE OFFICE

649 WOODLAND SQUARE LOOP SE
LACEY, 98503-1035

P.O. Box 40970
Olympia, WA 98504-0970

360.725.4665
Fax: 360.413.3482
www.del.wa.gov

Artifact 3-C

The Department of Early Learning has early learning partners in almost every community throughout the state. These partnerships are vital in establishing a comprehensive network for early education. The department understands that parents and local communities are usually in the best position to understand what the child's needs are. By providing additional information and resources, the department hopes to bridge any gaps that may exist and do the best to serve all Washington residents.

Washington State Department of Early Learning

Search for Information or Documents Search for Information or

- [Just For Kids](#)
- [Parents & Family](#)
- [Providers & Educators](#)

[Home](#) » Early Learning Partnerships

Early Learning Partnerships

Early learning partnerships are important to ensure all children in Washington have what they need to succeed in school and life. DEL is committed to thoughtful partnerships with parents, private entities, the public sector and others to help set up a lasting, comprehensive and interconnected early learning system.

How do I find out about...

- [Child Care Resource & Referral](#)
 - [Early Learning Advisory Council \(ELAC\)](#)
 - [Early learning efforts in local communities](#)
 - [Education and training for child care providers and early childhood educators](#)
 - [Head Start State Collaboration Office \(HSSCO\)](#)
 - [Seeds to Success, our quality rating and improvement system \(QRIS\)](#)
 - [Tribal Nations](#)
-

Top Downloads for Early Learning Partnerships

- [2007 Business Partnership for Early Learning Annual Report \[656K\]](#)
- [Kids Matter: Improving Outcomes for Children in Washington State \[2.55MB\]](#)
- [Washington Learns Final Report: World-Class, Learner-Focused, Seamless Education \[1.88MB\]](#)
- [More >](#)

Related Information

[Child Development, Health and Safety](#)

[Government Relations](#)

Related Web Sites

[Born Learning](#)

[Build: Strong Foundations for our Youngest Children](#)

[Foundation for Early Learning](#)

[Higher Education Coordinating Board](#)

[Office of Superintendent of Public Instruction](#)

[Thrive by Five Washington](#)

[Washington Learns](#)

[Washington State Board for Community & Technical Colleges](#)

[Washington State Department of Health](#)

[Washington State Department of Social and Health Services](#)

[Washington State Office of the Education Ombudsman](#)

[More >](#)

[En Español](#)

- [Home](#)
- [Child Care & Preschool Options](#)
- [Child Development, Health & Safety](#)
- [Government Relations](#)
- [Early Learning Partnerships](#)
 - [Community Coalitions](#)
 - [Child Care Resource & Referral \(R&R\)](#)
 - [Early Learning Advisory Council \(ELAC\)](#)
 - [Head Start-State Collaboration Office](#)
 - [Professional Development System](#)
 - [Seeds to Success](#)
 - [Tribal Nations](#)
- [Laws, Rules & Performance Standards](#)
- [Providers & ECEAP Contractors](#)
- [Publications, Forms & Research](#)
- [Helpful Resources](#)

Washington State Department of Early Learning

Search for Information or Documents Search for Information or

Search

- Just For Kids
- Parents & Family
- Providers & Educators

Home » Early Learning Partnerships » Child Care Resource & Referral (R&R)

Child Care Resource & Referral



The Washington State Child Care Resource & Referral (R & R) Network is a statewide network of local programs with information about child care. The legislature created a partnership between the Department of Early Learning (DEL) and the R & R Network to support families and caregivers, shape policy, and build communities that promote learning. The R & R Network:

- Provides referrals for families to licensed child care, other resources in local communities and steps for choosing a quality child care provider
- Supports child care providers by offering professional training, educational scholarships, on-site consultation and resources
- Partners with local agencies and employers to strengthen the child care system
- Provides data on child care supply and demand

Resource and referral work with child care providers

Local resource and referral agencies support child care providers as professionals.
[Read More >](#)

Using resource and referral resources to find child care

Your local resource and referral agency can help you find the child care setting and location that best matches your family's needs.
[Read More >](#)

Related Information

[Finding a licensed child care facility](#)

Top Downloads

[Licensed Child Care in Washington State: A Guide for Families \[332K\]](#)

[Map of current local resource and referral programs \[59K\]](#)

[Programa con licencia para el cuidado del niño en el Estado de Washington \[978K\]](#)

[More >](#)

Related Web Sites

[Finding child care checklist for parents](#)

[National Association of Child Care Resource & Referral Agencies](#)

[Washington State Child Care Resource & Referral Network](#)

[More >](#)

[En Español](#)

- [Home](#)
- [Child Care & Preschool Options](#)
- [Child Development, Health & Safety](#)
- [Government Relations](#)
- [Early Learning Partnerships](#)
 - [Community Coalitions](#)
 - [Child Care Resource & Referral \(R&R\)](#)
 - [Early Learning Advisory Council \(ELAC\)](#)
 - [Head Start-State Collaboration Office](#)

Home » Early Learning Partnerships » Child Care Resource & Referral (R&R) »
Using resource and referral resources to find child care

Print

Using resource and referral services to find child care

Local resource and referral programs help families find child care near their homes or places of employment. Using a computerized database of all licensed childcare providers in the region, local resource and referral counselors are able to match families' needs by geographical area, age of children, hours of operation, and other specialized requests.

In addition, families receive information on how child care resource and referral works; a packet of specialized materials with resources on parenting and choosing child care; referrals to other agencies; and answers to questions about specific child care needs.

To find child care, visit www.childcarenet.org or call toll-free 1.800.446.1114.

En Español

Washington Learns: Organization and Expectations

The 2005 Legislature passed SB 5441, creating the Washington Learns Steering Committee, which was co-chaired by Governor Gregoire, and advisory committees in early learning, K-12 and higher education. After over a year of intensive study, the advisory committees and the steering committee developed a final report with comprehensive, long-term recommendations for creating a world-class, learner-focused, seamless education system for Washington.

The principles and strategies of Washington Learns are designed to transform our entire education system. It is a long-term goal, and it will require sustained participation by state and local governments, by parents, caregivers, teachers and community members, by business and private enterprise, by every level of educational institution, and by students themselves. Our commitment is to a new education system that will excite learners, invigorate teachers and impress employers.

What is Washington Learns?

Washington Learns, created and led by Governor Chris Gregoire, conducted a top to bottom, 18-month review of Washington's entire education system, its structure and funding. The recommendations developed by Washington Learns will fundamentally change educational expectations, delivery and results.

To ensure a broad cross-section of ideas and expertise, Governor Gregoire assembled a diverse group of business, community, education, government and minority leaders from all across Washington to create this roadmap for building a world-class education system that prepares all Washington students to succeed in today's global economy.

Preparing all students to succeed in today's global economy

- Fully integrate our early learning, K-12 and post-secondary education systems so that the transition from one step to the next is seamless.
- Ensure all children thrive early in life and are prepared to enter school.
- Ensure all students master the skills they need to participate thoughtfully and productively in their work and their communities.
- Close the achievement gap that academically sidelines low-income and minority students.

- Make higher education and workforce training opportunities relevant and affordable so our workforce can compete within a global economy.

Our children hold OUR future in THEIR hands. We must invest in them today to prepare them for the future — and everyone benefits.

The Road to Success

Washington Learns' 2005 Interim Report spurred significant gains for education in the 2006 legislative session, including:

- Creation of a cabinet-level Department of Early Learning that consolidates more than a half-dozen childcare and early learning programs, giving real focus to helping our youngest learners thrive early in life.
- Programs and funding to help high school students achieve graduation standards.
- Mentor and apprenticeship programs that help middle and high school students prepare for life after graduation whether entering the workforce or college.

Many of the recommendations from the 2006 Final Report were passed by the 2007 legislative session, including:

- Expansion of all-day kindergarten.
- Programs to ensure better math and science teaching and learning.
- Scholarship programs and grants to give more people access to higher education.

Please see the [legislation link](#) for more information on our legislative successes, or [click here](#) for more information on how Governor Gregoire is working to improve education for all Washingtonians.

Home-Based Early Learning Services



Ready by Five

November / December 2008

Our Story

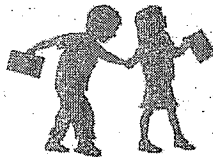
Ready by Five is an early learning program in Yakima, Washington, designed to strengthen learning opportunities in East Yakima for families and their children from birth to age five, so that they will enter kindergarten ready for success at school. By surrounding children with high quality early learning environments that develop their potential and creativity, children will enter kindergarten ready for success at school. This project is funded principally through grants from the Bill & Melinda Gates Foundation, Thrive by Five Washington and the Washington State Department of Early Learning. **Ready by Five** is one of two Thrive communities that serve as models for early learning statewide.

Our Programs & Services

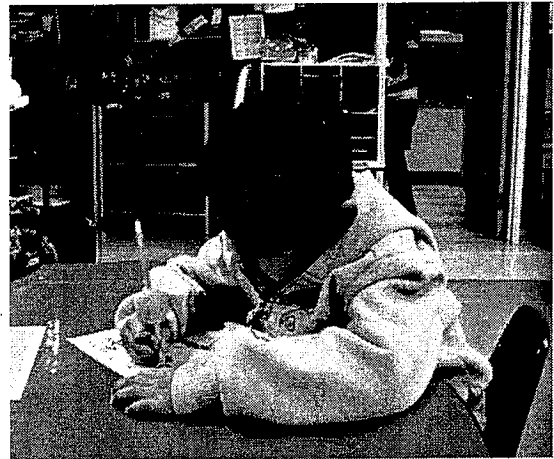
Ready by Five offers programs and services that support *Children's Early Learning*, *Child Care Quality Improvement*, and *Parents* in their roles as their children's first and most significant teachers.

Children

Ready by Five understands that starting kindergarten can be a scary time for young children and their families. In August, 294 East Yakima children joined our **Kindergarten Transition Program** for entering the Yakima School District and started school:



- feeling secure
- knowing their teacher
- having friends
- enjoying school



Child Care

Ready by Five recognizes that many people care for children — childcare providers, friends, relatives, and neighbors. To support those who do this work, we are piloting childcare quality improvement through professional development, coaching, and mentoring. In addition, **Ready by Five** is helping child care providers to further their education through adult literacy and early childhood education classes. We are also developing a **Families, Friends, & Neighbors (FFN)** workgroup to support relationships with informal childcare providers, also known as FFN providers.



Parent Groups




Adult Literacy


Program Provider Partners


- ◆ Catholic Family & Child Service
- ◆ La Casa Hogar
- ◆ Yakima Neighborhood Health Services
- ◆ Yakima School District
- ◆ Yakima Valley Community College
- ◆ Yakima Valley Farm Workers Clinic
- ◆ Yakima Valley Memorial Hospital

Parents

Ready by Five believes parents are their children's first teachers. Our staff visit parents at their homes to support them as parents as they help their children grow, learn, and become ready for school. Three **Home-Based Early Learning (HBEL)** programs also started in 2008 that support parents as they build nurturing relationships with their children and ensure healthy development. HBEL programs also equip parents to spark a love of learning and promote high-quality early learning at home. These home visiting programs are:

 **Enhanced First Steps (EFS)** for pregnant, postpartum, and parenting low-income women and their families. Nurses and other health professionals visit homes to promote the health and well-being of mothers and infants for the first two years of a child's life.

 **Nurse Family Partnership (NFP)** for low-income, first time mothers who are less than 28 weeks pregnant. Nurses visit women, their spouses/partners, their families and friends at home, until the infant's second birthday.

 **Parents As Teachers (PAT)** for pregnant women and children up to age five. Skilled family educators help increase parent and caregiver knowledge of child development, improve parenting skills, detect developmental delays and health issues, prevent child abuse and neglect, and increase a child's school readiness and success.



Educare of East Yakima

Generous cornerstone funding from the Bill & Melinda Gates Foundation and the Buffett Early Childhood Fund is providing our community with the opportunity to build a high quality, early learning resource and child care center in East Yakima, planned to open in 2010. Based on an Educare educational program model, the center will work with children and parents to promote school readiness. Additional community and national support will be needed to fund our center. We invite you to join us in building this very special, once-in-a-lifetime opportunity for our community. For information on how to become involved, please contact us at (509) 454-2493. We look forward to sharing our plans - and our future developments - with you!

Thank you

Especially during this season of giving thanks, we appreciate the hard work of the 42 stakeholders who brought Ready by Five to Yakima and have continued to contribute to our success as Work Group Chairs, Board members and service providers. We appreciate the enormous effort it took to develop, build and staff Ready by Five's programs and services. Together we have reached over 600 families so far this year. We are very grateful to our community colleagues, to ESD105, our fiscal intermediary, and to our funders, the Bill & Melinda Gates Foundation, Thrive by Five Washington and the Washington State Department of Early Learning for this opportunity to work with children and families through such a significant initiative in their learning lives.

Rick Linneweh, Board President

Helen Marieskind, Executive Director

Ready by Five is a Thrive by Five
Washington community



Thrive by Five
WASHINGTON

(509) 454-2493

www.ReadyByFive.org

Thrive by Five is a trademark of financial literacy programs for preschoolers supported by Credit Union National Association, Inc. (CUNA) and it is not affiliated with Thrive by Five Washington. Learn more at <http://www.creditunion.coop/thriveby5>

©Ready by Five

[Home](#) » [Providers & ECEAP Contractors](#) » [Information for Providers](#) » [State Training and Registry System \(STARS\)](#)

[Print](#)

State Training And Registry System (STARS)

The [State Training and Registry System \(STARS\)](#) offers initial and ongoing child care training linked to the state's minimum licensing requirements. The Washington Association for the Education of Young Children (WAEYC) administers the training program that provided training scholarships to 6,418 child care providers in 2007.

STARS is a career development system designed to improve child care through basic and ongoing training for child care providers. The Department of Early Learning (DEL) administers the STARS Registry, a web-based database that tracks provider records.

WAEYC is contracted to oversee other parts of the program, including training and the scholarship program.

The [STARS Model Curriculum](#) [24 MB] is a 20-hour basic child care training that is required for all child care center lead teachers, program supervisors and directors. This curriculum will provide a foundation of basic core knowledge about child development, guidance and behavior, health and safety.

Newly licensed child care providers must take this 20-hour basic child care training course within the first six months of licensure. Ten hours of ongoing training are required each year.

How to receive STARS credit for out-of-state and non-STARS-approved trainings

Early childhood education trainings obtained outside Washington or from non-STARS-approved trainers/training organizations may qualify as a STARS-approved training.

To qualify for STARS credit, the training must relate to one or more of the [11 Washington State Core Competency Areas](#) [49K] and be one of the following:

- Training that was provided by an organization outside early childhood education field
- A college class that is NOT within a college's early childhood department
- Distance learning by an out-of-state or national sponsor
- Out-of-state training by a nationally recognized sponsor

To receive STARS credit, the provider must complete the "Continuing Education Proposal" form located on the STARS Web site.

En Español

PART FOUR: LOOKING FORWARD

Overview

The communications consultant is being counted on to work closely as a liaison between the Department of Learning (DEL) and the Hispanic community. In the past, the department has at times been viewed as not so proactive in reaching out to this large segment of the state's population. Improving communication with all Washington citizens is a goal and a top priority. By creating this position, DEL clearly demonstrates the desire to move in that direction.

The person in this position will continue to develop a network of Spanish media outlets so press releases can be translated and forwarded to those agencies. Thus far, many of the Spanish media outlets have expressed a significant interest in receiving those messages from the department. Additionally, some outlets have expressed a desire to meet with this consultant and do some public service and early learning awareness campaigns.

This communication consultant will also need to continue working with DEL personnel and assess what other department documents will be translated into Spanish. Parts of the DEL website have already been translated, as well as several brochures and booklets. Field staff has offered their advice on what they feel is needed when they are out meeting with child care providers. We are

pursuing the translation of several documents at their request and reviewing others.

The following artifact is a copy of a proposal for an internal quality assurance review process. The intent is to make sure the quality of the translated documents is first-rate. Since DEL has several highly qualified bilingual staff throughout the state, this proposal should allow us to take advantage of this excellent human resource.

Artifact 4

Related Artifact

Artifact 4.Proposal for Review of DEL Spanish-Translated Documents

I would like to establish a team of DEL staff members who are willing to review documents that will be translated from English to Spanish throughout the coming months. The documents may include brochures & pamphlets, Spanish website content, legal documents, press releases and other materials.

Assignments would include the review of the documents for grammatical errors and a clear understanding of the message being conveyed. As we all know, parts of the state have many Spanish speaking providers and parents who have limited reading abilities. We want to make sure the information is easy to read and understand.

This is an opportunity for staff members to contribute to the quality of the work we present to our Hispanic population. Their input on what information they

believe might be missing or confusing to this segment of the population would also be very valuable.

The documents for review will be emailed and we will probably get together via telephone on a monthly or bimonthly basis, depending on the need. Additionally, documents will be sent out periodically for a quick review if necessary.

I understand everyone has a very busy schedule so I am very open to suggestions about how to best use everyone's time. Once the group is organized we can decide what may work best for all involved or what may work for some and not for others. It is also possible we could have individual assignments so not everyone has to review all documents, therefore taking less time away from your daily duties.

I sincerely appreciate your help with this process. In my work as a licensor for almost 8 years, I can recall talking with Spanish-speaking providers and parents who voiced their frustrations over the language gap. Providing more translated documents that are correct, easy to read and understand, would be another good step towards narrowing that gap.

Thank you for your consideration!

Salvador Alvarez, Communications Consultant

Department of Early Learning, Office (509) 225-6223, Fax (509) 225-6215

Kids' Potential, Our Purpose

PROFESSIONAL CONTACTS AND ADDITIONAL SOURCES OF INFORMATION

Ready by Five, 501 West Lincoln, Suite C, Yakima, WA 98902. Phone (509)

853-2052 Fax (509) 853-2055

Amy Blondin, DEL Communications Manager, P.O. Box 40970, Olympia, WA

98504. Phone (360) 725-4919 Email: amy.blondin@del.wa.gov

Most Artifacts can be located on the websites below:

Artifact 1-B-i, <http://www.del.wa.gov/Default.aspx>

Artifact 3-A-i, <http://www.del.wa.gov/requirements/info/Default.aspx>

Artifact 3-A-ii, <http://www.del.wa.gov/requirements/info/licensed.aspx>

Artifact 3-A-iii, <http://www.del.wa.gov/requirements/info/BusinessResources.aspx>

Artifact 3-A-iv, <http://www.del.wa.gov/requirements/info/professional.aspx>

Artifact 3-B-i, <http://www.del.wa.gov/care/>

Artifact 3-B-ii, <http://www.del.wa.gov/care/about/>

Artifact 3-B-iii, <http://www.del.wa.gov/care/about/checking.aspx>

Artifact 3-C, <http://www.del.wa.gov/partnerships/Default.aspx>

Artifact 3-C-i, <http://www.del.wa.gov/partnerships/resource/>

Artifact 3-C-ii, <http://www.washingtonlearns.wa.gov/>

Artifact 3-C-iii, <http://www.readybyfive.org/>

Artifact 3-C-iv, <http://www.del.wa.gov/requirements/info/stars.aspx>