Early Care and Education of Young Children—
the State Perspective  By Lucy Gaskill-Gaddis, Member

LEAGUE OF WOMEN VOTERS OF WASHINGTON (LWVWA) STUDY COMMITTEE

In 2005, the League of Women Voters of Seattle (LWVS) conducted a study of early care and education of children from birth to five. Since then, there has been an explosion of interest and activity on this issue across the state and in state government. At the 2007 State Convention, members authorized a state-wide study on this topic. The abridged version of the early care and education study is included in this Voter as well as in the fall Washington State Voter, and the full study is available on the LWVWA website. I encourage you to read the full study, as it details many statewide efforts that are underway to improve the access and quality of early care and education programs.

The state study looks at many of the same issues raised in the Seattle study—what is the best way to raise the quality of child care, what is government’s role in the provision of early learning services to all children, what services are needed, who should provide them, and how do we pay for the costs of these services. At the forum on November 6, we will have four speakers who will address some of these questions. State Representative Ruth Kagi, a long time member of the League, will talk about the changes in state government including the creation of the Department of Early Learning, the establishment of the Early Learning Council and the impact of the Washington Learns report. Nina Auerbach, the CEO of Child Care Resources, will report on the development of the quality rating improvement system (QRIS), which is designed to help providers improve their services and to help parents evaluate child care facilities. Stephan Blanford, the executive director of the White Center Early Learning Initiative, will describe one of the major community-based programs that provide a range of services to parents, children and child care providers. Bonnie Beukema, the deputy director of the League of Education Voters, will talk about the efforts to provide state funding for early care and education services.

The League of Women Voters of Washington will update its position on early care and education after members respond to the consensus questions. I encourage everyone to attend a unit meeting so that your voice can be heard on this critical issue.

32nd Annual Political Party and Auction

Sunday, October 26, 2008

DOORS OPEN AT 4:30

Brockey Conference Center
South Seattle Community College
6000 16th Avenue SW
Seattle, WA 98106
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President’s Message

They say you can’t go home again, but last evening I did. Actually, I moderated a League of Women Voters of Seattle (LWVS) ballot issues forum in Issaquah, attended by friends, local activists I have worked with for over 20 years and other local Issaquah and Sammamish residents. It was a great experience. Over the years I have testified and joined coalitions representing the League in Issaquah and King County. I have frequently been asked what exactly the League of Women Voters does, what it is about. Last night, at the first Issaquah local ballot issues forum, I was able to demonstrate the great voter service work of the League. With the help of local Issaquah musician Harrison Forss, who provided the sound system, we presented one local fire house construction bond, two local parks bonds and levies, Sound Transit and the two King County Charter initiatives and six amendments. We received many thanks and rave reviews of presentations by our guests, including LWVS member Christal Wood, who presented clear and comprehensive overviews of all the King County Charter amendments.

Of course, Seattle residents are well aware of our ballot issues forums, and many showed their high regard for them by choosing to attend our October forum and TiVo or tape the vice presidential debate scheduled at the same time. We had an enthusiastic audience, and Voter Service Chair Sarah Luthens moderated a well-disciplined and informative forum. You can view the forum on King County TV (www.metrokc.gov/CTV/index.htm). Just look for the LWV forum broadcast in the schedule.

The Seattle League participated in several voter registration events last week as we approached the deadline for mail-in voter registration. My favorite was a lunch time rally at Westlake Center sponsored by the Seattle Girls School. The girls invited the League to register voters while they took turns reciting their thoughts on why we should vote. It was a powerful and moving event. I think this is something the League may want to encourage for other youth. Perhaps our board could sponsor a forum or contest on civics or voting. What do you think? Send us your ideas.

We have had a busy speakers bureau season with over twenty speaking engagements on ballot issues and six on general civics and voting issues. Our ballot issues team has done a great job. I thank them for their time and commitment. We are fortunate as an organization to have such a talented and committed group represent the League.

Speaking of talented and committed volunteers, our fund development committee would like to remind you that our auction is very close. Victoria Bennett and her team have spent many hours in preparation and Lindsay, our new office specialist, is compiling her first LWVS auction catalog. We are gearing up for a wonderful event and we hope you will be joining us. We have some wonderful auction items, a highly respected honorary chair, interesting guests (including you I hope) and a great venue at South Seattle Community College. It would be a shame to miss it. I look forward to seeing you.

Denise D. Smith

Mission Statement
The League of Women Voters of Seattle, a nonpartisan political organization, encourages informed and active participation in government, works to increase understanding of major public policy issues and influences public policy through education and advocacy.
### NOVEMBER

**Board Meeting**
Saturday, November 1
9:00 a.m.
League Office

**December Voter deadline**
Monday, November 3

**Election Day**
Tuesday, November 4

**Drainage Committee**
Tuesday, Nov. 4, and Wednesday, Nov. 5, 12, and 19
1:00–3:00 p.m.
League Office

**Forum: Early Childhood Education**
Thursday, November 6
7:30 p.m.
Seattle First Baptist Church

**International Relations Committee**
Monday, November 10
12:45–2:45 p.m.
League Office

**Civics Education Committee**
Tuesday, November 11
4:00–6:00 p.m.
League Office

**Veterans Day**
Tuesday, November 11
Office Closed

**LWVWA Action Workshop**
Saturday, November 15
St. Andrews Lutheran Church, Bellevue

**Immigration Committee**
Wednesday, November 19
9:30 a.m.
League Office

**Land Use Committee**
Thursday, November 20
12:30–2:30 p.m.
Park Shore Building

**Thanksgiving**
Thursday, November 27
Office Closed

**Economics and Taxation Committee**
Saturday, November 29
9:00 a.m.
909 E. Newton # D9

### DECEMBER

**Board Meeting**
Saturday, November 1
9:00 a.m.
League Office

**December Voter deadline**
Monday, November 3

**Election Day**
Tuesday, November 4

**Drainage Committee**
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**Economics and Taxation Committee**
Saturday, November 29
9:00 a.m.
909 E. Newton # D9
September Board Briefs
By Karen Adair, Secretary

Membership
Our membership total stands at 842. The new member dinner was a success; ten new members attended, and a number of young people showed up.

Units
Unit leaders will be called when the office receives requests for voter registration and other volunteer opportunities, so that these requests can be passed along to unit members.

Program
Nora Leech reviewed the upcoming program schedule: November: Early Childhood Education (state study); December—Action Team (a program will focus on how budget issues will affect action at city, county and state levels); January—Program Planning; February—Water; April—National Popular Vote (a national study); May—Privatization.

Forum
Denise Smith reported on a great ballot issues forum on Thursday evening. It is being televised on KCTV and we have a link on our website.

Action
We will partner with Real Change on an educational forum on the budget to be held October 14.

The Board decided to take no position on the Mercer Island Parks levy. The feeling of the Board was that we did not have clear enough League positions to take positions on any more of the King County Charter amendments.

Outreach
We will be a sponsor of “Trick or Vote,” a nonpartisan voter service Halloween Party in the Capitol Hill area.

The Board adopted a new policy on how we fund attendance at outreach events: “LWVS encourages Board members and committee chairs to attend events supporting organizations working toward similar goals. In an effort to meet our outreach goals, the current policy is that the LWVS Outreach budget will pay for one ticket to an event. If others are interested in attending, additional seats may be made available at the discretion of the Outreach Chair.”

Forum Schedule
The League of Women Voters of Seattle hosts public forums the first Thursday of each month. Topics of upcoming forums are listed below; check the Voter each month for detailed information on the next forum.

November 6
Early Childhood Education

December 4
Action

January 8
Program Planning

February 5
Water

March 5
Women

April 2
National Popular Vote

May 7
Privatization

Diversity Policy
The League of Women Voters of Seattle (LWVS), in both its values and practices, affirms its beliefs and commitment to diversity and pluralism, which means there shall be no barriers to participation in any activity of the League on the basis of gender, race, creed, age, sexual orientation, national origin or disability.

LWVS recognizes that diverse perspectives are important and necessary for responsible and representative decision-making. LWVS subscribes to the belief that diversity and pluralism are fundamental to the values it upholds and that this inclusiveness enhances the organization’s ability to respond more effectively to changing conditions and needs.

LWVS affirms its commitment to reflecting the diversity of Americans in its membership, board, staff and programs.
## Committee Meetings

### Drainage Committee  
**Dates:** Tuesday, Nov. 4, and Wednesday, Nov. 5, 12, and 19  
**Time:** 1:00–3:00 p.m.  
**Place:** League Office  
Our speaker on Nov. 4 will be Heather Trim from People for Puget Sound, who will present a program on the Impact of Stormwater on Puget Sound. All interested are welcome. For more information, please call Jan O’Connor at 206-329-4848.

### Civics Education Committee  
**Date:** Tuesday, November 11  
**Time:** 4:00 - 6:00 p.m.  
**Place:** League Office  
League members are invited to join the committee as we decide on activities to participate in during 2009.  
For information contact Jaclyn Wall at speakingstrategies@hotmail.com.

### Port Commission Study Committee  
**Time:** Thursdays: 4:30-5:30; call for dates  
**Place:** League Office  
The Port Study Committee is presently developing interview questions and identifying individuals to interview from the Port Commission, the port staff and the community. We meet on Thursday afternoons at 4:30 at the League Office. New members are welcome. For information, including the dates of upcoming meetings, contact Linda Brown at 206-329-4848 or brownlj@comcast.net.

### Land Use Committee  
**Date:** Thursday, November 20, 2008  
**Time:** 12:30-2:30 p.m.  
**Place:** Park Shore Building 1630 43rd Ave. East  
in Madison Park. Limited free parking is available on-site and along adjacent streets. The #11 bus stops within a half-block from Park Shore, and departs approximately two blocks from that building.  
Guest speakers from the Northwest chapter of the Congress of Residential Architecture (CORA) will discuss the Mayor’s new Multi-Family Zoning Update that proposes what direction Seattle's residential development should take in the future. CORA Northwest is a grassroots group of roughly 100 local architects, designers and builders who want to improve the quality of residential design and develop better housing options. They share their interest with the public through presentations about the issues and policies that affect our own residences, as well as those being built next door, across the street and around the neighborhood. This information is particularly timely given the city’s new ordinance that provides a process to update Neighborhood Plan throughout the entire city during this year and 2009.  
For further information, please contact Karen Kane at 206-329-4848.

### Immigration Committee  
**Date:** Wednesday, Nov. 19  
**Time:** 9:30 a.m.  
**Place:** League Office  
For interested people who would like to get involved, this is a good time to join us. We will be in the process of deciding on appropriate and effective action that we might take in regard to immigration matters, now that we have both national and local positions. Come join us; a special invitation to you new members! For more information, please call Annette Holcomb or Barbara Reid at 206-329-4848.

### International Relations Committee  
**Date:** Monday, November 10  
**Time:** 12:45-2:45 p.m.  
**Place:** League Office  
News from the International Relations Committee  
The I-R committee is making three papers, available on the national League website, the centerpiece of our activities this fall. We invite one and all to join us as we read and discuss these brief papers at our next meeting.  
This series of papers begins with “The Middle East: A Brief Historical Sketch,” and continues with “Terrorism Past and Present.” The title of the last paper is also the title of the whole series, “Strategies for a Secure World.”  
These papers were prepared for LWVUS by specialists at RAND. Each is about 6 pages long, including a succinct list of recommended readings. They can be accessed on the web by going to the LWVUS homepage (LWV.org), clicking on Projects, then on Civil Liberties and Homeland Security where they are listed. Click on the individual titles to open them for downloading or printing.  
Please join us. Email Ellen Berg at ellenzberg@msn.com or Peggy Saari at peggy(saari@comcast.net for more information.

### Economics and Taxation Committee  
**Date:** Saturday, November 29  
**Time:** 9:00 a.m.  
**Place:** 909 E. Newton # D9  
For more information, please call Nora Leech at 206-329-4848.
Announcements

Foreign Policy Association Announces Great Decisions Topics For 2009

League of Women Voters of Seattle will sponsor Great Decisions Discussion Groups again next year, beginning in February. The topics listed below will be featured in the Great Decisions 2009 briefing book published by the Foreign Policy Association. (The focus of the articles and the order may change.) Look in the December Voter for information on ordering the books and details on the times and places of meetings. Call Carol Goldenberg for information at 206-329-4848.

THE U.S. AND RISING POWERS
Since the end of the cold war, the U.S. has emerged as the world’s predominant power. However, in the 21st century some rapidly developing countries have become increasingly influential. Who are these “rising powers?” Will their emergence change the global balance of power? How will the U.S. react?

AFGHANISTAN AND PAKISTAN
Newfound hopes for stability in Iraq have shifted the U.S. military force back to Afghanistan and Pakistan, one of the most volatile border regions of the world. What impact will this renewed interest have on the two states as well as on U.S. defense strategy?

ENERGY AND THE GLOBAL ECONOMY
Rising energy prices, driven up by instability in key producing regions such as the Middle East and increasing demand from developing countries, are affecting the global economy. What are the potential consequences of huge wealth transfers to oil exporting states? Are there realistic alternative energy scenarios on the horizon?

THE ARCTIC AGE
Rising global temperatures have created new opportunities in the Arctic for resource extraction and intercontinental transport. How will sovereignty disputes among the five countries that border the Arctic affect its potential development? What impact will this race for the Arctic have on an environment already in serious flux?

EGYPT IN THE 21ST CENTURY
Egypt has long played an important role in the Arab world while maintaining a strategic relationship with the U.S. With elections scheduled for 2009, how will Egypt deal with serious domestic issues, ranging from Islamic radicalism to food shortages? What factors will influence the path of this regional heavyweight?

GLOBAL FOOD SUPPLY
Global prices for food staples have risen dramatically, resulting in protests and unrest around the world. What factors are driving prices up, and can they be tamed? What will the political fallout be for governments that fail to act, and what role can global institutions play?

CUBA AND CASTRO
Since Fidel Castro handed over the presidency of Cuba to his brother Raúl in early 2008, signs of greater economic openness have led to much speculation. Will Raúl seek to reopen ties with the U.S.? What role will Cuba’s American exiles play in shaping post-Castro Cuba?

UNIVERSAL HUMAN RIGHTS?
As the Universal Declaration of Human Rights celebrates its 60th anniversary, events in the Balkans, Sudan and Myanmar continue to challenge its idealism, while raising new questions about the prospects for humanitarian interventions. Do human rights transcend national borders and customs? Is the definition of human rights changing?

Costumes, Candy and Canvassing: Trick or Vote

What’s better than candy, costumes and a massive free party? How about all that plus young people getting involved in the political process?

This Halloween, the Washington Bus is hosting Trick or Vote, Washington’s biggest nonpartisan get-out-the-vote canvass...in costume!

On October 31st, hundreds of volunteers will hit the streets to collect candy and remind voters to cast their ballots in the November 4th election. Afterwards, the Bus is hosting a massive party to celebrate civic engagement at its finest. The whole event is nonpartisan, all-ages, and free to volunteers.

We’re so excited we can hardly wait. Did we mention the sweet swag you’ll get and the rockin’ after party at a super secret warehouse on Capitol Hill? We just did. You don’t want to miss this!

The League of Women Voters of Seattle is a sponsor of this fun and exciting event. Be ghoulish for the great cause of democracy. Go to http://www.trickorvote.org/ to sign up. Questions—contact Maria at mariabusher@yahoo.com.
Observer Corps

The League of Women Voters of Seattle’s Observer Corps, which started two years ago, consists of a small and devoted group who closely follow the work of several committees of the Seattle City Council and the Mercer Island City Council. Current issues include a master plan for the Seattle Center, neighborhood planning, zoning, historic preservation and a host of others. The presence of League Observers serves two main functions: to insure that our membership and relevant League committees are well-informed about actions and plans of city government, and to determine how well government agencies are fulfilling their responsibility to be transparent and accountable to the citizenry.

We want to invite new volunteers to join us in this activity. Volunteers can select for observation committees of special interest to themselves, with the assurance that the time commitment is limited to once a month. For more information, contact the Observer Corps Coordinator, Anita Warmflash, at ansky2@comcast.net or leave a message at the League office.

Understanding the Economic Crisis

by Nora Leech, Chair, League Economics and Taxation Committee

The National Public Radio program This American Life has produced two excellent radio programs that explain the current economic crisis.
1. Giant Money Pool. Program #355, broadcast May 9, 2008. This explains the housing market crisis.
2. Another Frightening Show About the Economy. Program #365, broadcast October 3, 2008. This explains the credit crisis.

To find these online go to www.thisamericanlife.org. Under the radio tab you will find episode archives organized by year and month. Click the program you want to hear.

Both are fascinating, one hour long and well worth the effort.
The auction is almost upon us! On Sunday, October 26, the Brockey Center will fill with members and their guests to fulfill an annual ritual: bringing money in for the League. There’s fun to be had dashing for desserts, outbidding another table, asking a politician a burning question, sipping champagne and letting the festive atmosphere work its magic on your spirits. A treat is in store for those who have never heard either Justice Bobbe Bridge or Ken Alhadeff speak.

We introduced our honorary chair in a past issue. Ken is filling a new role at the auction: that of an outside speaker asking the auction guests to fund the League. Ken could rest on his laurels as chair of Elttaes Enterprises and the Kenneth and Marleen Alhadeff Charitable Foundation, owner of the Majestic Bay Theatres and producer of Junkyard Dog Productions. He chooses to be very involved in civic affairs, however, both serving on boards and speaking to many non-profit and civic groups. He will be a huge asset to our auction.

What tantalizing items await your bid? There are special hideaways along the Oregon coast, in Hawaii, at Birch Bay, in Victoria and even in South Africa. You can bid on seats at The Fifth Avenue, a night of jazz, or a cabaret show. Maybe you’ve always wanted to see Garrison Keillor live, view vintage car races, take your friends to the Majestic Bay Theatre, dine on a houseboat, go on a float trip or take to the skies in a balloon. Perhaps you fancy some great meals at some wonderful restaurants, home cooked Thai food, a specially prepared Ivory Coast dinner, or a taverna meal in the privacy of a home. Then again, you may want some cookies, jams, or live crabs that launch you into the stratosphere. Are you starting to feel a winter chill? Snap up a hand-made scarf, a retro outdoor coat, or a woven jacket. Don’t miss out on a chance for a double hitter: get a really good buy and help the League!

A core group of supporters has given us the seed money to launch this great event. Many thanks go to Stephanie Elwood, Joan Thomas, Harriett and John Morton, Kitty and Michael Mahon, Betty and Joseph Sullivan, Denise and Bruce Smith, Jean Godden and Cathy Allen, Michael and Lucy Copass, Herb Bridge and First Place School for their confidence in the League.

A $90 ticket includes admission, complimentary champagne and dinner – plus a chance at some great opportunities. Don’t miss out! Make your reservation now at www.seattlelwv.org/auction2008 or call 206-329-4848. See you at the 32nd Political Party and Auction!
The Fort Lawton Army Reserve Center
by Christine Atkins, Heidi Carpine, and Jan O’Connor

The League of Women Voters of Seattle has a long history of interest and action related to Discovery Park. Currently, the redevelopment of the Fort Lawton Army Reserve Center is in the forefront. The Army Reserve Center is adjacent to and northeast of the park. Its future has aroused controversy because it may eventually become a part of the park and because its edge has been recognized as a wildlife pathway especially important to the herons which nest in nearby Kiwanis Ravine.

The federal government declared the Fort Lawton Army Reserve Center surplus in 2005 and the city of Seattle became the Local Redevelopment Authority in 2006. In late 2006, the city solicited notices of interest from parties interested in the surplus federal property at Ft. Lawton and then, together with representatives from the community and nonprofit partners, crafted the redevelopment plan. The distribution of surplus federal property is subject to many guidelines.

The plan includes homeless housing for families and seniors, townhouses to be built by Habitat for Humanity, housing to be sold at market rate, wildlife habitat and open space. A total of 216 units have been assigned to the plan that will be submitted to the federal Department of Housing and Urban Development (HUD) and the Department of Defense (DOD) in November of this year. Once reviewed and approved by the federal departments, the plan would move into a more detailed design and permitting process by the city and local Seattle community groups. The review process by HUD and DOD is estimated to take from one to two years. You can read more about this plan at: http://www.seattle.gov/neighborhoods/fortlawton/brac/

Updating Seattle’s Neighborhood Plans
by Karen Kane, Chair, Land Use Committee

On September 22, after more than a year of study, the Seattle City Council passed an ordinance that mandates updating Neighborhood Plans throughout the city beginning this year and continuing throughout 2009.

Working with the new Neighborhood Plan Advisory Committee (NPAC) established by this ordinance, city staffers will interview businesses and residents within each neighborhood to determine how conditions differ today from a decade ago when many of their plans were first developed. By looking at changes that have occurred in zoning, population shifts, the design and affordability of available housing, accessibility to parks/open space, transportation and other key factors, NPAC’s purpose is to provide each neighborhood with an updated plan that keeps the best of any recommendations from the old plan that still are applicable today, and provides a reliable guide for deciding how best to manage future development while maintaining the individuality that makes each neighborhood distinctive and a desirable place to live.

Because North Beacon Hill, North Rainier and Othello are being rapidly and dramatically impacted by completion of the light-rail transit project, plus an influx of new residential and commercial construction, neighborhood planning will commence on these three neighborhoods immediately.

The Neighborhood Plan Advisory Committee will include: one member from each of Seattle’s 13 Neighborhood District Councils (each council will choose its own representative), the chairperson of the Seattle Neighborhood Council’s Neighborhood Planning Committee, two members from the Seattle Planning Commission, four at-large members chosen by the mayor, and four at-large members chosen by the city council.

For further information about this ordinance or how to apply for membership on NPAC, please contact Seattle City Councilmember Sally Clark at (206) 684-8802 or sally.clark@seattle.gov.
City of Seattle Mayor Greg Nickels  
and Seattle City Council  
PO Box 94749  
Seattle, WA 98124-4769

Dear Mayor Nickels and Council members,

The League of Women Voters of Seattle is aware of recent news reports regarding “Nickelsville” and increased awareness of issues affecting people who are homeless in our community. We agree with the City’s stated value “Stable housing provides the foundation for stable living”.

We write to reiterate the League’s support of the goals and direction of the county-wide 10 year plan to end homelessness of which the city is a founding member and funder. The League supports efforts of government at all levels to increase the supply of affordable housing in our community.

The League acknowledges the good work you have done in the past with support programs to aid families, single adults, and youth who are homeless, as well as programs to prevent homelessness. However, the residents of Nickelsville raise additional issues we as a community have not addressed. We ask that any resolution to this situation take into consideration the values that we as the League and you as the City of Seattle have long championed.

Sincerely,

Denise Smith, President,  
League of Women Voters of Seattle

Vanessa Power, Chair,  
LWVS Social Justice Committee
League of Women Voters of Washington Action Workshop

Each fall the League of Women Voters of Washington (LWVWA) holds an all day action workshop to present and discuss upcoming legislation and plan action according to League priorities. This year, for the first time, there will be workshops in two venues, Bellevue and the Tri-Cities. This is a great opportunity to work and socialize with League members from across the state. Eastside units of the League of Women Voters of Seattle always provide a delicious lunch for the Bellevue workshop, which will be held on November 15 this year. The workshops are open to all; you may use the form printed below to register. For more information, contact the state office at (206) 622-8961 or lwvwa@lwvwa.org.

---

League of Women Voters of Washington

ACTION WORKSHOP 2008

REGISTRATION

Cost: $20
Lunch Provided

NEW THIS YEAR – TWO VENUES!

Choose one or both:

☐ Benton/Franklin Counties, November 8
☐ Bellevue, November 15

Name__________________________________________________________________________
Tel/email_______________________________________________________________________

☐ VISA  ☐ M/C
Card #_______________________________________________________exp. date___________

☐ Check enclosed

Mail to: LWVWA, 4730 University Way N.E., Suite #720, Seattle, WA 98105
### November 4 General Election Ballot Issues and League Positions as of October 10, 2008

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<th>LEAGUE POSITIONS</th>
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<td>No position</td>
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<tr>
<td>Initiative 1029 – Long-Term Care Services</td>
<td>The League of Women Voters of Washington supports I-1029</td>
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<tr>
<th>REGIONAL BALLOT ISSUES</th>
<th>LEAGUE POSITIONS</th>
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<tr>
<td>Proposition 1 – Sound Transit</td>
<td>The League of Women Voters of Seattle supports Proposition 1</td>
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<tr>
<th>KING COUNTY BALLOT ISSUES</th>
<th>LEAGUE POSITIONS</th>
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<tbody>
<tr>
<td>King County Charter Amendment No. 1 Elected Elections Director</td>
<td>The League of Women Voters of Seattle opposes electing the Elections Director</td>
</tr>
<tr>
<td>King County Charter Amendment No. 2 Prohibiting Discrimination</td>
<td>The League of Women Voters of Seattle supports the Nondiscrimination Charter Amendment</td>
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<tr>
<td>King County Charter Amendment No. 3 Regional Committees</td>
<td>No position</td>
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<td>King County Charter Amendment No. 4 Additional Qualifications for Elected Officials</td>
<td>The League of Women Voters of Seattle supports the Qualifications Charter Amendment</td>
</tr>
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<td>King County Charter Amendment No. 5 Establishing Forecast Council and Office of Economic and Financial Analysis</td>
<td>No position</td>
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<tr>
<td>King County Charter Amendment No. 6 Budget Deadlines</td>
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<td>King County Charter Amendment No. 7 Charter Amendments by Citizen Initiative</td>
<td>No position</td>
</tr>
<tr>
<td>King County Charter Amendment No. 8 Nonpartisan Elections</td>
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<table>
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<tr>
<th>CITY OF SEATTLE BALLOT ISSUES</th>
<th>LEAGUE POSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposition 1—Pike Place Market Levy</td>
<td>The League of Women Voters of Seattle supports Proposition 1</td>
</tr>
<tr>
<td>Proposition 2—Parks Levy</td>
<td>No position</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CITY OF SAMMAMISH BALLOT ISSUES</th>
<th>LEAGUE POSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposition 1—Park, Recreation and Athletic Facilities Bonds</td>
<td>The League of Women Voters of Seattle supports Proposition 1</td>
</tr>
<tr>
<td>Proposition 2—Levy Lid Lift for Park Programs and Operations</td>
<td>The League of Women Voters of Seattle supports Proposition 2</td>
</tr>
</tbody>
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<thead>
<tr>
<th>CITY OF BELLEVUE BALLOT ISSUE</th>
<th>LEAGUE POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposition 1—Levy for City Parks and Natural Areas</td>
<td>The League of Women Voters of Seattle supports the Bellevue Parks Tax Levy</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>CITY OF MERCER ISLAND BALLOT ISSUES</th>
<th>LEAGUE POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposition 1—Parks and Open Space Bond</td>
<td>No position</td>
</tr>
<tr>
<td>Proposition 2—Levy for Park Operations and Maintenance</td>
<td>The League of Women Voters of Seattle supports the levy</td>
</tr>
</tbody>
</table>
MEMBERSHIP REPORT

By Kitty Mahon, Membership Chair

New Member Dinner

Thanks to all who attended and helped with the new member dinner on October 2 prior to the ballot issues forum. This last week, even with the competition from the VPOTUS debate, we had nine new members attend. We then went on to a comprehensive and very effective forum on our local issues. The new members attending were: Amanda Berry, Sue Gallagher, Thea Roe, Jillian Jacobson, Theresa LoSchiavo, James Chamberlain, Stasha McBride, Julia Schiller and Eleanor Hoague. Welcome to all the new members.

Martha Jordan, unit leader for Mercer Island, made a presentation on the role of units and how and where they function, and encouraged members to attend the units following the monthly forums. Several committee chairs and board members were also present for the new members to speak with: Ellen Berg, Anita Warmflash, Nora Lee, Beatrice Crane, Maria Brusher and our president, Denise Smith.

Hands who helped to make democracy work, build the League and make dinner happen: Alison Feher, Lael Braymer, Dorothy Swarts, Gail Shurgot, Marian Wolfe, Bonnie Rimawi, Juliet Beard, Kathleen Randall, Jan Orlando, Rosealma Smith, Helen St. John, Beatrice Crane, Martha Jordan, Jayne Freitag-Koontz, Alice Rasp, Jocelyn Marchisio, Connie Reed, Ellen Berg, Allison Feher, Anita Warmflash and Maria Brusher.

At the dinner, the new members were given packets of information about the League and its activities and had a chance to chat with members about the League. The dinner is always a success and provides information about the League while serving as a social event for us as well. If you were not able to attend this month or know someone you would like to invite, save the date for March—Women’s History Month—when we will repeat the dinner and look forward to a lively discussion.

Membership Involvement

The first few months of the League’s year of activities are particularly intense. In August, September and October, committees and members are very busy with: voter registration, review and analysis of ballot issues, preparation for and presentation of the ballot issues forum, speaking engagements on the ballot issues and League positions, election monitoring and, of course, the critical fundraising of the political party and auction on which we rely for our operating expenses. For these activities and the ongoing activities of the various committees and their work, we need the involvement of the membership. We need you, throughout the year.

When dues renewals forms go out, there are several boxes to check indicating interest. Please review these when they arrive and let us know if you have time or would like to volunteer. The Seattle Voter is an excellent publication and strives to update members on various activities. Our website www.seattlelwv.org is also a great way to check in on what’s happening.

Tasks range from envelope stuffing and participation in mailing parties to serving on reading or study committees. The CIS desk (Citizen Information Service—reception) provides an opportunity to learn about the League activities and connect with the community by answering the phone for a few hours a week. Many of you are avid and thorough readers and researchers. If there is an area that appeals to you, please contact the chair of the relevant committee and indicate your interest. Some volunteer tasks take just an hour, while others involve ongoing commitments of many hours, but every contribution is valued and necessary.

When you read the Voter, please take a moment to look at the various committees and the upcoming calendar. We are a volunteer organization and it truly takes many hands to do the work of the League. If you can volunteer some time it would be appreciated. And thank you to the many hands that make up the 842 members of the League of Women Voters of Seattle.
The Consensus Taking Process

Tips for Taking Consensus
Consensus is the process the League uses to reach member agreement on study issues. It is neither a simple majority nor unanimity; instead, it is an overall sense of the group. In other words, consensus results from answers to questions on which members can find common ground and agreement. Group discussion that allows an exchange of ideas and opinions is the preferred way to achieve consensus.

Unit Meetings
In the League of Women Voters of Seattle, the consensus process begins in unit meetings, usually held in a member’s home or a private room in a public facility. Although non-members may attend as observers or visitors, only League members may participate in the consensus process.

Discussion Leader
Select a unit member to be the discussion leader for each issue. If possible, the discussion leader should attend the relevant forum and briefing. The discussion leader does not necessarily need expertise on issues, but should be as objective as possible about the subject. The discussion leader communicates discussion norms (see “Discussion Skills” section below), keeps the discussion focused, gives everyone the opportunity to speak, queries those who have not voiced an opinion, recognizes member agreement and moves on, maintaining the recommended schedule.

Resource Person
Committee or board members serve as experts on background information for the consensus questions. An effort is made to send a resource person to each unit meeting. They will be able to provide factual answers for assigned questions as needed; otherwise, they will not participate in the consensus process. They should make multiple copies of background materials available at the consensus meeting.

Recorder
The recorder is a unit member whose function is to record participants’ responses to questions and to take notes as a basis for comments, if needed. Questions should be answered as written; it is not possible to reach consensus if questions are changed. However, if members of the unit feel that questions are confusing or poorly written, the recorder should include comments to that effect. For yes or no questions, the recorder should record an answer if all members are in agreement or can accept the view of the majority and “no consensus” if members cannot agree on an answer. The recorder should also note how many voting members participated. Although it is not necessary to take a vote, it is useful to know in cases of no consensus whether the group was evenly split, or whether there were only one or two in disagreement.

Discussion Skills
Members should bear in mind that not everyone will have the same opinions. The goal is to identify the issues on which members can find common ground. Suggested norms include:
- Listen thoughtfully
- Keep an open mind
- Do not interrupt
- Speak in turn
- Keep comments short – do not monopolize the discussion
- Differ with dignity – no personal attacks
- Stay focused – no digressions
- No sidebar conversations

Previewing Consensus Question Responses and Allotting Time for Each Question
Members are encouraged to read the questions, which will be published in the Voter, prior to the unit meeting. Discussion leaders are responsible for allowing enough time for each question and sticking to the schedule. If you get bogged down on one question, move on to the next and return to the previous one if time allows.

Local League Consensus Process
After unit discussions, recorders return their unit’s responses to the League Office. A committee from the board compiles the results from all of the units and reports back to the board. If the board determines that there is consensus on any of the questions, it establishes new positions, which are in force until the next Annual Meeting, at which time the membership must approve them. A local League’s consensus on a national issue does not constitute a final LWVUS position and should not be publicized.
Consensus Questions
Sept 10th, 2008

Discussion Questions:
1. Brain research demonstrates the critical importance of the time from birth – three years in a child’s development. What should the state’s role be in providing services to this population? Please be specific.
2. Early care and education quality depends on quality child care workers. How can we provide living-wage salaries for child care workers without increasing the financial burden on parents? Comments, please.

Consensus Questions:
1. Which of the following should the State of Washington fund? Please rate individual programs, 0 = no funding; 1 = partial funding, 2 = full funding.
2. Should Early Care and Education be included in Washington State’s basic education funding formula?
3. Should we support public-private partnerships such as Thrive by Five Washington as a means of expanding the early care system?
4. Collective bargaining between Service Employees International Union and the State of Washington over child care subsidy rates for family child care home providers and other in-home providers produced increased subsidies. Should child care centers collectively bargain with the State of Washington over subsidies?

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Birth through age 3 programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Home visiting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Family, friends, neighbors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Pre-school for ages 3-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Child care programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Programs for parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Quality improvement initiatives</td>
<td></td>
<td></td>
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</tbody>
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Abridged Report

Early Care and Education Of Young Children
Birth to Five

A Report by
The League of Women Voters of Washington
Published by the League of Women Voters of Washington Education Fund

August 2008
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Pictures were provided by:  
A Child’s Place Preschool  
Sound to Harbor Head Start/ECEAP Program

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206-622-4908  
800-419-2596
In 1984, the League of Women Voters of Washington (LWVWA) did a statewide study that focused on licensing child care facilities. In 2005, the League of Women Voters of Seattle (LWVS) did a local area study of early care and education of young children. In 2007, the state convention of the League of Women Voters of Washington authorized a new statewide study of early care and education of young children that would update and expand upon the 2005 Seattle study.

This report is the result of that work. Included are recent changes in early care and education, current research results, the quality and affordability of current care, community-based services, and emerging issues in the field. Because the League of Women Voters focuses on public policy issues, the study includes a discussion of governments’ (especially state government’s) role in this issue.

Some of the questions raised by the study are as follows:

- Which early learning and child care services should be provided? Who should provide them? How will they be funded?
- What are the roles of state and local governments and the private sector?
- Should the focus be on children birth to three, or on preschool and pre-kindergarten age children?
- What is the best way to improve the quality of child care?
- Can a state provide every child access to quality care?

Respectfully submitted,

League of Women Voters Study Committee:
- Pat Dickason (LWV of Thurston County), co-chair
- Margie Reeves (LWV of Thurston County), co-chair
- Lucy Gaskill-Gaddis (LWV of Seattle area)
- Linnea Hirst (LWVWA Liaison)
- Lyz Kurnitz-Thurlow (LWV of Tacoma-Pierce County)
- Ann Rudnicki (LWV of Kitsap County)
- Fran Williams (LWV of Thurston County)

Reading Committee:
- Betsy Greene (LWV of Seattle area)
- Pam Behring (LWV of Spokane County)
- Pat Anderson (LWV of Kitsap County)
- Annamarie Lavieri (LWV of Kitsap County)

Technical Review Committee:
- Billie Young, Technical Assistance Specialist, Region X, National Child Care Information Center
- Karen Tvedt, Christian and Tvedt Consulting, former Executive Director, Early Learning Council, Washington State

Study Design/Layout:
- Ruth Harms (LWV of Thurston County)
- Judith Barnes (LWV of Thurston County)
I. INTRODUCTION

Interest in the status of children from birth to five has exploded among business, community, and government leaders over the last ten years. Welfare reform put more parents in the workforce, thus increasing the need for child care. Recent research shows the vital importance of children’s development from birth to three. Thus, key issues today are early care and the education of children birth to five, reflecting the new understanding that children learn from birth, if not before. Children who are ready for school and schools that are ready for children are key indicators of the child’s future academic and personal success.

In Washington State, early learning is at the forefront of state, community and private efforts:

- The 2005 Legislature authorized The Early Learning Council, part of Governor Gregoire’s Washington Learns, a comprehensive examination of learning in Washington State from birth to graduate school.
- The 2006 Legislature authorized creation of a new state cabinet-level department, the Department of Early Learning (DEL) and creation of a public-private partnership, Thrive by Five Washington, substantially funded by the Gates Foundation and the state.
- Across the state, public agencies and non-profit community organizations are working together to improve early learning opportunities for all children.

Central to any discussion of early care and education is the child. As shown in both the brain research and long term studies, the ages from birth to five are critical for the development of a child’s social, emotional, cognitive, and physical skills. A child’s parents are the most important and primary resource for this development. However, many parents rely on others to help care for their child. This study offers examples of resources and programs that give parents and other caregivers knowledge and skills to care for the growing child.

Community agencies, child care providers, private organizations, and public agencies are all part of the “child care system.” There is no clear statement of responsibility of each in this effort to support parents. This support varies by community and by the financial ability of parents to provide care for their children. Communities across the state are attempting to integrate the efforts of all the players in order to provide services to families in an efficient and productive way. Key issues include the quality of early care and education of young children and access to high quality care.

Across the country, state governments play a major role in providing preschool to children, with emphasis on those families with limited means and with special attention to pre-kindergarten for four year olds. Government and other public-private agencies are leading the efforts to improve quality, but many agencies are looking to the state to provide more funds for these efforts. Whether this is possible is a key issue for state legislatures. There is ongoing debate about how much and for whom the state should provide these services.
II. EARLY CARE AND EDUCATION SYSTEM

The Washington State early care and education “system” is not hierarchal. It more nearly resembles a garden, with different types of plantings. In some places it is vigorous, and in other spots it is sparse. At the heart of this system is the child and his/her parents or caregivers. Surrounding the child and parents are system pieces—state agencies, tribal entities, federal programs, state legislators, local elected officials and agencies, statewide and local foundations, institutes, funding sources, statewide and local stakeholders, and direct care providers. The system includes federal, state, and local funding, national, state, and local foundations, tribal funding, and direct parental payments to providers.

Choices for Early Care and Education of Young Children

One of the most important decisions parents make is choosing early child care. Children receive care in a wide variety of settings—parental care, informal care by family, friends, and neighbors (FFN), nannies, unlicensed care, state-regulated licensed child care centers and family child care homes, parent cooperatives, preschools, preschool special education programs or pre-kindergarten programs such as Head Start and Early Childhood Education and Assistance Program (ECEAP). Parents can obtain consumer information from multiple sources, including family and friends, resource and referral agencies, and the Department of Early Learning (DEL). DEL regulates licensed child care centers and family homes.

According to Washington Kids Count, 472,275 children ages birth to five lived in the state in 2005. In 2006, an estimated 166,980 children (birth to twelve) were in care in licensed child care centers or family child care homes. Most families pay for child care privately.

Types of Child Care (based on most recent data available)

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Numbers in Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Center (licensed by DEL)</td>
<td>Centers provide both full-time and part-time care. Children are grouped by their ages. Many take infants and provide care up through kindergarten. Are not in residences.</td>
<td>125,100 children received care in 2006.</td>
</tr>
<tr>
<td>Family Child Care Homes (licensed by DEL)</td>
<td>Care in the home of the provider, both full-time and part-time. Children are in mixed age settings, with a maximum of 12. Depending on the age and number of children an assistant may be required.</td>
<td>41,900 children received care in 2006.</td>
</tr>
<tr>
<td>Family, Friend and Neighbor Care (FFN)</td>
<td>Variety of options: Care provided by relatives, friends or other unregulated caregivers in the neighborhood or community where parents live or work. Many families may use this as their primary care or use it in addition to licensed care.</td>
<td>Unknown</td>
</tr>
<tr>
<td>Pre-Kindergarten Programs (might be licensed if part of a center/family child care home)</td>
<td>For 4-5 year olds. Can be part of a preschool, a childcare center, or a program operated by a school district.</td>
<td>Unknown</td>
</tr>
<tr>
<td>In Home Care by a Nanny (unlicensed)</td>
<td>Nannies are hired to come to the home or may live with the family; others come during the times when the family needs care.</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
Aspects of the Early Care and Education System

The system includes federal and state agencies working to fund and support early care and education efforts as well as the resource and referral network and its member agencies, colleges and universities, various foundations and institutes, business groups, and the statewide Educational Service Districts. In addition, there are multiple stakeholders and advocates interested in early care and education. State agencies and other stakeholders adopted Kids Matter as the systems “framework” in 2005. Kids Matter focuses on four major goal areas: access to health insurance and family doctors; mental health and social-emotional development; early care and education/child care; and parenting information and support. (See Appendix C)

Federal Funding and Support

The federal Department of Health and Human Services (HHS) allocates funding, offers training and technical assistance, and monitors compliance with federal program and fiscal requirements. HHS Region 10 staff actively work with state and local entities. HHS funds early learning and child care in Washington State by allocating funds in several categories: Head Start/Early Head Start; Temporary Assistance for Needy Families (Welfare); Child Care Development Fund; Individuals with Disabilities Act; Child and Adult Care Food Program; and Tribal Entities. While most of these funds are passed on to state agencies for allocation, HHS distributes Head Start/Early Head Start funds directly to local programs.

Major State Agencies Involved in Early Learning

<table>
<thead>
<tr>
<th>Name:</th>
<th>Functions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Department of Early Learning</strong></td>
<td>Lead state agency responsible for early learning and child care. 2009-2011 budget: $363 million. $140 million from state general funds. Agency administration: $25 million; Licensing: $22 million; Quality Initiatives: $58 million; Child Care Subsidies $147 million; Early Learning (ECEAP) $111 million.</td>
</tr>
<tr>
<td><strong>Office of Superintendent of Public Instruction (OSPI)</strong></td>
<td>Manages the Child and Adult Food Program and the Individuals with Disabilities Education Act (IDEA) program.</td>
</tr>
<tr>
<td><strong>Department of Social and Health Services (DSHS)</strong></td>
<td>Manages the Infant/Toddler Early Intervention Program (ITIEP) and manages the Working Connections child care subsidy program.</td>
</tr>
<tr>
<td><strong>Department of Health (DOH)</strong></td>
<td>Maternal Child Health Division administers Healthy Child Care Washington (HCCW).</td>
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</table>

Washington State Child Care Resource and Referral (R&R) Network And Local R&R Agencies

The Resource and Referral Network coordinates the work of 11 regional community resource and referral network agencies. The local agencies provide child care referrals for parents, offer training and support to child care providers, highlight local efforts to support and enhance local child care and early learning efforts, work with business by developing child care programs to benefit employees, and provide in-depth data and analysis on child care supply and demand.

Four Year Colleges, Universities, and Community Colleges

Child care for student-parents at higher education institutions is a critical service. The Child Care Grant program promotes high-quality, accessible and affordable child care for
students at public colleges and universities. Students, however, provide the majority of financial support for campus child care.\(^{12}\) Higher education institutions also provide advanced education for child care providers; campus child care facilities are often practicum sites. Community colleges also offer parent cooperative preschools and parenting classes.

**Educational School Districts (ESD)**

Educational Service Districts are regional educational service agencies. Created by the state Legislature, the nine ESDs are primarily support agencies for school districts and deliver educational services regionally. Four of the nine ESDs are grantees for Head Start and ECEAP funds, contracting with providers to offer these programs. Two ESDs are pilot sites for *Thrive by Five Washington* early learning demonstration community projects—Puget Sound ESD 121 in White Center and Yakima ESD 105 in East Yakima.

<table>
<thead>
<tr>
<th>Name, Date Established</th>
<th>Focus</th>
</tr>
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<tbody>
<tr>
<td><strong>Foundation for Early Learning, April 2000.</strong></td>
<td>Plays a key role in developing community-based initiatives that support parents as their children’s first teachers and programs to ensure that all children have access to high-quality child care. (^{13})</td>
</tr>
<tr>
<td><strong>Talaris Research Institute 2000</strong></td>
<td>Supports parents and caregivers in raising socially and emotionally healthy children(^{15})</td>
</tr>
<tr>
<td><strong>Comprehensive Health Education Foundation (C.H.E.F. ®) 1974</strong></td>
<td>Helps people and communities improve the quality of their lives through health education. Has developed three comprehensive early childhood programs. (^{16})</td>
</tr>
<tr>
<td><strong>Institute for Learning and Brain Science (I-LABS) University of Washington 2003.</strong></td>
<td>Conducts innovative interdisciplinary research on lifelong learning and the brain. Dedicated to discovering the fundamental principles of human learning that will enable all children to achieve their full potential. (^{17})</td>
</tr>
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</table>

A listing of representative stakeholders and advocates is found in Appendix D.
III. RECENT CHANGES IN EARLY CARE AND EDUCATION

Washington Learns

The Washington State Legislature established Washington Learns and The Early Learning Council in 2005 to conduct a “comprehensive review of the state’s entire education system, from early learning through K-12 and post-secondary education.” In July 2006, The Early Learning Council issued The Early Learning Council Proposal to the Steering Committee, Five “Big Ideas.” These ideas create the underpinnings of the early learning and child care system in Washington State and are goals that various parts of the system are working to implement. The ideas are: 1) Support parents as their child’s first and best teachers; 2) Refocus and change public perceptions about education for children birth through ten; 3) Provide fair, sufficient, and stable funding for early education; 4) Support early educator professional development, compensation, and competency; and 5) Build community-level capacity in support of the “Learning to Learn” years.

The Washington Learns report, issued in November 2006, recommends specific strategies to improve the system of early learning. They include: 1) Create a cabinet-level Department of Early Learning that reports to the Governor and is accountable to the public (implemented in July 2006); 2) Support public-private partnerships focused on engaging the public and improving the quality of early learning (Thrive By Five Washington created in 2006); 3) Make voluntary parenting information and support readily available to parents, grandparents, and other caregivers; 4) Improve the safety and well-being of children in child care and early education programs; 5) Phase in a five-star voluntary rating system that gives parents better information about the quality of child care and early education programs, and expands the availability of high-quality early learning opportunities.

Early Care and Education in a Changing Economy

Economic and social changes in society make it difficult for parents to be the primary teachers of their children during the pre-school years. In 2008, almost 279,000 Washington children under the age of 6 needed some form of early care because their parents worked. The number of children living under the poverty level highlights the economic pressures on these families—463,000 children under age 18 are living below 200% of the poverty level. Of these, almost 18% are under the age of five. (See Appendix E.)

The level of economic distress is not evenly distributed throughout the state. Using 2001 data, an analysis by Came and Gardner that considers local costs shows “For families with young children in the more rural areas of the state, more than half …are in families where the income is not… self-sufficient.” Came and Gardner also noted that poverty, or low economic self-sufficiency, among parents of young children is common because the parents themselves are also young and have not reached their full wage-earning potential. Based on these combined factors, many families require some form of subsidy for early care for their children.

In 2003 the Northwest Finance Circle reported that the child care industry is vital to our economy, and supports the workforce and small businesses by making employment possible for parents. There were 30,600 child care employees earning $566 million:
spending these wages generated $1.64 billion in sales.

**Current Brain Research**

According to *The Scientist in the Crib: Minds, Brains and How Children Learn*, “Everyone should be interested in understanding children because the future of the world, literally, depends on them….But getting public policies about children right depends on getting the science right…. If citizens and voters are going to make the right political decisions about children, they need to understand what science tells us (and what it doesn’t).” 23

The Committee on Integrating the Science of Early Childhood Development, formed by the National Academy of Sciences, National Academy of Engineering, the Institute of Medicine, and National Research Council, met from 1998-2000. The committee had two complementary agendas: How can society use knowledge about early childhood development to maximize the nation’s human capital and ensure the ongoing vitality of its democratic institutions? How can the nation use knowledge to nurture, protect, and ensure the health and well being of all young children as an important objective in its own right, regardless of whether measurable returns can be documented in the future?24

The Committee reviewed extensive multi-disciplinary research from before birth through the first day of kindergarten. Their conclusions support those of many other researchers:

- The course of development can be altered, in early childhood by effective interventions that change the balance between risk and protection, thereby shifting the odds in favor of more adaptive outcomes.

At the University of Washington, Drs. Andrew Meltzoff and Patricia Kuhl established the Institute for Learning and Brain Sciences (I-LABS) in 2005 to research aspects of brain development. Dr. Meltzoff says that learning before three is hugely important, but agrees that our brains do not stop developing at three. Brain research tells us to nurture young children, to touch them, to talk to them, to read to them, to sing to them, to dance with them.

John Bruer, the author of *The Myth of the First Three Years: A New Understanding of Early Brain Development and Lifelong Learning*, makes a case against the zero to three focus. He claims that we are wired for life-long learning, and feels that the zero to three focus over-emphasizes infant and toddler nurturing to the detriment of long-term educational and parental responsibilities. Yet, he does agree that critical periods exist in brain development.25

The Committee on Integrating the Science of Early Childhood Development concludes that all children are born wired for feelings and ready to learn; early environments matter and nurturing relationships are essential; society is changing and the needs of young children are not being addressed; interactions among early childhood science, policy, and practice are problematic and demand dramatic rethinking. What happens during the first months and years of life matters a lot because it sets either a sturdy or fragile stage for what follows.
Three Studies of Long Term Early Care and Education

Three long-term studies have followed the recipients of quality early learning programs through their teen and adult years. These studies include rigorous documentation, a large sampling, and followed standard procedure for longitudinal studies. They are as follows:

- Child-Parent Center Program from Chicago, Illinois, a study that included over 1400 participants.
- The High/Scope Perry Preschool study from a Michigan school district.
- Age 21 Follow-up Executive Summary, Early Learning, Later Success: The Abecedarian Study from North Carolina. A study of direct services to children in infancy.

All three programs involved a large percentage of at-risk low-income children, the majority of whom were non-Caucasian. The programs emphasized early literacy, parent education, and parental involvement. They provided well-trained teachers and staff, child health screening, family social services, and transition assistance between preschool and elementary school.

These studies demonstrate the benefit of providing all families in our communities with the education and resources they need to ensure that all children do better in school and have more successful lives. Cost benefits averaged around $6.50 for every public and private dollar spent. Society also benefits through savings on school remedial services, increased tax revenues, and averted crime victim costs.
IV. QUALITY OF EARLY CARE AND EDUCATION

“The most essential components of quality early learning and care are the commitment, education, experience and continuity of the teacher.” 28 In studies done on the success of early learning programs, the key phrase is high quality. These studies show that certain characteristics ensure high quality: an appropriate adult-child ratio, adequately compensated staff well trained in child development, developmentally appropriate curriculum and activities, primary emphasis on meeting individual needs of children, and parental support. Currently, efforts are underway to help raise early care and education quality: 1) help for child care centers and family child care homes to be accredited; 2) development of a quality rating system to help parents choose care; 3) higher government reimbursements for higher quality of care (tiered reimbursements); and 4) support for child care teachers to get more education and higher wages.

Accreditation

Accreditation involves certification by a nationally-recognized group. Key criteria for accreditation are staff qualifications, staff-child ratios, materials appropriate to age of children, and teachers’ relationships with the children. The National Association for the Education of Young Children (NAEYC) accredits child care and school-age centers nationally, while the National Association for Family Child Care (NAFCC) accredits family child care homes. Accreditation is a complex and costly process, involving self-study, observation, and staffing criteria above that of licensing regulations. Few centers and homes in Washington State are accredited at present. Child Care Resources in King County provides help with accreditation costs; no other agency does.

Quality Rating Systems

A quality rating improvement system (QRIS) is a voluntary system that rates the quality of licensed early care and education programs. Programs are rated on different levels usually beginning with licensing as the first level, and established national standards or national accreditation as the top level.

The 2006 Legislature gave DEL responsibility for implementing QRIS based on the development work done by The Early Learning Council, and allocated $5 million for development costs. In 2008, DEL chose five QRIS pilot sites:

- Vancouver (Education Service District # 112)
- Bremerton (Olympic Educational Service District # 114)
- Yakima (Thrive by Five Washington – East Yakima Early Learning Initiative)
- White Center (Thrive by Five Washington-White Center Early Learning Initiative)
- Spokane (Washington State University)

Preliminary results from the pilot work will be reported to the legislature in December 2008.

Tiered Reimbursements

Currently, DSHS is funding a Tiered Reimbursement pilot program in Eastern Washington. Tiered reimbursement rewards child care centers in Spokane County and family homes in Northeast Washington that
are of higher quality. Participants must be working toward accreditation, and at least 25% of children enrolled must receive subsidies. When a program is accepted into a formalized accreditation process, it will receive higher subsidy reimbursements to complete the accreditation process.

Professional Development

In 1997, the Washington State Legislature allocated funds to establish an integrated State Training Approval and Registry System (STARS) for all child care providers. DEL contracts with the Washington Association for the Education of Young Children (WAEYC) to administer the STARS program.

Providers are trained through STARS-approved community agencies, colleges, and local child care resource and referral agencies. A provider can receive a national Child Development Associate credential (CDA) after completing this community training. Community colleges recognize the CDA with twelve college credits as an intermediate step to earning an Associate Arts Degree (AA). Washington Scholars for Child Care Professionals subsidizes tuition for providers for programs in early childhood education at community and technical colleges.

QUALITY OF EARLY CARE AND EDUCATION

Thirty-one community and technical colleges offer early childhood education programs. Eleven have strong matriculation agreements with state and private four-year colleges and universities so that students may continue their education. In 2006-07, Washington’s community and technical colleges enrolled 3,739 students in early childhood education certificate and degree programs.29 In 2007, the legislature funded a new Early Childhood Apprenticeship program through DEL, partnering with Clover Park Technical College. Students earn credits through on-the-job training and course work at the college to obtain a certificate in the categories of Child Care Associate I, Child Care Coordinator/Associate II, and Education Paraprofessional.

Career and Wage Ladder Projects

The 2006 Licensed Child Care in Washington report stated that the average teacher’s hourly pay is $10.50 and that of a teacher’s aide is $8.82. By contrast, a living wage job pays $18.60 hourly.30 To counteract the problems of low wages and high turnover, the state piloted a career and wage ladder project for three years, 2000 - 2003. A primary goal of the pilot program was to create financial incentives for child care center staff to gain greater academic and professional education. At the end of the program, participating staff had higher levels of education than those who had not participated. Many continued their education, acquiring a CDA or an AA in Early Childhood Education. The program evaluation found that participating staff at centers did stay longer. The 2006 state budget included $1 million for the Career and Wage Ladder Project which allowed those centers formerly participating to reinstate the program. The 2007-09 state budget included a $1 million increase for the program.

Early Learning Benchmarks

Benchmarks are “clear, specific descriptions of knowledge or skills that can be supported
through observations, descriptions, and documents of a child’s behavior and by samples of a child’s work.”31 In Washington State, early learning and development benchmarks are tools to help parents and caregivers better understand and support children’s development. They are meant to help measure school readiness. The individual goals within the Washington benchmarks content areas are linked to curriculum goals set by Early Head Start, Head Start, and OSPI programs. Standards have been established in five child domains:

- Physical Well-Being, Health, Motor Development
- Social and Emotional development
- Approaches Toward Learning
- Cognition and General Knowledge
- Language, Literacy, and Communications

Benchmarks should be used as a guide only and are designed to take into consideration the socio-economic, geographic, and cultural differences that exist in the birth to five populations.32 DEL and OSPI are amending the benchmarks to include culturally relevant practices.

V. CHILD CARE AFFORDABILITY

Child care, and especially the cost for infant care, is expensive and a major expense for parents. According to the July 2008 report on child care costs from the National Association of Child Care Resource and Referral Agencies (NACCRRA), the average annual cost in Washington State for full time infant care ranged from $8,424 in a family child care home to $12,000 in a child care center. For a 4 year-old, the cost was $7,140 to $8,804 respectively.33

Most parents pay the cost of care, as government assistance is only available to eligible low-income parents on a sliding fee basis. The 2008 Washington State cost for infant care represents 50.6% of income from a single parent of median income. For a 4 year-old, the cost would be 37.1% of income. The price of child care has risen faster than inflation. Nationally, the rate of increase is 6.5% for infant care and 5.2% for a 4 year-old. These increases are roughly twice the rate of inflation.34

**Washington State Child Care Subsidies**

Washington State subsidies for child care are available on a sliding fee scale for families who apply for child care subsidies, whereas many other states have waiting lists. Families with incomes up to 200% of the Federal Poverty Level (FPL) are eligible for state subsidies. All families who receive subsidies are required to pay a co-payment. The monthly co-payment for a family of three ranges from $15 to $443 based on the total family income.

In 2006, 36,198 Washington State families and 60,820 children received state subsidies per month-- 51% in child care centers (31,000 children), 28% in licensed family homes (17,000 children), and 21% in unlicensed family, friend and neighbor care (13,000 children). State subsidized child care is funded largely by a blend of federal dollars along
with some state general funds. Working Connections, in DSHS, administers these funds, but subsidy policies are developed by DEL. 

**Market Rates for Child Care Subsidy Programs**

Federal regulations require states to tie child care subsidy rates to the amount that child care providers charge families who pay privately. Washington State University conducts a survey of child care providers every two years to determine what parents currently pay for child care. DEL uses that information to set the child care subsidy rate in different regions.

When a child care provider cares for a child receiving state subsidy, providers charge the parents the program’s usual private rate or the child care subsidy rate, whichever is less. Subsidy payment rates for child care vary depending on where the family lives, amount of care needed, type of care, and child’s age.

State subsidies are generally much lower than the rate that providers charge private paying parents. This low subsidy rate tends to decrease revenues for the providers and further reduces the access for children to quality child care programs. In the mid 1990s the subsidy rate was at the 75% percentile, as required by the federal government. This means that eligible parents could access only 75% of the child care facilities. After welfare reform in 1996, Washington State chose not to fully implement the results of its market rate studies, and provider reimbursements have not kept up with what providers charge their private paying families. Subsidies are closer to the 38th percentile. Access to good, quality child care is problematic for many families because some providers do not accept, or limit, the number of children whose care is subsidized by the state.

**Union Impact on Child Care Subsidies**

In 2007, the Service Employees International Union (SEIU) achieved a collective bargaining contract between Washington State and family child care home providers. The contract focused on increasing state subsidy rates. In the first year, subsidy rates increased by 10% for licensed family home providers. As well, there was an hourly wage increase for unlicensed providers. Based on this contract, the state voluntarily paid the child care center providers the same increase in subsidy rates in order to achieve parity between homes and centers.

In the 2008 legislative session, the Washington Educators in Early Learning, in collaboration with the American Federation of Teachers and the Washington Education Association, lobbied with SEIU for a collective bargaining agreement for child care centers. The measure failed because the House and the Senate could not agree on the budget. This issue will probably come up again in the 2009-2011 legislative session.
VI. COMMUNITY-BASED SERVICES

Programs for Parents

Communities throughout the state are working to increase parental involvement in the literacy of their children and to address parenting issues. Some examples include:

1. Support to Parents at Home

Home visitor programs have proved a successful form of intervention, not just as a way to facilitate early learning, but also to address a wide range of parenting issues, such as improved pre-natal and post-natal health.

Several communities are conducting outreach to parents of newborns in order to offer them literacy materials. An example is the Parent-Child Home Program which serves low income families with two to three year olds through twice-weekly visits by trained home visitor for ten months a year, for two years. The program provides the child with books and developmental toys, and the home visitor models interactive activities for the parents. Research has shown that children participating in this program graduate from high school at a higher rate than a comparable group that had not received this intervention.35

2. Play and Learn Groups

Twenty or more communities throughout the state offer some form of Play and Learn groups. The primary audience for these groups consists of family, friends, and neighbors. The groups offer developmental information, model appropriate ways of interacting with children, and then give participants an opportunity to practice these skills.

3. READY! For Kindergarten

Operated by the Kennewick School District, the READY! For Kindergarten program consists of 15 different lessons, three sessions a year, for each year, birth to five. Parents are divided into classes based upon the age of their children. Spanish language classes are available. READY! For Kindergarten requires a substantial investment of time and resources. Over 6500 parents have attended since the program began, with approximately 1000 in each session.

4. Mothers of Preschoolers (MOPS)

MOPS began in 1973, when eight women formed a group to socialize and share information regarding the care and education of their pre-schoolers. Since then, the organization has spread to 3900 different groups around the world. MOPS groups are chartered through faith-based organizations.

Community Integration of Services

A 2008 survey of early childhood initiatives listed eighteen local community initiatives with participants from 23 of Washington’s 39 counties. These local communities have joined together to foster coordinated, collaborative work on early childhood issues across the
state. They exist to expand early learning programs and services that serve children from birth to five. Following are examples of these integrated efforts, which are representative of efforts to expand the availability, accessibility, and quality of early childhood programs.

**City of Seattle Early Learning Networks**

Funded by a Families and Education property tax levy, Seattle has programs designed to improve academic achievement and reduce students’ achievement gap. The early learning area includes Early Learning Networks which are focused in two geographic areas: southeast and southwest neighborhoods in Seattle. The aim is to provide a comprehensive set of services to children from birth to five, with the goal of having students ready for kindergarten when they enter the public schools.

**Thrive by Five Washington**

*Thrive by Five Washington* (TB5) is a statewide public-private partnership that “champions the improvement of early learning opportunities for every child.” Funding for TB5 comes from the Bill and Melinda Gates Foundation, other private foundations, businesses, and public agencies. Created in 2006 by the State Legislature, TB5 has become a major catalyst in funding improvements in the areas of preschool, parenting education, child care, and other early learning activities. TB5 works closely with DEL and OSPI to coordinate and complement activities when possible. TB5 focus areas are developing promising materials, parent and community outreach, creating statewide systems and policies, and supporting Thrive Communities (the first two are in White Center and Yakima.)

**White Center, an unincorporated area in King County, borders West Seattle. The White Center Early Learning Initiative (WCELI) will build on existing services and join with community partners to achieve its goal of providing high quality early learning opportunities for families and children. WCELI also hopes to demonstrate that a coordinated system of high quality early learning services will create success for children that can inform and advance the availability of similar services across the state. The plan for WCELI was developed with significant community input through a Community Advisory Committee and public meetings.**

In Yakima County, parents are the driving force of the coalition which makes up the East Yakima Early Learning Initiative (EYELI). Supported by funding from the Gates Foundation and TB5, EYELI began in 2006 by holding community meetings and by surveying parents regarding which early learning services were important to them. EYELI is now in the early stages of developing a stand-alone facility to house its Early Learning Center.

**Other Community Initiatives**

There are community programs in Clark County (SELF – Support for Early Learning and Families), and Pierce County (Pierce County Early Learning Consortium). Bremerton has an Early Childhood Care and Education Partnership, and also began offering free all-day kindergarten to all children in the district, in 2006. Tacoma School District became the second to offer free all-day kindergarten to all in September 2008.
VII. EMERGING ISSUES

State-Funded Preschools

Forty states fund preschool programs. The biggest increase in preschool education comes from these programs. The primary focus has been on pre-kindergarten for four year olds, but interest in serving three year olds is increasing. The federal government funds Head Start programs; some states provide additional funds to these programs. In 2006-07, more than a million children attended state-funded preschools, making states the biggest source of public pre-kindergarten. Thirty-two percent of all 4-year-olds in the nation attended state pre-kindergarten programs. Total state spending also increased, with the per child average spending rising to $3,642.

The top ten states supporting pre-kindergarten now serve more than one-third of all four-year-olds. Oklahoma, Florida and Georgia have more than half of four-year-olds in state pre-k programs. California, Florida, Massachusetts, and New York have universal pre-k as a goal, but have not appropriated sufficient funds to achieve high rates of enrollment. All of these preschools are provided on a voluntary basis to parents.

Washington State funds ECEAP, which is modeled after the federal Head Start program. Services include health and nutrition screening and assistance, and parent and family support, along with preschool for 3 and 4 year olds. By 2009, there will be 8,226 slots for children, at an annual cost of $55 million.

Universal vs. Targeting as Basis for Funding Preschool

Because of the cost associated with providing preschool to 3 and 4 year olds, many states have targeted their efforts at enrolling children living at 100-300% of the federal poverty level. Other states try to provide preschool for all children (universal). There are pros and cons to both approaches:

Targeting Advantages:

Programs that target children from low income families are shown to provide more benefit with lower costs to the public, because these children tend to be behind in cognitive and social skills needed for school readiness. There is some belief that the public will pay for services for people with the greatest need but might not be willing to pay for people who could afford to pay themselves.

Universal Advantages:

Advocates for state-funded preschool for all children counter that children of all incomes need preschool to ensure school readiness. Targeted programs do not cover all of the children eligible. Head Start is estimated to provide services to only 60% of those eligible. They also assume that universal programs engender more public support because of the larger, more influential population that benefits from the programs, in spite of the
greater costs. As well, some feel that children benefit from being in more heterogeneous classes.

National Institute of Early Education Research studied the “return on investment” of money spent on preschool. Their 2006 report shows that with universal preschool fewer children will drop out of school, there will be fewer grade retentions, and less need for special education. A better-educated workforce earns more money and pays more in taxes. There would be less criminal activity, a reduction in health and welfare costs, and more parents in the workforce if children are in school earlier.

These results suggest that any improvement in school readiness conveys major cost savings throughout the school and work life of those who receive the services. Another assumption is that if the state provides universal preschool, the state could mandate higher quality and standards for all preschool providers. Universal preschool also eliminates the need to determine eligibility and is likely to include more children. The key factor limiting universality is the ability of states to fund universal preschools.

Funding Sources for State Pre-Kindergarten

With the increased demand for and popularity of pre-k programs, states are seeking sustainable funding sources to meet the demand. Most states use general revenues although these funds depend on states’ economic health.

Other sources of revenue include:

- General revenues tied to school funding formulas: Eleven states include pre-k in their K-12 funding formula, which assures dedicated funding. However, some states require a local match for these funds.
- Lottery, gaming, tobacco revenues: Seven states use revenues from these sources, although they are all considered regressive taxes, which, some say, promote “sinful behaviors.”
- Public-Private Partnerships: Six states, including Washington (Thrive by Five), use state revenues in conjunction with private funds.

While public funding has increased substantially in the last few years across the country, and pre-k has become a top priority for governors, most states are still seeking additional sources of funding to increase both the availability and the quality of preschool programs.

The Global Challenge States

The Washington Learns report proposed a new benchmark in judging how Washington’s educational system compares with other states that are part of the new global economy. It compared Washington’s educational system to “Global Challenge States such as California, Colorado, Connecticut, Maryland, Massachusetts, New Jersey, and Virginia.” Preschool education was not included in the Washington Learns report. However, these Global Challenge states will be used here for comparative purposes for state-funded preschool education. The National Institute for Early Education Research (NIEER) yearbook for 2006-07 has extensive information on each state. The key indicators follow.
## STATE FUNDED PRESCHOOL

<table>
<thead>
<tr>
<th>State (2006-07)</th>
<th>Total Enrollment</th>
<th>3 year olds</th>
<th>4 year olds</th>
<th>3 year olds</th>
<th>4 year olds</th>
<th>State Spending per Child</th>
<th>State Rank for Spending</th>
<th>Number of Benchmarks Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>84,666</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>24</td>
<td>$3,486</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>CO</td>
<td>14,147</td>
<td>3</td>
<td>15</td>
<td>11</td>
<td>22</td>
<td>$2,047</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>CT</td>
<td>8,532</td>
<td>4</td>
<td>16</td>
<td>9</td>
<td>18</td>
<td>$7,707</td>
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<td>6</td>
</tr>
<tr>
<td>MD</td>
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<td>7</td>
</tr>
<tr>
<td>MA</td>
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<td>$3,681</td>
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<td>6</td>
</tr>
<tr>
<td>NJ</td>
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<td>0</td>
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<td>$3,577</td>
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<td>16</td>
<td>29</td>
<td>$6,010</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

All of these states have income requirements for enrollment, even if their goal is to have universal preschool education. States such as Washington, California, and Colorado have either expanded their enrollments in 2007-08 or will in 2008-09. New Jersey is working on a new funding formula to include all 3 and 4 year olds in school districts with a high concentration of at-risk students. Massachusetts Universal Pre-K began in 2006-07 and will increase funding this coming year.

### Kindergarten Readiness

In 2008, the Department of Early Learning was funded by the legislature to develop a kindergarten readiness assessment tool, sensitive to cultural and socioeconomic differences in child development. DEL was asked to collaborate with OSPI, TB5, and other entities to study and make recommendations to the legislature by December 15, 2008.

**Washington State Basic Education Finance Study**

While Washington State has moved forward to support early care and education, the State Basic Education Act does not include early learning. Currently, the Basic Education Finance Task Force is tackling the issues of defining and financing basic education for K-12. Members of the task force have also been discussing whether to include early learning in its mandate. Their final report is due in December 2008. Whatever the final result, the 2009 legislative session will consider the conclusions of the report. The State Budget has not yet addressed how to pay for expanded early learning services.
VIII. CONCLUSION

This study has briefly examined many of the programs and issues related to the education and care of young children. Given current brain research knowledge and the longitudinal studies described in this study, it seems clear that children ages birth to five need informed support from parents, caregivers, and the broader community.

Some of the questions raised by the study are

- Which early learning and child care services should be provided? Who should provide them? How will they be funded?
- What are the roles of state and local governments and the private sector?
- Should the focus be on children birth to three, or on preschool and pre-kindergarten age children?
- What is the best way to improve the quality of child care?
- Can a state provide every child access to quality care?

These questions will be the focus of community and governmental discussions for the next few years.
Appendix A. Brain Growth versus Public Expenditure On Children Age 0-18

This chart illustrates the differences in the timing of brain development versus public spending on children. As we illustrate here, the path of brain development as a child ages is one indication of the dramatic maturational events occurring in the early phases of child development. Research demonstrates that the human brain achieves approximately 85 percent of its adult size by age 2 and one-half years, and 90 percent of total growth by age 3. This period of brain growth corresponds to the young child’s acquisition of important developmental milestones, including emotional regulation and attachment, language development, and motor skills. This increase in brain size occurs not through the addition of new brain cells but as a result of changes in cell size and maturity and in the complexity of connections between the brain cells present at birth. Although the brain reaches its full adult size in adolescence, it retains some degree of malleability through adulthood as the environment continues to shape the connections between cells. However, the highest level of plasticity and responsiveness to environmental influences occurs in the earliest ages.

The second curve shows the cumulative percent of total spending on children through age 18 that is attained at each age based on data for 1992. For example, 8 percent of all public spending (by the federal, state, and local governments) that will be spent on the average child has occurred by age 5, one-quarter of the time spent in childhood. Per child public spending averages about $1,472 per year (in 1992 dollars) for children through age 5. This includes expenditures on programs such as early childhood development, welfare programs, and health care. For children age 6 to 18, public spending averages $6,567 per child per year (in 1992 dollars). The increase is due primarily to expenditures on primary and secondary schools. Other public expenditures at those ages include funds for criminal justice, youth employment, and other youth programs.

The relationship between the two curves in the chart poses a challenge for policy makers: What is the optimal time-profile of public spending on children? At what age and in what form would public expenditures on children have the greatest return for the investment? 42
Appendix B. Findings from High Scope Study

**Figure 1.** Major Findings to Age 40, High/Scope Perry Preschool Study

<table>
<thead>
<tr>
<th>Category</th>
<th>Program group</th>
<th>No-program group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for school at 5</td>
<td>67</td>
<td>28</td>
</tr>
<tr>
<td>Committed to school at 14</td>
<td>61</td>
<td>38</td>
</tr>
<tr>
<td>Basic achievement at 14</td>
<td>49</td>
<td>15</td>
</tr>
<tr>
<td>High school graduate</td>
<td>77</td>
<td>60</td>
</tr>
<tr>
<td>Earned $20K+ at 40</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Arrested 5+ times by 40</td>
<td>55</td>
<td>36</td>
</tr>
</tbody>
</table>

*Source: Schweinhart and others 2005.*
Appendix D. Representative Stakeholders and Advocates

The Collaborative
Coalition of statewide early learning and after school organizations representing the direct service providers and the families and children whom they serve.43

Early Learning Advocates Table
Coalition working to develop and implement a long-term policy advocacy vision and plan for a high quality early learning system in Washington.44

Children’s Alliance
Statewide child advocacy organization. Champions public policies and practices that deliver the essentials that kids need to thrive - confidence, stability, health, and safety.45

Children’s Home Society
Offers early childhood programs in Eastern Washington and in King County. Advocates for early learning issues statewide.46

United Way of Washington
Encourages and assists 27 local United Ways in their efforts to help people care for one another. Coordinates statewide Born Learning campaigns, a national parent-information campaign.47

Docs for Tots
Collaborates with public and private partners to increase doctors' awareness about and involvement in efforts to enhance early learning opportunities for children and families in Washington State.48

Fight Crime, Invest in Kids
Bipartisan, non-profit law enforcement leaders advocating for programs proven to keep kids from becoming criminals in the first place.49

League of Education Voters
Grassroot advocates lobbying at the state level; supports early learning and child care issues. 50

Service Employees International Union
Bargains for rate increases, health insurance benefits, and training opportunities for family child care homes. Lobbies at the state level in support of early learning issues.51

Washington Educators in Early Learning (American Federation of Teachers and Washington Education Association)
WEEL believes that the link between high-quality child care and the working conditions and wages of child care providers are key to high-quality, stable early learning.52
### Appendix E. Federal Poverty Level Chart

<table>
<thead>
<tr>
<th>Family Size</th>
<th>100%</th>
<th>185%</th>
<th>200%</th>
<th>250%</th>
<th>300%</th>
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<td>10</td>
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<td>$85,600</td>
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Appendix F. State Agencies

The Department of Early Learning (DEL)
(formed July 1, 2006.) Combined Division of Child Care and Early Learning from Department of Social and Health Services (DSHS), the Early Childhood Education and Assistance Program (ECEAP) from Community, Trade and Economic Development (CTED), and the Early Reading Initiative from Office of Superintendent of Public Instruction (OSPI).53

- Lead state agency responsible for early learning and child care.
- Regulates licensed child care facilities (child care centers and family child care homes) by inspecting and licensing these facilities.
- Develops the regulations that govern licensed child care facilities.
- Conducts statewide surveys to determine subsidized child care rates, and sets child care subsidy policies in consultation with Department of Social and Health Services and SEIU representing family child care home providers.
- Funds projects to improve child care and replicates projects where possible.
- Funds programs to support early care and education efforts locally and in tribal entities.
- ECEAP is Washington State’s preschool program, similar to Head Start, for preschool children in poverty. In 2008, the Legislature approved and Governor Gregoire signed SHB 3168 renaming ECEAP “Washington Head Start” and asking DEL to work on aligning state and federal standards and funding.54
- Early Reading Initiative supports efforts to encourage early literacy.

The Department of Community, Trade and Economic Development

Office of Superintendent of Public Instruction (OSPI)

- Manages the Child and Adult Food Program which furnishes food subsidies to child care providers caring for poor children.
- Manages the Individuals with Disabilities Education Act (IDEA) program which funds special education preschool programs via US Department of Education funding and local funds.

Department of Social and Health Services (DSHS)

- Manages the Infant/Toddler Early Intervention Program (ITEIP), which provides early interventions services to young children with disabilities and their families.55 ITEIP is funded by the US Department of Education, and collaborates with OSPI’s IDEA program along with local community partners.
- Manages the Working Connections child care subsidy program within the Economic Services Administration which provides subsidies for children whose parents are working or are participating in a DSHS approved work activity and whose children meet citizenship requirements.56

Department of Health (DOH)

- Maternal Child Health Division administers Healthy Child Care Washington (HCCW), a partnership among DOH, DEL, and Washington State Child Care Resource & Referral Network. HCCW is a statewide network of Child Care Health Consultants located in every local health jurisdiction. The Child Care Health Consultants work with local child care providers, families, child care licensors, Child Care Resource & Referral programs, and others in the community.57
Appendix G. Endnotes

3 Ibid, p. 6.
6 Ibid, p. 15.
8 ACF Region 10 Website, http://wwwacf.hhs.gov/programs/region10
9 https://fortress.wa.gov/dshs/f2ws03esaapps/onlinecso/WCCC.asp
10 http://www.doh.wa.gov/cfh/mch
11 http://www.childcarenet.org
12 Senate Bill Report, SHB 2582, 2008 Legislative Session.
13 FEL: http://www.earlylearning.org
14 TB5WA: http://www.thrivebyfivewa.org
15 http://www.talaris.org
16 C.H.E.F. www.chef.org
17 I-LABS http://ilabs.washington.edu/
18 Washington Learns, November 2006, p. 10.
21 Ibid.
26 Thrive by Five, the Washington State Early Learning Fund, Research and Resources Page.
28 Burbank and Noon, Early Childhood Career and Wage Ladder Policy Brief, p. 4.


34 Ibid. Executive Summary.


36 The White Center Early Learning Initiative Business Plan Executive Summary.


38 Washington State Association of Head Start and ECEAP.


41 Washington Learns Report.


43 http://www.waeyc.org

44 http://www.childrensalliance.org

45 http://www.childrensalliance.org

46 http://www.chs-wa.org

47 http://www.unitedway-wa.org

48 http://65.36.225.239/program/projects/ELAP.asp

49 http://www.fightcrime.org/wa

50 http://www.educationvoters.org


52 http://wa.aft.org

53 http://www.del.wa.gov

54 http://www.governor.wa.gov/billaction/2008

55 http://www.dshs.wa.gov/iteip

56 https://fortress.wa.gov/dshs/f2ws03esaapps/onlinedso/WCCC.asp

57 http://www.doh.wa.gov/child_care.htm
The Shame of the Nation: The Restoration of Apartheid Schooling in America

by Jonathan Kozol

In Dickens’s novel Hard Times, the teacher, Mr. Gradgrind, praises one student for defining a horse by listing facts such as a “hoofed granivorous” animal, after chastising another student who was unable to use “appropriate” facts to define the comfortable warmth of a large gentle horse she had known. Similarly, Kozol contrasts the no-nonsense drill-and-memorize teaching methods too often found in the worst American public schools with the methods supportive of independent thought and creativity found in the best, often suburban, schools. Kozol wonders why so many schools for the “lowest functioning” segment of our population routinely demand a Gradgrind-like top-down basic training style of teaching that has never worked effectively over the long run. Seemingly, Bellevue teachers agree, as their recent strike dealt in part with the need for more teacher input into school curricula. Good teachers of any era know that top-down programs cannot be responsive to individual students in the classroom.

Kozol visited many of the worst performing public schools, and shows that they are overwhelmingly schools for poor, minority children, almost always African American and Hispanic. Today our public schools are as segregated as they were in the 1960s, he says. The one era in which all test scores seemed to rise routinely was during the years of desegregation, from the 1950s to the late 1980s. Why did we stop desegregating our schools, when they appeared to be successful?

The problem, he points out, is not one of race per se, but of the “culture of poverty” found in segregated schools. If only poor children attend a school, they have no way of identifying with those who live with greater advantages. When they don’t have classmates who demonstrate the joys and advantages of reading books, visiting a museum, using information technology, or speaking “middle class English,” these things can seem terribly foreign, and provide no picture of how they might fit into the frenzied life of a ghetto child. A poor black or Hispanic child who goes to school only with students like himself cannot learn how to deal with the majority culture, and cannot find satisfying ways to live in that culture. Meanwhile, majority culture children don’t have a chance to learn that minority children are really much like themselves.

This jargon-free and readable book, published in 2005, occasionally mentions Seattle schools. Though he does have some criticisms of our schools, Kozol praises former Ballard High School Principal David Engle’s efforts to promote desegregation. He also points out that laws that don’t encourage desegregation lead to a loss for everyone.

The Shame of the Nation is especially worth reading now. Kozol quotes those who say we need a crisis in order to push for the changes our country needs. In September, Dan Rather was the keynote speaker for Seattle’s Pilgrim Housing Group, which is dedicated to eliminating homelessness. Rather, too, suggested that it takes a crisis to galvanize people to make important changes. He pointed out that after the Great Depression, the US Congress passed legislation for Social Security. He says that now might be the perfect time to help our nation with a solution to homelessness. Kozol would add the need to use the current crisis as a time to desegregate our worst-performing schools, which almost always are schools for the poorest children.
## Unit Meetings

### Monday, November 10, 2008

<table>
<thead>
<tr>
<th>Unit leader</th>
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<th>Time</th>
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<tr>
<td><strong>Southend</strong></td>
<td>Sam Scharff</td>
<td><a href="mailto:webcats@speakeasy.net">webcats@speakeasy.net</a></td>
<td>7:30 p.m.</td>
<td>Lila Bulen</td>
<td>3716 Cascadia Ave S</td>
</tr>
<tr>
<td><strong>Issaquah Evening</strong></td>
<td>Ann Thornton</td>
<td><a href="mailto:alpheanna@aol.com">alpheanna@aol.com</a></td>
<td>6:30 p.m.</td>
<td>King County Library System Service Center</td>
<td>960 Newport Way NW, Issaquah</td>
</tr>
<tr>
<td><strong>Kirkland/Redmond</strong></td>
<td>Patti Catalano</td>
<td><a href="mailto:pattimusic@comcast.net">pattimusic@comcast.net</a></td>
<td>7:00 p.m.</td>
<td>Starbucks in Houghton</td>
<td>6733 108th AVE NE, Kirkland</td>
</tr>
<tr>
<td><strong>First Hill</strong></td>
<td>Jeannette Kahlenberg</td>
<td><a href="mailto:kahlenb@gmail.com">kahlenb@gmail.com</a></td>
<td>10:00 a.m.</td>
<td>Mary Margaret Pruitt</td>
<td>Horizon House, 900 University St</td>
</tr>
<tr>
<td><strong>Capitol Hill/Montlake</strong></td>
<td>Jan O’Connor</td>
<td><a href="mailto:oconnor.js@gmail.com">oconnor.js@gmail.com</a></td>
<td>7:15 p.m.</td>
<td>Zita Cook</td>
<td>2801 1st Ave. #911</td>
</tr>
<tr>
<td><strong>Bellevue</strong></td>
<td>Bonnie Rimawi</td>
<td><a href="mailto:bonnierim@aol.com">bonnierim@aol.com</a></td>
<td>10:00 a.m.</td>
<td>Bellevue Library</td>
<td>Room 6</td>
</tr>
<tr>
<td><strong>West Seattle Day</strong></td>
<td>Lucy Gaskill-Gaddis</td>
<td><a href="mailto:terrylucy2u@comcast.net">terrylucy2u@comcast.net</a></td>
<td>12:30 p.m.</td>
<td>Anne Bowden</td>
<td>The Kenney</td>
</tr>
<tr>
<td><strong>West Seattle Eve</strong></td>
<td>Barbara O’Steen</td>
<td></td>
<td>7:00 p.m.</td>
<td>Jane Lauritsen</td>
<td>4321 SW Genesee Apt. 12</td>
</tr>
<tr>
<td><strong>North End Aft.</strong></td>
<td>Helen St. John</td>
<td></td>
<td>12:30 p.m.</td>
<td>Sybil Knudson</td>
<td>1745 N 128th ST</td>
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### Tuesday, November 11, 2008

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<tbody>
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<td><strong>Bellevue</strong></td>
<td>Bonnie Rimawi</td>
<td><a href="mailto:bonnierim@aol.com">bonnierim@aol.com</a></td>
<td>10:00 a.m.</td>
<td>Bellevue Library</td>
<td>Room 6</td>
</tr>
<tr>
<td><strong>West Seattle Day</strong></td>
<td>Lucy Gaskill-Gaddis</td>
<td><a href="mailto:terrylucy2u@comcast.net">terrylucy2u@comcast.net</a></td>
<td>12:30 p.m.</td>
<td>Anne Bowden</td>
<td>The Kenney</td>
</tr>
<tr>
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<td></td>
<td>7:00 p.m.</td>
<td>Jane Lauritsen</td>
<td>4321 SW Genesee Apt. 12</td>
</tr>
<tr>
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<td>Helen St. John</td>
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<td>Sybil Knudson</td>
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<tr>
<td><strong>View Ridge</strong></td>
<td>Gail Winberg</td>
<td><a href="mailto:winbergeng@comcast.net">winbergeng@comcast.net</a></td>
<td>12:45 p.m.</td>
<td>Gail Winberg</td>
<td>6004 NE 60th ST</td>
</tr>
<tr>
<td><strong>Magnolia/Queen Anne/Ballard Eve</strong></td>
<td>Bettina Hosler</td>
<td><a href="mailto:glencoe1985@aol.com">glencoe1985@aol.com</a></td>
<td>7:30 p.m.</td>
<td>Nancy Debase</td>
<td>800 4th AVE N, Apt. 101</td>
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### Thursday, November 13, 2008

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<tr>
<td><strong>North Central</strong></td>
<td>Jan Orlando</td>
<td><a href="mailto:orlanre@aol.com">orlanre@aol.com</a></td>
<td>7:30 p.m.</td>
<td>Alice Rasp</td>
<td>4523 5th Ave NE</td>
</tr>
<tr>
<td><strong>Mercer Island</strong></td>
<td>Martha Jordan</td>
<td><a href="mailto:marty4lwv@yahoo.com">marty4lwv@yahoo.com</a></td>
<td>9:15 a.m.</td>
<td>Mercer Island Presbyterian Church</td>
<td>3605 84th Ave SE</td>
</tr>
<tr>
<td><strong>Issaquah</strong></td>
<td>Margaret Austin</td>
<td><a href="mailto:Margaret.Austin@comcast.net">Margaret.Austin@comcast.net</a></td>
<td>10:00 a.m.</td>
<td>Issaquah City Hall &amp; Police</td>
<td>Issaquah City Hall &amp; Police</td>
</tr>
<tr>
<td><strong>Shoreline</strong></td>
<td>Juliet Beard</td>
<td><a href="mailto:juliet@windermere.com">juliet@windermere.com</a></td>
<td>4:30 p.m.</td>
<td>Richmond Beach Congregational Church</td>
<td>NW 195th St and 15th Ave NW</td>
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<tr>
<td><strong>University House – Wallingford</strong></td>
<td>Mary Slotnick</td>
<td><a href="mailto:mhslotnick@comcast.net">mhslotnick@comcast.net</a></td>
<td>10:30 a.m.</td>
<td>University House</td>
<td>4400 Stone Way N</td>
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<td><strong>Ballard/Queen Anne/Magnolia Day</strong></td>
<td>Joan Peterson</td>
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<td>10:00 a.m.</td>
<td>Alice Peterson</td>
<td>5245 Pullman Ave NE</td>
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### Tuesday, November 28th, 2008

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<td><strong>Pioneer Square</strong></td>
<td>Kathleen Randall</td>
<td><a href="mailto:kathleen8@gmail.com">kathleen8@gmail.com</a></td>
<td>5:45 p.m.</td>
<td>Zeitgeist Coffee</td>
<td>174 So. Jackson St</td>
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# Board & Committee Contacts

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<td>Denise D. Smith</td>
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<td>Kitty Mahon</td>
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<td>2nd V.P. Program</td>
<td>Nora Leech</td>
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<td>* 3rd V.P. Voter Service</td>
<td>Sarah Luthens</td>
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<td>Jayne Freitag-Koontz</td>
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<td>Port Study</td>
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<td>Linda Brown</td>
</tr>
<tr>
<td>Privatization Study</td>
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<td>Nora Leech</td>
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* Indicates LWVS Board Representative on the Education Fund Board
November Forum:
Early Care and Education of Young Children—A State Perspective
Thursday, November 6, 2008
7:30 p.m.
Briefing for discussion leaders at 6:30 p.m.
Seattle First Baptist Church
1111 Harvard Ave. (Harvard & Seneca)
Seattle, WA 98122

Speakers
Representative Ruth Kagi, Chair, House Committee on Early Learning and Children’s Services
Nina Auerbach, CEO, Child Care Resources
Stephan Blanford, Executive Director, White Center Early Learning Initiative
Bonnie Beukema, Deputy Director, League of Education Voters