



# 2008 Early Learning Report

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## **State Board for Community and Technical Colleges: 2008 Early Learning Report**

### **Introduction**

Washington State has experienced a significant increase in the number of children entering licensed child care. In 2005, the Washington State Department of Social and Health Services (DSHS) conducted a study of licensed child care, including both licensed home and facility care. The DSHS study concluded that the number of children in child care increased from 127,000 in 1990 to 165,680 in 2005, a 24 % increase. These numbers underscore the imperative of statewide partnerships to support and promote early learning. An early start to learning is essential for developing lifelong learning patterns, which ultimately helps children become successful adults and productive citizens.

Based upon a study commissioned by the Washington State Legislature and conducted by the State Board for Community and Technical Colleges, the following report provides early learning survey results. Recommendations that may help to further early learning in Washington State are currently being developed.

### **Background**

In 2005, Governor Gregoire created Washington Learns, a committee charged with conducting a comprehensive review of the state's entire education system, from early learning through K-12 and post-secondary education. Washington Learns issued its final 10-year goals in November 2006. The first three goals addressed the need for improved early learning strategies for children:

1. Parents will be their children's first and best teacher, and will have the support they need to help their children "learn to learn" in their first years of life.
2. Families will have access to high-quality, affordable health care and early education programs staffed by providers and teachers who are adequately trained and compensated.
3. All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in school and in life.

Given the critical nature of early learning, and with a focus on the goals listed above, Washington State is increasing the education and skill requirements of adults who work with children:

- All child care providers must complete State Training and Registry System (STARS) requirements. STARS calls for licensed care providers to complete 20 clock hours (or 2 college quarter credits) or a Child Development Associate certificate within the first six months of employment. Providers are also required to complete 10 hours of continuing education each year.
- Under the Title I - No Child Left Behind Act of 2001, para-educators are required to have two years of study at an institution of higher education at the associate (or higher) degree level, or a formal assessment of skills equating to an associates degree.
- In 2007, the Legislature and Department of Early Learning launched a statewide voluntary Quality Rating Improvement System in six regions. This system will be used to determine the quality of care provided by child care, preschool and school-age programs, with the possibility for incentives to those early learning providers with highly skilled staff and faculty members.
- Additionally, the newly formed Department of Early Learning is working to provide comprehensive resources and referrals to parents so that they may be the first and best teachers for their children.

A comprehensive approach to advancing the skills of those who work with and support children is required at all levels of the education system to ensure that early learning occurs for children. Washington state's community and technical colleges, in cooperation with statewide early childhood partners, are poised to collectively deliver the necessary educational components to fill skill gap shortages and provide the highest quality child care for students with children by offering three primary programs that serve young people and their parents: 1) early childhood education, 2) parenting education, and 3) child care.

*Early Childhood Education* programs prepare students for early learning careers at federal and state government agencies, such as Head Start and the Early Childhood Education and Assistance Program (ECEAP), or in public schools or child care centers.

*Parenting education* programs support parents who are directly involved in their children's own education.

*Child care* programs provide affordable quality care for children while their parents are enrolled in a community and technical college. Community and technical colleges also provide an array of early learning programs for children, such as the federally-funded Head Start and Early Head Start Programs.

## **Legislative Directive**

Because community and technical colleges perform a critical role in the education and health of children, and because the network and services provided for children and their families are diverse and complex, the 2007 Legislature directed the State Board for Community and Technical Colleges to conduct an inventory of early learning services within the public 2-year postsecondary system. The purpose of the inventory is to create a coordinated system of course

offerings and early learning education opportunities to students, including early childhood education, parenting education and on-campus child care.

Specifically, House Bill 2319 directed the SBCTC to collect: enrollment numbers and student populations; program capacity; numbers of full-time equivalent employees; funding sources; and other information from early learning and parenting education courses and child care programs on community and technical college campuses that support early learning.

House Bill 2319 further directed the SBCTC to consult with the Department of Early Learning to establish processes for creating articulation standards for course work and training in early childhood development, and to provide system recommendations to the Legislature for strengthening community and technical college early learning education opportunities and child care services.

## **Process**

The SBCTC employed both collaborative working groups and a survey to conduct its study. In fall 2006, SBCTC staff members met with system leaders in early childhood education and parenting education to discuss the status of early learning programs in Washington State, including issues such as regional collaboration, program offerings and barriers to student success.

In September 2007, SBCTC staff convened members of the Organization of Parent Education Programs (OPEP), the Washington Association of Educators and Personnel in Early Childhood Programs (WAEPECP), and the Washington Campus Child Care Coalition (WCCCC) to help design survey questions used to collect information needed to develop recommendations to the Legislature. Four goal statements were designed to support Washington Learns:

Goal 1: Increase the educational attainment and skill level of adults who nurture and teach children from birth to eight years old to improve children's literacy, social-emotional skills, cognitive development and educational success.

Goal 2: Ensure faculty members possess expertise and engage in research-based best practices in teaching adults how to be culturally responsive in the development of children.

Goal 3: Ensure that community and technical college campus child care programs remove barriers to post-secondary education for students with young children and provide model demonstration labs that promote research-based best practices to support children, families and early learning professionals.

Goal 4: Ensure that early learning programs use fiscal and human resources efficiently and collaboratively to serve children from birth to eight years old and their families.

From these goals, participants identified the data elements necessary to support the vision and goals, which became the basis for the survey instrument. The survey was designed to collect

information about the colleges' programs, collaborative efforts within the colleges, and best practices in administering the programs.

The results of this study identify an array of early learning services offered by community and technical colleges, program strengths throughout the system, and opportunities for additional services and program modifications to better serve young people and their families. A copy of the survey instruments are provided in Appendix A.

## **Study Results**

In December 2007 and January 2008, preliminary study results were shared with executive committee members representing OPEP, WAEPECP and WCCCC, SBCTC board members, executive committee members from the Instruction and Student Services Commissions, members of Washington Association of Community and Technical Colleges (WACTC) and a representative from the Department of Early Learning.

Thirty-one of Washington's 34 community and technical colleges offer programs in early learning. Twenty-nine of those colleges with programs responded to the survey. The statistics provided in the sections that follow correspond to the 29 responding colleges.

### **Early Childhood Education Programs**

In 2006-07, Washington's community and technical colleges enrolled 3,739 students in early childhood education certificate and degree programs. Regional distribution of early childhood education programs are outlined in Appendix B.

#### Program Offerings

- Thirty-one community and technical colleges offer a full array of early childhood education programs that include integrated basic education skills training (I-BEST), short-term certificates, medium-length certificates, long term certificates and degree options that link to career pathway development.
- Colleges have strong articulation agreements with 11 state and private four-year colleges and universities so that students may continue their education through a baccalaureate degree and beyond.
- Colleges offer early childhood education courses at times and in ways that serve adult working students including on-campus courses, distance learning, and evening and weekend options.
  - The Washington Association of Education Personnel for Early Childhood Programs (WAEPECP) coordinates the Washington Online (WAOL) statewide distance learning schedule for early childhood education courses to ensure that students throughout the state can complete certificates or a degree.
  - 74 percent of colleges offer distance learning courses either through WAEPECP coordination or their home college.

- All colleges offer evening courses
- Over 70 percent of colleges offer weekend course options.
- 40 percent of colleges offer contracted or continuing education courses to the community.

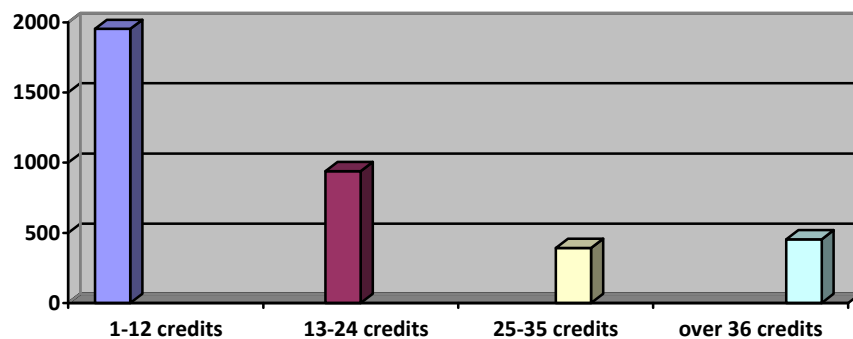
### Curriculum

- Community and technical colleges provide the highest quality of education through curriculum built upon Washington State Early Childhood Education Skills Standards and cross-walked to National Association for the Education of Young Children (NAEYC) standards.
- All colleges have richly infused cultural competencies, culturally relevant learning materials, and culturally specific courses throughout certificate and degree programs.
- WAEPECP, in cooperation with Department of Early Learning, has developed and disseminated standardized STARS curriculum and ongoing professional development learning modules (Bridges) for child care providers.
- Program faculty and staff members and curriculum are often shared between early childhood education and parenting education on campuses that offer both programs. This assures rich, dynamic, coordinated learning that is culturally sensitive, culturally relevant, and meets NAEYC standards.

### Barriers to participation

- Of 3,739 student enrolled in early childhood education, 3,285 (88%) are attending part time. The chart below illustrates a breakdown of student enrollment by number of credits taken per year.

Enrollment patterns by credits per year



- Faculty members report that most early childhood education students are employed in low-wage early learning jobs while attending college to upgrade their skills. Students struggle to manage self-sufficiency while enrolled in college.
- Twelve of the reporting colleges grant college credit for courses delivered by community-based organizations. Thus, credit for prior learning (training or on-the-job experience outside community and technical college offerings) are limited.

### Staff and Faculty

- Over 775 faculty and staff members support early childhood education programs in community and technical colleges. The table below demonstrates the breakdown and academic credentials of full- and part-time faculty and staff members.

<b>Education</b>	<b>Full-time faculty</b>	<b>Part-time faculty</b>	<b>Full-time staff</b>	<b>Part-time staff</b>
<b>Masters and above</b>	80%	63%	33%	4%
<b>Bachelors</b>	14%	30%	48%	18%
<b>Associates</b>	4%	6%	14%	38%
<b>Below Associates</b>	2%	1%	5%	40%

- The demographic make-up of faculty and staff members supporting early childhood education is predominantly European American (White) and female. Specific strategies do not exist to attract and retain ethnically and gender diverse faculty and staff members.
- All colleges offer voluntary professional development for faculty and staff members to build cultural competency. Twelve colleges report having faculty members with specific training and education related to the delivery of culturally sensitive and relevant curriculum degrees and certificates.

### Funding

College early childhood education programs are overwhelmingly supported by state funds, with only 16 percent of funds coming from federal grants.

## **Parenting Education Programs**

In 2006-07, Washington's community and technical colleges enrolled over 14,000 parents in parenting education courses. Specifically, 10,437 parents took parenting education courses in conjunction with cooperative preschools. Almost half of cooperative preschool programs are full and have waiting lists of parents and children seeking enrollment.

Additionally, colleges provided parenting education to 3,619 parents through individual course offerings. Regional distribution of parenting education programs are outlined in Appendix C.

### Program Offerings

Parenting education at community and technical colleges is primarily linked to a collaborative partnership between colleges and affiliated cooperative preschools serving parents and their children birth to five years of age. Each preschool is a stand-alone, small nonprofit business run by a board of directors comprised of parents enrolled in college classes. All parents participate in the operation of the preschool, either through serving on the board of directors or serving on a standing committee. Parents also participate in fundraising efforts and additional school activities.

College instructors act as advisors to the board and teach courses that are designed to educate and support individuals in their role as parents and their children's first and best teacher. Courses incorporate positive parenting skills in the context of child development and family relationships. The cooperative preschool classroom is a learning laboratory where parents interact with children, other parents, the children's teacher and the parenting educator.

Classroom experience provides opportunity to: explore new ideas; practice parenting skills and ECE skills; observe children and other adult models; interact and experiment with curriculum; formulate new patterns of adult/child interaction; and develop new questions and ideas to be carried over to courses.

In addition to the cooperative preschool model, 8 colleges offer parenting education through continuing education, and 10 colleges provide contracted parenting education courses to agencies like DSHS, ECEAP and Head Start.

### Curriculum

- The Organization of Parent Education Programs (OPEP) is a statewide association of community and technical college parenting education program coordinators and directors. The organization's mission is to build stronger and healthier families through adult and adult-child learning. OPEP values parents as first teachers to their children, inclusiveness to all families, active leadership development for all parents, collaboration among community entities that support families and children, student success and lifelong learning.
- OPEP adheres to NAEYC standards in their curriculum and program services, which includes culturally relevant learning materials and parenting education curriculum.
- Seven colleges offer distance education courses associated with parenting education.
- 52 percent of colleges offer evening and/or weekend course offerings.
- Parenting education classes serve as practicum labs for early childhood education students.
- Program faculty, staff members and curriculum are often shared between early childhood education and parenting education on campuses that offer both programs. This assures rich, dynamic, coordinated learning that is culturally sensitive, culturally relevant and meets NAEYC standards.

### Barriers to participation

- Parents enrolled in cooperative preschools are granted an 85% tuition waiver for college courses. Parents enrolled in alternative parenting education courses must pay full tuition and fees. The inability to use a tuition waiver for alternative parenting education courses limits access to parents unable to devote time to a cooperative preschool.
- Parenting education has limited alternative course offerings on evenings, weekends and through distance education options.
- The parenting education waiver inhibits program expansion because it results in the delivery of education without full financial support to institutions.



### Staff and Faculty

- Over 351 faculty and staff members support parenting education in community and technical colleges. The table below demonstrates academic credentials of full- and part-time faculty and staff members supporting parenting education.

<b>Education</b>	<b>Full-time faculty</b>	<b>Part-time faculty</b>	<b>Full-time staff</b>	<b>Part-time staff</b>
<b>Masters and above</b>	64%	30%	20%	11%
<b>Bachelors</b>	27%	58%	70%	22%
<b>Associates</b>	9%	2%	5%	28%
<b>Below Associates</b>	0	10%	5%	39%

- The demographic make-up of faculty and staff members supporting parenting education is predominantly European American (White) and female. Specific strategies do not exist to attract and retain ethnically and gender diverse faculty and staff members.
- While all colleges offer valuable voluntary professional development for faculty and staff members, only a few colleges require staff and faculty to participate in education and training related to the delivery of culturally sensitive and relevant curriculum beyond requirements in degrees and certificates.

### Funding

Well over 60 percent of funding for parenting education comes from sources outside of the college. These sources include ECEAP, DSHS, federal funds, parent fund raising efforts, and cooperative preschool fees.

## **Child Care Programs**

The two-year college system serves the majority of student-parents in all of higher education, many attending part time. To successfully juggle work, school and family responsibilities, parents attending college need affordable, convenient, dependable, quality care for their children. Colleges have developed on-campus child care centers to ensure parents are able to fully participate in school. Of the 34 community and technical colleges, 30 have child care facilities on or near campus. Twenty-four child care centers are college-operated; 6 are operated by private contractors. Regional distribution of child care services are outlined in Appendix D.

In order to meet the needs of extremely busy and part-time students, campus child care centers must allow for flexibility in scheduling child care slots, and must seek additional financial support to offset the increased cost of offering child care services to students requiring only part-time child care.

Child care centers also provide internship and practicum opportunities for students enrolled in early childhood education and parent education programs. The centers are both a safe place for children and a valuable learning environment for students.

Of the 24 college-operated child care centers, 23 responded to the SBCTC survey. Of the 23 respondent colleges:

#### Statewide Capacity

- Fourteen (14) centers reported they are at full capacity. Therefore, over 90% of statewide campus child care openings are full.
- Twenty (20) have waiting lists with a total of 920 students/families waiting to enroll in child care.

#### Quality

- Centers receive accreditation for five years. Annually, they must submit an extensive report of continuous improvement activities related to teacher education levels, group sizes and ratios, and level of culturally relevant education opportunities. Accredited centers are monitored through drop-in visits and visits in response to complaints.
- Accreditation by the NAEYC is the field's most demanding and prestigious benchmark and requires meeting significantly higher standards than state licensing. Not all campus centers are funded adequately to achieve this standard, but holding this accreditation qualifies programs for certain private, state and federal grants that offset the expense.
- A majority of campus child care centers offer Head Start and ECEAP programs. Head Start and ECEAP programs have quality standards that exceed state minimum licensure requirements.

To that end, campus child care centers in the Washington community and technical college system have the responsibility to go beyond state licensing standards and demonstrate Early Childhood Education best practices. According to the SBCTC survey, 10 campus child care centers are currently accredited through NAEYC. Three centers are in the process of self-study to attain their accreditation. Over half of the campus child care centers who responded to the survey are NAEYC accredited or engaged in the new self study process that leads to accreditation.

#### Funding

- Virtually all campus child care centers work from a self-support operation model because state support to campus child care programs has not kept pace with inflation. The result is that the majority of funding comes from sources outside of college general funds including ECEAP, Head Start and federal grants. Student government and user fees provide over half of the funding to support centers. As resources become tighter, student affordability and access becomes an issue as centers must raise rates or secure additional funding.
- Over \$11 million is used to support campus child care centers on community and technical college campuses (excludes maintenance work, utility costs, capital repairs and

improvements). A breakdown of the funding supporting community and technical college centers is:

<b>College general funds</b>	<b>13%</b>	\$1,566,458
<b>Student S&amp;A fees</b> (student government support)	<b>10%</b>	\$1,255,079
<b>User fees paid by:</b>	<b>77%</b>	
• Students (self-pay)		\$3,288,493
• ECEAP, DSHS, DVR, and WorkFirst		\$3,495,110
• USDA, Perkins, BFNEP		\$510,712
• Local grants and contracts		\$591,168
• Staff, faculty and community (self-pay)		\$1,445,113
		<b>Total User Fees: \$9,330,596</b>

#### Financial assistance

Twenty-two (22) centers offer financial assistance to students who seek campus child care for their children. Examples of financial assistance offered include:

- Sliding fee scale for students; foundation grants/scholarships
- TRIO
- Working Connections ChildCare
- Carl Perkins for vocational education students
- C-Campus grants
- Emergency child care grants
- Volunteers of America
- Tulalip Tribe
- DVR
- City of Seattle
- Seattle Milk Fund

#### Staffing

- 47% --full-time staff
- 53% -- part-time staff
- Education attainment of campus child care staff members ranges from high school diploma to masters degree
- Approximately 80 percent of full-time staff members have an associates' degree or higher
- Approximately 30 percent of part-time staff members have an associates' degree or higher

All centers offer some form of professional development opportunities for staff, however very few offer or make mandatory diversity training for their faculty and staff. No specific strategies exist for attracting and retaining ethnic and gender diverse faculty and staff.

## Recommendations

**Recommendation 1:** In collaboration with early learning system partners, increase student educational achievement and persistence along educational pathways for lifelong learning.

Most early childhood education students are employed in low-wage early learning jobs while attending college. As such, most students are part-time and attend college incrementally. Pathways provide essential multiple entry, exit and re-entry points so that students may attain advanced skills, get a better and higher paying job, return to school and continue to progress academically and advance in their career. The SBCTC will work with system partners to improve pathways, including establishing a workgroup to define standards and criteria for accepting college credit for prior learning and strategies for improving pathways.

**Recommendation 2:** Seek financial assistance resources and incentives for early learning providers who seek to advance their education.

Early childhood education students are afforded various types of financial assistance to reach their education goals: Opportunity Grants, apprenticeship scholarships, Washington Scholarships for Child Care Professionals, DSHS Bridges grants, WAVE awards and more. However, one major challenge for early learning workers seeking advanced learning and credentials is the limited availability of financial aid to cover the entire cost of attending school full-time or the opportunity to attend college incrementally, one course at a time. The SBCTC will work to find additional financial assistance for persons entering the field of early learning.

**Recommendation 3:** Increase parenting education offerings.

Historically, parenting education has been linked to cooperative preschools that require parent participation at the school in order to access parent education courses. The SBCTC will seek financial incentives for program expansion and affordable parenting education access which may include:

- Non-traditional methods of involving parents in parenting education.
- Parenting education courses that are:
  - For credit and articulated with early childhood education programs
  - Offered through continuing education
  - Delivered on-line, at employer sites, in the evening, and on weekends.
  - Articulated with community-based course and training offerings that appropriately meet college accreditation standards.

**Recommendation 4:** Provide state funding for campus child care centers to ensure students have access to high quality and affordable child care.

Access to affordable, quality childcare has been identified as a key retention strategy for students completing their higher education goals. Many of the funding sources for child care programs have been reduced while the demand for services continues to grow. Colleges maintaining child care centers/programs on their campuses are forced to rely more heavily on diminishing federal funding and grants and student support and user fees to sustain their services. The SBCTC will

seek dedicated state funding for campus child care centers to support student retention efforts in moving students further and faster toward completing their higher education goals.

**Recommendation 5:** Increase specific strategies for attracting and retaining diverse faculty, staff and administrators in community and technical college early learning programs.

The system survey demonstrated a lack of specific strategies to attract and retain ethnic and gender diversity in staff, faculty and administrators working in college early learning programs. It is critical that early learning providers at community and technical colleges reflect the diverse communities they serve. The SBCTC will develop system-wide strategies that can be used on campuses to attract and retain ethnic and gender diverse staff, faculty and administrators in colleges' early learning programs.

**Recommendation 6:** Increase opportunities for faculty and staff to build cultural competency.

Relatively few community and technical colleges have a requirement or specific strategy for enhancing and advancing cultural competency skills for early learning faculty and staff. The SBCTC will create a workgroup to identify best practices and craft a system strategy for delivering ongoing cultural competency and cultural sensitivity training for early learning faculty and staff members.



The following table is designed to collect information about your college's early learning program access and funding. For each of the degrees, programs or services listed, provide information in the corresponding boxes for each of the questions at the top of the columns. Please describe the type of ECE certificate, if applicable.

Type of Degree, Program or Service	What is your non-duplicated student enrollment capacity by head count?	Do you maintain a waiting list for students? If so, how many students are currently on the list?	What is the \$ amount of state funds you have available to support the program?	What is the \$ amount of federal funds you have available to support the program?	What is the \$ amount of local funds you have available to support the program?	What is the \$ amount of other funds you have available to support the program? Please describe the funds.
ECE Transfer degree						
ECE Technical degree						
ECE Certificate Type:						
ECE Certificate Type:						
ECE Certificate Type:						
ECE Certificate Type:						
Parent Ed.						
On-Campus Child care						

Does your college have a demonstration lab? If so, what are the components or characteristics of your demonstration lab? Please check all that apply.

- A forum for parents, faculty, students and practitioners to exchange ideas about meeting the “real world” challenges and needs of children
- Staff members that are educated and trained in early childhood education
- A learning community that is provocative and informative
- Access for diverse families who come from many difference circumstances
- Early learning students exposed to an integrated model and collaborative approach to working with children
- Other components not listed? (Please list below)

### **Collaboration**

How do staff, faculty and administrators associated with campus early learning programs work together to offer services and applied learning for adults and children? Please check the practices below that apply.

- Shared research to support best practices
- Shared funding to maximize resources and minimize unnecessary duplication.
- Shared faculty
- Shared administrators
- Shared staff
- Shared advisory committees
- Shared facilities
- Shared learning equipment, tools, and supplies
- Shared campus program resources
- Shared curriculum
- Pathway development
- Other—please describe

What is the relationship between and among your early learning programs and ECEAP and Headstart?  
With ECEAP:



With Headstart:

Please describe the pathways that exist for students between and among your college early learning programs.

Please describe your early learning program relationship with neighboring community and technical colleges. How can students move seamlessly from one college to the next and continue to earn credit toward a certificate or degree?

**Best Practices**

What strategies are used to attract and retain a diverse group of highly qualified and skilled early learning staff and faculty?

How do you ensure quality service to children, families, and early learning professionals?

What strategies are used to ensure that classes are stable, affordable and Developmentally Appropriate Practice (DAP) adult/child environments?

What strategies do you use to ensure that program graduates leave programs culturally competent?

Please specify course content or program content that supports culturally sensitive responses to diverse children and families.

## EARLY CHILDHOOD EDUCATION 2007-08

Region/College	Tech Prep	I-BEST	Certificates	Evening/ Weekends	On-line Courses	AAS-T Degree	Prof-Tech Degree	Direct Transfer to 4-year College/Univ
<b>REGION 1: YAKIMA/KITTITAS</b>								
Yakima Valley			•	•	•		•	•
<b>REGION 2: CLARK/SKAMANIA/KLICKITAT</b>								
Clark			•	•	•	•	•	•
Yakima Valley			•	•	•		•	•
<b>REGION 3: GRAYS HARBOR/PACIFIC</b>								
Grays Harbor			•	•	•			•
<b>REGION 4: CLALLAM/JEFFERSON</b>								
Peninsula	•	•	•	•	•	•	•	•
<b>REGION 5: WHATCOM/ISLAND/SAN JUAN</b>								
Bellingham		•	•	•				
Skagit Valley	•	•	•	•	•	•	•	•
Whatcom	•		•	•	•		•	•
<b>REGION 6: SKAGIT</b>								
Skagit Valley	•	•	•	•	•	•	•	•
<b>REGION 7: WALLA WALLA/COLUMBIA/GARFIELD</b>								
Walla Walla	•		•	•	•		•	•
<b>REGION 8: WHITMAN/ASOTIN</b>								
Spokane Falls	•		•	•	•	•	•	•
Walla Walla	•		•	•	•		•	•
<b>REGION 9: SPOKANE/FERRY/STEVENS/PEND ORIELLE/LINCOLN</b>								
Big Bend	•		•	•		•	•	•
Spokane Falls			•	•	•	•	•	•
<b>REGION 10: GRANT/ADAMS</b>								
Big Bend	•		•	•		•	•	•
<b>REGION 11: KING</b>								
Bellevue	•	•	•	•	•	•	•	•
Green River	•	•	•	•	•		•	•

Region/College	Tech Prep	I-BEST	Certificates	Evening/ Weekends	On-line Courses	AAS-T Degree	Prof-Tech Degree	Direct Transfer to 4-year College/Univ
Highline	●	●	●	●	●		●	●
Lake Washington	●		●	●		●	●	
North Seattle			●	●			●	●
Renton		●	●	●	●	●	●	
Seattle Central			●	●				●
Shoreline	●		●	●	●		●	●
<b>REGION 12: SNOHOMISH</b>								
Edmonds	●		●	●	●		●	●
Everett	●		●	●	●		●	●
Lake Washington	●		●	●		●	●	
Shoreline	●		●	●	●		●	●
<b>REGION 13: PIERCE</b>								
Bates	●		●	●	●		●	
Clover Park	●		●	●		●	●	
Pierce District	●	●	●	●	●		●	●
Tacoma	●	●	●	●	●		●	●
<b>REGION 14: KITSAP</b>								
Olympic	●	●	●	●	●	●	●	●
<b>REGION 15: THURSTON/MASON/LEWIS</b>								
Centralia	●		●	●	●	●	●	●
Olympic	●	●	●	●	●	●	●	●
South Puget Sound	●		●	●	●	●	●	●
<b>REGION 16: BENTON/FRANKLIN</b>								
Columbia Basin	●	●	●	●		●	●	●
<b>REGION 17: COWLITZ/WAHKIAKUM</b>								
Lower Columbia	●		●	●	●		●	●
<b>REGION 18: CHELAN/DOUGLAS/OKANOGAN</b>								
Wenatchee	●	●	●	●			●	●

**PARENTING EDUCATION  
2007-08**

Region/College	Cooperative Pre-school	Evenings/ Weekends	On-line	Contracted Classes	Continuing Education
<b>REGION 1: YAKIMA/KITTITAS</b>					
Yakima Valley	●				
<b>REGION 2: CLARK/SKAMANIA/KLICKITAT</b>					
Clark	●	●			
Yakima Valley	●				
<b>REGION 3: GRAYS HARBOR/PACIFIC</b>					
Grays Harbor no parent ed					
<b>REGION 4: CLALLAM/JEFFERSON</b>					
Peninsula	●	●		●	
<b>REGION 5: WHATCOM/ISLAND/SAN JUAN</b>					
Bellingham		●		●	●
Skagit Valley	●				
Whatcom	●				
<b>REGION 6: SKAGIT</b>					
Skagit Valley	●				
<b>REGION 7: WALLA WALLA/COLUMBIA/GARFIELD</b>					
Walla Walla	●	●		●	
<b>REGION 8: WHITMAN/ASOTIN</b>					
Spokane Falls	●			●	●
Walla Walla	●	●		●	
<b>REGION 9: SPOKANE/FERRY/STEVENS/PEND ORIELLE/LINCOLN</b>					
Big Bend	●				
Spokane Falls	●			●	●
<b>REGION 10: GRANT/ADAMS</b>					
Big Bend	●				
<b>REGION 11: KING</b>					
Bellevue	●	●		●	
Green River		●	●	●	
Highline	●		●		
Lake Washington	●	●	●		
North Seattle	●	●	●	●	
Renton –no parent ed					
Seattle Central	●	●			●
Shoreline	●				
Seattle Central	●	●			
<b>REGION 12: SNOHOMISH</b>					
Edmonds	●	●			
Everett	●				●
Lake Washington	●	●	●		

Region/College	Cooperative Pre-school	Evenings/ Weekends	On-line	Contracted Classes	Continuing Education
Shoreline	•				
<b>REGION 13: PIERCE</b>					
Bates	•	•		•	•
Clover Park	•	•		•	•
Pierce District	•				
Tacoma			•		
<b>REGION 14: KITSAP</b>					
Olympic	•	•	•		•
<b>REGION 15: THURSTON/MASON/LEWIS</b>					
Centralia	•	•			
Olympic	•		•		
South Puget Sound	•	•			
<b>REGION 16: BENTON/FRANKLIN</b>					
Columbia Basin	•	•			
<b>REGION 17: COWLITZ/WAHKIAKUM</b>					
Lower Columbia			•		
<b>REGION 18: CHELAN/DOUGLAS/OKANOGAN</b>					
Wenatchee – no parent ed					

**CHILD CARE  
2007-08**

Region/College	On-campus Child care	College operated	Accredited	* Demonstration Lab
<b>REGION 1: YAKIMA/KITTITAS</b>				
Yakima Valley	●			
<b>REGION 2: CLARK/SKAMANIA/KLICKITAT</b>				
Clark	●	●		●
Yakima Valley	●			
<b>REGION 3: GRAYS HARBOR/PACIFIC</b>				
Grays Harbor	●			
<b>REGION 4: CLALLAM/JEFFERSON</b>				
Peninsula	●	●		●
Peninsula (off campus)		●		●
<b>REGION 5: WHATCOM/ISLAND/SAN JUAN</b>				
Bellingham – no child care center				
Skagit Valley – no child care center				
Whatcom	●	●	●	●
<b>REGION 6: SKAGIT</b>				
Skagit Valley – no child care center				
<b>REGION 7: WALLA WALLA/COLUMBIA/GARFIELD</b>				
Walla Walla	●			●
<b>REGION 8: WHITMAN/ASOTIN</b>				
Spokane Falls	●	●	●	●
Walla Walla	●			
<b>REGION 9: SPOKANE/FERRY/STEVENS/PEND ORIELLE/LINCOLN</b>				
Big Bend	●	●	●	●
Spokane Falls	●	●	●	●
Spokane Community College	●	●	●	●
<b>REGION 10: GRANT/ADAMS</b>				
Big Bend	●	●	●	●

\* Demonstration labs are defined as those centers that collaborate with Parent Education and/or Early Childhood Education Programs to share resources and best practices, such as faculty/staff, curriculum and provide a hands-on learning environment for parents/students.

Region/College	On-campus Child care	College operated	Accredited	* Demonstration Lab
<b>REGION 11: KING</b>				
Bellevue	●	●		●
Cascadia – no child care center				
Green River	●			●
Highline	●	●	●	●
Lake Washington	●	●		●
North Seattle	●	●		
Renton	●	●	●	●
Seattle Central	●	●		
South Seattle	●	●		
Shoreline	●	●	●	
<b>REGION 12: SNOHOMISH</b>				
Edmonds	●	●		●
Everett	●	●	●	●
Lake Washington	●	●		●
Shoreline	●	●	●	
<b>REGION 13: PIERCE</b>				
Bates	●	●		●
Clover Park	●	●		●
Pierce District	●	●		●
Tacoma	●	●	●	●
<b>REGION 14: KITSAP</b>				
Olympic	●	●	●	●
<b>REGION 15: THURSTON/MASON/LEWIS</b>				
Centralia	●	●		●
Olympic	●	●	●	●
South Puget Sound	●			●
<b>REGION 16: BENTON/FRANKLIN</b>				
Columbia Basin				●
<b>REGION 17: COWLITZ/WAHKIAKUM</b>				
Lower Columbia	●	●		●

\* Demonstration labs are defined as those centers that collaborate with Parent Education and/or Early Childhood Education Programs to share resources and best practices, such as faculty/staff, curriculum and provide a hands-on learning environment for parents/students.



Region/College	On-campus Child care	College operated	Accredited	* Demonstration Lab
<b>REGION 18: CHELAN/DOUGLAS/OKANOGAN</b>				
Wenatchee – no child care center				

\* Demonstration labs are defined as those centers that collaborate with Parent Education and/or Early Childhood Education Programs to share resources and best practices, such as faculty/staff, curriculum and provide a hands-on learning environment for parents/students.