



# CHILDCARE NEWS & NOTES

## CHILDCARE RESOURCE & REFERRAL

A publication of Parent Line, a program of  
Lutheran Community Services NW



Volume 3, Issue 4

4th Quarter 2011

### Lutheran Community Services NW Parent Line

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*Serving  
Child Care Providers,  
children, families and  
individuals in Clallam,  
Jefferson and Kitsap  
Counties*

### Parent Line and Child Care Resource & Referral looks different!

In order to best serve each County (Kitsap, Clallam and Jefferson) we have restructured our offices. Both Port Angeles (Clallam and Jefferson) and Bremerton (Kitsap) now have a Program Manager to focus on their respective community needs.

It is our desire to serve families, providers and our community's in the most supportive way. This will allow for Parent Line to fill gaps in support and services and meet community needs in a much more comprehensive way.  
Join me in welcoming:

**Lisa Lyon** - Parent Line Program Manager - Clallam/Jefferson  
**Ann Chihan** - Provider Specialist - Clallam/Jefferson  
**Paulette Graham Rainer** - Parent Line Program Manager - Kitsap  
**Maureen Bissell** - Provider Specialist - Kitsap

Crisann Brooks, Director of Family Support Centers  
Lutheran Community Services NW



### DEL submits proposed agency budget reductions

The September revenue forecast for Washington state government showed revenue down by more than \$1.4 billion for the 2011-13 biennium. State agencies have submitted proposals to cut 5 and 10 percent out of their state general fund budget as part of the 2012 supplemental budget process. Find agency proposals online at [www.ofm.wa.gov/reductions/2011/](http://www.ofm.wa.gov/reductions/2011/)  
The Legislature will consider these proposal when it convenes a special session beginning Nov. 28.

At DEL, our focus when proposing budget reductions is on improving efficiency and preserving direct services to children and families to the extent possible. That includes the Early Childhood Education and Assistance Program (ECEAP), home visiting services and the Medicaid Treatment Child Care programs.

DEL proposed reductions to:

- Agency administration
- Child care resource and referral services
- Seasonal child care subsidy administrative costs
- Homeless child care subsidies
- Support for the DEL Parent Advisory Group
- Reach Out and Read Washington

**YOU CAN HELP IMPACT YOUR  
LEGISLATORS WORK!**

**[http://www.sos.wa.gov/  
elections/  
elected\\_officials.aspx](http://www.sos.wa.gov/elections/elected_officials.aspx)**

### About Rates, Were You Aware?

Were you aware that discussion of the rates you charge, and asking other providers what they charge, can be considered a violation of anti-trust laws concerning price fixing? If you are unsure what rates you should be charging, call Child Care Resource and Referral (Kitsap County 360-479-2499; Clallam/Jefferson Counties 1-800-300-1247) (CCR&R). They can give you an idea of the general rates being charged in the area in which you live.

## The Business of Childcare



*Fall is almost here and winter is just around the corner. Don't get caught unprepared should a disaster happen in your town or city. Below is a list of websites that can help you become as prepared as possible:*

*Emergency Preparedness for Child Care Programs*, a resource list compiled by NCCIC, at <http://nccic.acf.hhs.gov/poptopics/disasterprep.html>, includes information about a sample of Federal agencies, national organizations, and publications that have information for child care providers on preparing for emergencies.

The President's Disaster Management E-gov Initiative, DisasterHelp, is aimed at greatly enhancing disaster management on an interagency and intergovernmental basis. The Disaster-Help Web site at <http://www.disasterhelp.gov>, provides a wide range of disaster information and services.

The **National Association for Regulatory Administration** (NARA) has developed a Microsoft PowerPoint presentation for regulated child and adult care programs and regulatory agencies on emergency preparedness for disasters. *Emergency Preparedness: Planning for Child and Adult Care Programs*, by Judy Collins and Jim Loving. This resource is available on the NARA Web site at <http://www.nara.affiniscap.com/associations/4734/files/Emergencypreparedness.ppt>.

Additional information about NARA is available at <http://www.naralicensing.org/>.

### Do You Need a Vacation?

Many family child care providers do not take vacations at all! Some take vacations, but don't charge for it, while others do charge for one or more weeks a year. Whether you charge for taking a vacation is up to you. Since you are running your own business, you can decide for yourself. If you do charge for a vacation, spell it out clearly in your contract. For example:

"Provider will take up to a one week (5 weekdays) paid vacation each calendar year. Vacation days may be taken consecutively or separately. Provider will try to give at least a one month notice of when she will take her vacation days, but this may not always be possible. Parents will pay their regular weekly fee for this vacation week. Parents are responsible for finding child care for these vacation days."

Sometimes parents complain that they have to pay for a child care provider's vacation while at the same time having to pay someone else to care for their child. Here's an easy way to address this concern:

Give parents the option of paying you an extra amount each week you are not on vacation. This will cover your fee when you do take your vacation.

For example, if you charge \$180 a week and take a one

The **American Red Cross** offers information about Hurricane Awareness on the Web at <http://www.redcross.org/news/ds/0305hurricane/index.html>, including materials on hurricane preparedness, and what to do before a storm, during a storm, and after a storm. It provides additional resources to assist in general emergency preparedness at home, school, work, and community at [http://www.redcross.org/services/prepare/0,1082,0\\_239\\_00.html](http://www.redcross.org/services/prepare/0,1082,0_239_00.html).

The Training section of the **FEMA** Web site provides resources for teachers and parents at <http://www.fema.gov/about/training/index.shtm>, including curriculum and activities and other disaster-related resources.

*Are You Ready? An In-depth Guide to Citizen Preparedness*, a comprehensive resource on individual, family, and community preparedness is available on the FEMA Web site at <http://www.fema.gov/areyouready>.

**Disaster Training International** helps adults learn to prepare children for disasters, to help children deal with disasters when they happen, and to respond to children's needs in the wake of disasters. Disaster Training International provides training for adults who work with children which emphasizes practical suggestions and ideas for addressing issues related to natural disasters or human initiated violence, such as terrorism. Information is available on the Web at <http://www.disastertraining.org/index.htm>, including several articles related to emergency preparedness and information about the publication *Developing an Emergency Manage*

week paid vacation, tell parents they can pay you an extra \$3.53 per week (\$180 divided by 51 weeks) throughout the year.

If you adopt this policy, add to your contract: "Parents may choose to pay extra for weeks that the provider is not on vacation. If parents choose this option, they will not owe any money for days that the provider takes as vacation. Parents will not be entitled to a refund of these extra amounts if the parent or provider terminates the contract before the vacation dates."

This language will help ease the financial pain of a parent who ends your contract shortly before your vacation. You can make the option available to everyone or offer it to some parents. If a parent does take this option, don't let this affect your decision later to raise your rates. In other words, a parent who is paying \$3.53 a week more should be subject to the same rate increase as parents who don't pay for vacations in advance.



For more information about charging for vacations and holidays, see my book [Family Child Care Contracts and Policies](#).

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## Health & Safety

# Obesity Threatens the Health of America's Children

By Jordan Richland, former Executive Director, American College of Preventive Medicine



Children growing up in the United States today are more likely to suffer lifetime harm from the way they eat than from tobacco, drugs, and alcohol combined.

Although the number of adults who are overweight or obese has risen dramatically in recent years, the rate of obese and overweight children has increased at twice the rate among adults. More than one in seven children and adolescents aged 6 to 19 are now overweight or obese.

Not only are children who are overweight at risk for health problems as adults, they also potentially face serious short-term health consequences. The increase in childhood overweight and obesity is related to a surge in Type II diabetes. Formerly called adult onset diabetes, Type II diabetes no longer can be considered age-specific. The National Institutes of Health concluded that diabetes is such a big risk factor for vascular disease that heart disease may be assumed when diabetes is present. Given current obesity trends among young people, heart disease could become an increasingly common pediatric disease. Medical experts also anticipate a rise in obesity related stroke, certain types of cancer (colon, breast, prostate, and endometrial), and osteoarthritis. In addition, serious psychological problems such as depression, eating disorders, and low self-esteem have been associated with obesity.

### A Complex Issue

Overweight and obesity result from and energy imbalance when people eat more calories than they use, so weight management must come through changes either in diet or physical activity or both. However,

this simple formula can mask complex causes of obesity, including behavior, the environment, and genetics, which are complicated further by the way we live, work, and spend our leisure time. Personal behavior determines the types and amounts of food and individual eats. Food choices are affected by taste, convenience, cost, and nutritional value. They also are influenced by our physical and social environments, which often make healthy choices difficult. In many schools, high-calorie foods and soda are easy to get and inexpensive. Makers of prepackaged foods often include ingredients high in fat, sugar, and calories because people report they taste better.

Rates of overweight and obesity are especially high in low-income communities. Studies have shown that many U.S. inner cities have fewer supermarkets than suburban communities, making it more difficult for residents to obtain fresh and nutritious foods. More

Current societal trends also discourage healthy eating among children. The number of households in which both parents work has grown, decreasing parents' time for preparing nutritious meals. More families are now eating more meals outside the home, including in fast food restaurants where high-calorie foods are served.

fast food restaurants are located in low-income areas, and healthy and nutritious foods often are more expensive than processed foods high in fat, sugar, and sodium.

Today's physical environment also is less conducive to activity and exercise than in the past, and the Centers for Disease Control and Prevention reveals that 40 percent of adults report no leisure time physical activity. A decrease in the number of neighborhood schools throughout the country means fewer children walk to school, and suburban sprawl precludes walking to stores for daily errands.

### A Chance to Make a Difference

Caregivers have an opportunity to help reduce childhood obesity by teaching children to make healthy choices, implementing health and nutrition and physical activity programs in family child care homes, child care centers and after-school programs, and encouraging parents to be more health conscious. Policy-makers can lead by creating awareness campaigns and allocating funding to childhood obesity prevention programs.

\* Overweight refers to adults with a Body Mass Index (BMI) ranging from 25.0–29.9, while obesity refers to a BMI greater than or equal to 30. (BMI is a measure for assessing weight status in adults by relating weight to height.) Obesity and overweight are defined differently for children and are based on age/gender growth charts. Yet, the phrase "obesity epidemic" has gained popular usage and often refers not just to those who are obese, but also to those who are overweight.

<sup>1</sup> Guo, S.S. Wu, W., Chumlea, W.C. & Roche, A.F. (2002). *Predicting overweight and obesity in adulthood from Body Mass Index values in childhood and adolescents*. American Journal of Clinical Nutrition, 76(3), 653-658.

<sup>2</sup> Fagot-Campagna, A., Saaddine, J.B., & Engelgau, M.M. (2000). Is testing children for type 2 diabetes a lost battle? *Diabetes Care*, 23(9), 1442-1443.

<sup>3</sup> National Heart, Lung, and Blood Institute, National Institutes of Health. (2002, September). *Third report of the expert panel on detection, evaluation, and treatment of high blood cholesterol in adults (adult treatment panel III)*. Bethesda, MD. (NIH Publication No. 02-5215).

<sup>4</sup> Cassady, D.L. (2001, October 2005). *Mapping the availability of healthy food: Does neighborhood income make a difference?* Paper presented at the 129th Annual Meeting of the American Public Health Association. Abstract retrieved October 2005, from [http://apha.confex.com/apha/129am/techprogram/paper\\_27241.htm](http://apha.confex.com/apha/129am/techprogram/paper_27241.htm).

<sup>5</sup> U.S. Department of Health and Human Services. (2000). *Healthy people 2010* (conference ed. in 2 vols.). Washington, DC: Author.

## ***Professional Development Opportunities***

### ***Disaster Preparedness***

**Oct 19th 6:30 - 8:30 PM**

Red Cross  
811 Pacific Ave, Bremerton, WA 98337

**Cost:** \$15 **STARS:** 2.0

**How to Register:** Pre-registration required. For more information, contact Maureen Bissell at (360) 479-2499 or [Register Online](#)

### ***CPS Reporting with Maureen Martin***

**Oct. 25th 4:00 - 5:00 PM OR**

**Oct. 28th 3:30-4:30 PM**

DSHS-Port Angeles  
201 West First Street -2nd Floor ballroom  
Port Angeles, WA. 98362

**Cost:** 0 **STARS:** 1.0

**How to Register:** Pre-registration required. For more information, contact Ann Chihan at (360) 452-5437 or [Register Online](#)

### ***Domestic Violence & It's affects on Children with Debbie Brockman YWCA***

**Nov. 2nd 6:30 - 8:30 PM**

Martha and Mary Learning Center  
3513 NW Anderson Hill Rd, Silverdale, WA 98383

**Cost:** 15.00 **STARS:** 2.0

**How to Register:** Pre-registration required. For more information, contact Maureen Bissell at (360) 479-2499 or [Register Online](#)

### ***Social Networking for Super Heroes***

**Market your Business Online.**

**Nov. 4th 8:30 - 3:30 PM**

Port Angeles Skill Center  
905 West 9th St, Port Angeles, WA 98362  
Lunch will be provided

**MORE INFO TO FOLLOW**

### ***Brain Development / Ameer Barlett from OESD 114***

**Nov. 15th 6:30 - 8:30 PM**

Martha and Mary Learning Center  
3513 NW Anderson Hill Rd, Silverdale, WA 98383

**Cost:** \$15 **STARS:** 2.0

**How to Register:** Pre-registration required. For more information, contact Maureen Bissell at (360) 479-2499 or [Register Online](#)

### ***Social & Emotional Development of Children 3-5 Years Old with Molly Evans, Central Kitsap School***

**Nov. 16th 6:30 - 8:30 PM**

Martha and Mary Learning Center  
3513 NW Anderson Hill Rd, Silverdale, WA 98383

**Cost:** \$15 **STARS:** 2.0

**How to Register:** Pre-registration required. For more information, contact Maureen Bissell at (360) 479-2499 or [Register Online](#)

### ***Music & Movement / Debbie Haggard, Holy Ridge***

**Nov. 17th 6:30 - 8:30 PM**

**Location:** To Be Announced—KITSAP COUNTY

**Cost:** \$10.00 **STARS:** 2.0

**How to Register:** Pre-registration required. For more information, contact Maureen Bissell at (360) 479-2499 or [Register Online](#)

***Need STARS Hours But Not Sure Where  
You'll Fit it in With Your Busy Life?  
COMING SOON...  
MY PERSONAL TRAINER!***

**These classes are composed of on-line, self-paced study, assignments and on-site consultation.  
We also offer classes in person at your center or FCCH.  
Each class has the potential to earn up to 4 STARS hours.**

**Classes include:**

- **Building Relationships with Children Who Challenge Us.**
- **How to Get Parents on Your Team**
- **Every Child Counts: Building Community**

For more information, please contact

LCSNW-Parent Line

For Clallam & Jefferson counties, call Ann at

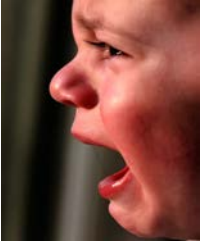
**1-800-300-1247 (360) 452-5437**

For Kitsap county,

call Maureen at 360-479-2499

**Each class is 4 STAR Hours for \$15.00 with the 4th hour FREE!**

## MAKING TRANSITIONS EASIER



Transitions can be a very emotional and stressful experience for children. Now, more than ever, children are being confronted with larger and more difficult transitions on a daily basis. Children may be transitioning from one

home to another, people who have been important to their lives may have moved away, or they may find themselves having to do without things that were previously available. This can make even the smallest transitions feel larger than they really are.

As early childhood educators, we have a responsibility to assist children through these challenging moments and equip them with the necessary tools to cope. This requires caregivers to be patient, empathetic, creative, and consistent. Children need to feel safe, and they need to feel loved. Providing a warm, welcoming environment with a consistent daily schedule allows children to build expectations about what will happen throughout their day. When children know what to expect, they are less likely to react negatively during transitions from one activity to the next.

There are some children who have difficulty with transitions because of their age or temperament. For example, children under the age of three, or children with little to no vocabulary, may need extra assistance during transition time. There are also children who become so focused on their projects that they simply are not ready to make the mental shift of moving on to something new. The following are ideas you can implement into your daily routine or add to your environment, to help ease the stress of transitions for children.

Keep a daily schedule posted. List daily events in order from top to bottom, and place a photo next to each event depicting that particular activity. A few minutes before transition time, go to each group of children, point to the schedule and say, "What will we do next? Transitions occur throughout the day and can be challenging for both adults and children. Take the time to construct a few props and activities to get you through these transition gaps. Young children respond quickly to singing and finger-plays, but older children may prefer hands-on activities.

### Here are some ideas to get you started:

Having special props, songs, and activities that are used only during transition times will give children something to look forward to and can make the day run much more smoothly in your program. Since children are unique and per-

form at different paces, give children who finish activities quickly an alternative to keep them busy and make transitions fun.

### READY, SET, TRANSITION! FIVE LITTLE PEAS

**Age group: Infants and toddlers**

**What you need:** Your voice and hands

**What you do:** Sing or chant the following lyrics while using hands to illustrate. Directions for hand movements will appear in parentheses. "Five little peas in a pea pod pressed (Cup two hands and pretend there are peas hidden inside them), one grew, two grew (separate your hands from each other but not completely), and so did the rest. They grew and grew and did not stop (inflate your hands until they look like a ball), until one day they all went POP! (clap hands and invite children to do the same)."

**What they learn:** This transition finger-play is a great way to call younger children to you. They will be focused on what might be inside your hands and come to see. Children also have the opportunity to practice math skills such as counting, sequencing, and patterning.

### HANDMADE PUZZLES

**Age group: Preschool**

**What you need:** Poster board, glue sticks, pictures from magazines, postcards or greeting cards, clear contact paper, and sharp scissors or a cutting board (for adult use only)

**What you do:** Glue pictures to a piece of poster board. When they are dry, cover them with clear contact paper. Cut the picture into puzzle pieces. Store in zip lock bags or envelopes. Store the Carry Anywhere Puzzles in a tub or box. During "clean up time," children who finish first can choose a puzzle to do on the carpet while they wait for their friends. Once everyone is done the puzzles can be put away. Only use these puzzles for transition time so that they are a special activity.

**What they learn:** Children learn how to entertain themselves quietly while others are still working. They also practice spatial awareness skills, eye-hand coordination, and problem solving.

### NAME THAT CROONER

**Age group: Preschool**

**What you need:** Tape recorder and tape of

children singing

**What you do:** Once children have learned several songs well, record their individual voices singing. During transitions, play the tape and ask children to identify the singer. Once the children have named the singer they can join in and finish the song. If children can't guess the singer by the end of the song, give them hints about the singer's appearance, such as eye color or what they are wearing that day.

**What they learn:** This activity encourages children to use their listening skills and learn the uniqueness of individuals. Children also like to hear themselves on tape; it helps build their self-esteem.

### SPINNER STORY BOARDS

**Age group: School-age**

**What you need:** An 18" diameter circle from a piece of poster board, scrap pieces of poster board to make arrows, permanent markers, brad fasteners, pictures cut from die cuts or magazines, glue sticks, and a ruler

**What you do:** Divide the circle into six equal wedges, using the ruler and a permanent marker. Poke a hole in the center of the circle and attach an arrow shaped pointer made from poster board scraps with the brad fastener. Glue one picture or shape in each section. Make several different Spinner Story Boards and store them in a box. When older children are waiting for others to finish an activity, they can sit in a group with the Story Spinner Boards. The first child spins the arrow and starts a story using the picture as a clue. Each child takes a turn, adding to the story, until the group is satisfied with the ending.

**What they learn:** Children learn to express themselves creatively, take turns, work cooperatively to complete a goal, improve vocabulary, and practice communication skills.

*Children's Home Society of California-Child Care and Development Services  
Spring 2011 Issue*

*Sources: Easy Songs for Smooth Transitions in the Classroom by Nina Araújo and Carol Aghayan (2006, Redleaf Press). Transition Magician: Strategies for Guiding Young Children in Early Childhood Programs by Nola Larson, Mary Henthorne and Barbara Plum (1994, Redleaf Press).*

## Curriculum-Environment

### Preparing for Preschool: Science Teachers share science by taking advantage of children's innate curiosity about the world.



Preschool teachers can pull the science out of the environment and make it part of daily experience. Preschoolers find science in trips to the park and the playground, water and sand play, making fruit

salad, rolling toys down a ramp, and building with blocks. Science is based on curiosity, and teachers reinforce children's inherent curiosity through discussion. Through exploration and discussion, preschoolers learn that science is part of their lives — and that it's a lot of fun! There are so many opportunities:

mato will look like when she cuts it open. As the soup simmers, the class will predict which vegetables take longer to cook. The teacher may take pieces of carrot or potato out for children to poke with toothpicks to test their hypotheses. They may add spices and compare taste. Later, when they eat the soup, the children can talk about the differences in taste and texture among the vegetables.

• **Botany in the park:** A teacher takes a stick, draws a rectangle around a tree and asks children to see what they can find. When preschoolers spend time observing, they learn which trees lose their leaves in winter and which ones have buds in spring. They collect leaves and sort them by size and shape. They watch the birds and squirrels and other animals, and learn to share their observations through discussions, drawings, charts, and graphs.

• **Physics on the playground:** Seesaws, slides, swings, and bouncing balls make the playground a natural physics lab. The seesaw demonstrates principles of balance, the slide is an experiment in gravity, and swings are laws of motion in action. The teacher can encourage children to think and question by challenging them to balance the seesaw with kids of different sizes. She can relate the way the seesaw balances to the balance scales in the classroom. She can encourage her students to look under the seesaw to see how it works and which parts move. In this way, they investigate principles of weight and mass.

• **Explorations at the water and sand tables:** Children make sieves with different size holes and pour sand or water through them, noting how the size of the hole affects the results. At the water table they learn the properties of water as they predict whether objects will sink or float, then test their predictions.

• **Chemistry in the kitchen:** While they help prepare vegetable soup, preschoolers name the ingredients as they sort them and add them to the pot. The teacher asks questions about the color, texture, and smell of the carrots, onions, and tomatoes. She may ask what a to-

• **Relativity in the block corner:** Children build towers and balance blocks of different sizes and shapes to construct bridges, exploring concepts of spatial relations, gravity, and balance. Preschoolers learn basic principles of physics by building ramps of different heights and racing cars down them, predicting which car will finish first.

• **Meteorology at circle time:** The preschool day often begins with a discussion of the weather. Is the sun out today? How does the sun feel on our skin? Why is sun important? Is it raining? How does rain feel? Why is rain important? Some classes may keep a container to measure and compare rainfall. Is it colder or warmer than it was yesterday? How do we know? Is it cold enough for snow? Children record their observations in diagrams and charts.

• **Horticulture on the windowsills:** The class might grow beans. Each child has a tiny clay pot. He plants a seed in the pot, filling it with soil and patting the dirt down around the seed. Every day he will water the plant and record its growth on a chart. He will learn what seeds require to sprout, and, later, what they need in order to grow.

• **Biology in the fish tank:** Some classrooms have rabbits, gerbils, or guinea pigs; others have fish or earthworms. These creatures teach children how living beings interact with their environment and react to different stimuli. Preschoolers take responsibility for caring for the animals: recording the temperature in the fish tank, learning about the earthworm's habitat, finding out what the rabbit and gerbils and guinea pig eat, and measuring out their food. Children observe the animals' habits, measure and weigh them, and record their growth in pictures and charts.

## Community Resources / Announcements

### Department of Early Learning

Access regulatory information online at:

<http://www.del.wa.gov/>

To find out more about:

*Forms and Publications, Frequently asked questions  
& New policies*

### Legislature OKs portable background checks for child care employees



*Current child care licensees must contribute \$45 to help build, maintain registry*

The 2011 Legislature passed House Bill 1903, sponsored by Rep. Tina Orwall, creating a three-year portable background check for licensed child care employees. This portable background check will have benefits for both child care licensees and their employees:

- Employees have a three-year "portable" clearance card, which they can use to work in more than one facility during those three years.
- Licensees will not have to wait for background checks to clear before allowing new hires to work unsupervised with children in care.

[www.del.wa.gov/requirements/new/fees.aspx](http://www.del.wa.gov/requirements/new/fees.aspx)

### Nonexpiring child care license

Child care providers must submit their nonexpiring license documents to DEL **30 days prior to the anniversary date of the license**. The required documents include:

- Annual licensing fees.
- Declaration of compliance
- Background check information

Information about nonexpiring licenses will be sent to the provider 90 days prior to the license anniversary date, to help ensure there is plenty of time for the provider and DEL licensors to work together.

**Remember:** By law, a child care license expires if the provider does not meet the annual requirements for maintaining a nonexpiring license. If the license expires, the provider will need to submit a new license application and wait up to 90 days for DEL to process the license and inspect the facility.

Providers can find out more online at [www.del.wa.gov/requirements/info/](http://www.del.wa.gov/requirements/info/)



### Submit your Videos and/or Photographs to be Posted on Our Website!

To help us celebrate high quality child care, the Washington State Child Care Resource & Referral Network is asking for your videos!

Providers, we urge you to submit your videos that tell us (or show us) what makes your child care so great! Do you have a particular staff person you would like to recognize? If so, why? Feel free to share something about an exciting new curriculum you are trying in your business, or share an especially great field trip you took this summer.

Parents, if you're especially fond of your child care provider, tell us (or show us) why! Think your child care center has a great classroom setting? Take us on a video tour! Do your kids love the outdoor play areas at your child care? Show us the pictures!

Send your videos and/or photographs by October 31, 2011, so we can post them on our website as well as share them with our legislators during their next session. They need to understand the importance of quality child care in our children's lives. Submissions must include your name, address and phone number. Mail your videos/photos to:

WSCCRRN  
Attn: Marlyn  
1551 Broadway, Suite 300  
Tacoma, WA 98402

All submissions become the property of the CCR&R Network and cannot be returned.

### Check us out on facebook



Lutheran Community Services NW  
Parent Line



**U.S. CONSUMER PRODUCT SAFETY COMMISSION**  
<http://www.cpsc.gov/>

### Reminder!

### Share your input on the early learning guidelines

You have until Oct. 27 to share your input on the draft state early learning guidelines. Visit [www.del.wa.gov/development/benchmarks](http://www.del.wa.gov/development/benchmarks) to learn more about the guidelines redesign and share your comments.

**1502 E Lauridsen Boulevard**  
**Port Angeles, WA 98362**  
**360-452-9277**  
**Toll Free 1-877-452-9277**  
<http://www.pc.ctc.edu/>

*Childcare News and Notes is a publication of Parent Line, a non-profit program of Lutheran Community Services NW. Information contained in this newsletter does not necessarily reflect the opinion or policy of Parent Line or LCSNW. Comments or suggested content for Childcare News & Notes should be addressed to:*

*Lisa Lyon  
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301 Lopez  
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llyon@lcsnw.org*



Lutheran Community Services NW  
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301 Lopez  
Port Angeles, WA. 98362

**Have e-mail? Update your info at [parentline@lcsnw.org](mailto:parentline@lcsnw.org)**