



# WASHINGTON

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

## Statewide Initiatives

▶ **The State Child Care Coordinating Committee** was statutorily created in 1988 to serve as an advisory group to the legislature and state agencies. The Committee’s mission is to improve the availability, affordability, and quality of culturally responsive and developmentally appropriate early education and out-of-school time programs in Washington state. The Committee consists of a wide range of community stakeholders who participate in eight subcommittees: health and safety, subsidy, career development, systems, partnership, public policy, school-age care, and licensing. In its 2001 annual report to the legislature, the Committee made a number of recommendations for improving the system of early childhood and afterschool including: creating a governance structure that would guarantee consistent policies and goals throughout the early childhood field; increasing the reimbursement of child care costs and expanding eligibility for financial assistance to support more working families; hosting a statewide forum to agree upon acceptable quality outcomes of early care and out-of-school-time programs; and evaluating existing funds and identifying untapped federal and state sources of funding to pay for the true costs of care.

▶ **School’s Out Washington** provides services and guidance to organizations to build community systems that support quality out-of-school time programs. As a statewide leader in afterschool, the organization provides training, advocacy, and leadership to expand and improve existing out-of-school time programs as well as start new programs. School’s Out Washington has played a key leadership role and collab-

## Quick Facts

### Demographics

Total population: .....5,894,121  
Number of children ages 5-12: .....687,607  
Percent of population: .....12%  
Percent of students eligible for free and reduced-price lunch:.....31.4%  
Percent of K-12 students in Title I “Schoolwide” schools: .....16.9%

For more demographic information, visit <http://nccic.org/statedata/statepro/washingt.html>

### Child Care and Development Fund (CCDF)

#### • CCDF Administrative Overview

Administering agency:  
Department of Social and Health Services, Division of Child Care and Early Learning

Total estimated FFY03 federal and state CCDF funds: ..\$175,983,473

FFY03 total federal share: .....\$106,615,031

FFY03 state MOE plus match:.....\$69,368,442

School Age & Resource and Referral earmark: .....\$295,915

FFY02 Total Quality Expenditures: .....\$17,966,365

Percent of children receiving CCDF subsidies who are ages 5-12: .....46.1%



U.S. Department of Health and Human Services  
Administration for Children and Families, Child Care Bureau



orated with other statewide entities including the Washington School-Age Care Alliance; the School-Age Care Subcommittee of the Washington State Child Care Coordinating Committee; and the Department of Social and Health Services, Division of Child Care and Early Learning, to improve the quality and expand the state's capacity to serve school-age children and youth.

For more information, see <http://www.schoolsoutwashington.org/home.htm>.

▶ **Washington Afterschool Network.** In 2003, School's Out Washington received a grant from the C.S. Mott Foundation to develop the Washington Afterschool Network. The network, which expands the work of the State Child Care Coordinating Committee's School-Age Care Subcommittee, will serve as a vehicle for bringing together policymakers, educators, child care providers, youth development workers, program developers, advocates, parents, and others interested in improving outcomes for children and youth through school-based/school-linked afterschool programs. The network seeks to create partnerships at all levels, secure needed resources, and ensure the high quality of afterschool programs throughout the state.

▶ **The Washington Regional Action Project (WRAP)** is a collaborative partnership to increase the quality and availability of programs for school-age children and youth in Washington state. School's Out Washington, the lead agency for this project, works with five other organizations to link communities with resources, provide professional development opportunities for program staff, and broaden involvement in planning for regional youth services and building a system of afterschool. There are six WRAP geographic regions and each is served by a WRAP specialist who supports the community's efforts in afterschool.

For more information, see <http://www.schoolsoutwashington.org/docs/wrapbrochure.pdf>.

▶ **The Washington State Training and Registry System (STARS)** was created in 1997 through a legislative statute to improve child care through basic and on-going training for child care providers, including school-age directors. The Department of Social and Health Services, Division of Child Care and Early Learning, is the regulatory authority for child care licensing requirements and administers the STARS Registry, a web-based database that tracks provider records. Washington STARS requires all licensed family child care providers and licensed child care center school-age directors, program supervisors, site coordinators, and lead teachers to complete professional development trainings each year. Providers are required to complete 20-hour basic training within the first six months of licensure or employment as well as ten clock hours or one college credit of approved in-service training.

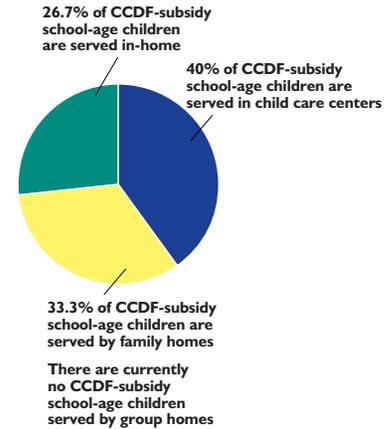
For more information, see <http://www.waeyc.org/web%20page/washington%20stars/stars.html>.

## Notable Local Initiatives

▶ **The Better Outcomes for Out-of-School Time (BOOST) Learning Initiative**, funded in part by the Stuart Foundation, is a collaborative effort taking a community-wide approach to building stronger services, increasing access, and encouraging coordination for everyone directly involved in expanding children's learning in and out of school. The BOOST Learning Initiative brings together partners from intermediary agencies, school districts, city agencies, and other local initiatives to impact community engagement, family access, provider training and support, and the development of policies to strengthen

## Quick Facts (continued)

### • Settings



### • Uses of CCDF Earmarks and Quality Dollars for Afterschool

*“Resource and referral and school-age” earmark:*

The Division of Child Care and Early Learning (DCCEL) may contract with the School's Out Washington (SOWA), the Washington Regional Action Project, and the Washington Consortium to leverage public dollars to provide training and technical assistance, networking, and education opportunities to school-age programs. Funding may also be provided to local out-of-school time programs that are trying to meet or maintain their licensing requirements.

*Other quality activities:*

Funds may be allocated to the Washington State Training and Registry System (STARS) to provide ongoing training for child care directors, including school-age directors.

### • Provider Reimbursement Rates and Family Copayments

Label assigned by state for school-age rate category: .....5-12 years

Maximum rate for center-based school-age category: .....\$23.86/day

Notes: Rates vary by region. Rates for Region IV given.

Standardized monthly center-based school-age rate .....\$286

Is “time in care” a factor in determining family copayment for school-age care? .....Yes

the field of afterschool. BOOST's lead agency, School's Out Washington, awards grants to communities in the South Seattle and North Highline area to test innovative models for expanding children's learning, including strategies that connect afterschool programs to school day learning; increase family involvement in afterschool learning; and increase the training, resources, and materials available to afterschool programs.

- ▶ **SOAR**, formerly known as *Project Lift-Off*, is building a network of high-quality, affordable early education and afterschool programs for all children and youth in Seattle and King County. Business and community leaders, grantmakers, organizations, schools, governments, parents, and faith-based groups all have joined in this effort. The effort is now being led by the United Way. Through its partnerships, SOAR has developed a strategic plan of action for early learning and afterschool that include increasing the quality and quantity of programs and enhancing out-of-school time activities in Seattle Public Schools and other communities in King County.
- ▶ The City of Spokane is one of eight cities participating in the National League of Cities, Institute for Youth, Education, and Families' Municipal Leadership for Expanded Learning Opportunities project, which seeks to increase the availability and improve the quality of expanded learning opportunities for children and youth in urban communities. The Spokane **Municipal Leadership for Out-of-School Time** initiative, led by the City of Spokane, through the Chase Youth Commission and Neighborhood Services, and the Spokane Public Schools, is an effort to build support and increase partnerships for afterschool programs. The initiative has established a number of committees to develop action steps and make recommendations for increasing opportunities for Northeast neighborhood youth, grades 5-10 to build assets during non-school time.

## Statewide Organizations

### National Afterschool Association Affiliate:

Washington School-Age Care Alliance  
 Spokane Public Schools  
 200 North Bernard Street, Admin Building  
 Spokane, WA 99201  
 Phone: 509-354-5942

### Statewide Child Care Resource and Referral Network:

Washington State Child Care Resource & Referral Network  
 917 Pacific Avenue, Suite 600  
 Tacoma, WA 98402  
 Phone: 253-383-1735 or 800-446-1114

## Additional Resources

### State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

### State TANF Contacts:

[http://www.acf.hhs.gov/programs/ofa/hs\\_dir2.htm](http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm)

### 21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

## Quick Facts (continued)

### Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF: .....\$109,930,000

FFY02 TANF direct spending on child care: .....\$85,420,612

### Program Licensing and Accreditation Policies

Are there separate school-age licensing standards? .....Yes

Are school-operated programs exempt from licensing standards?  
 Data not available

Ratio of children to adults in school-age centers: .....15:1

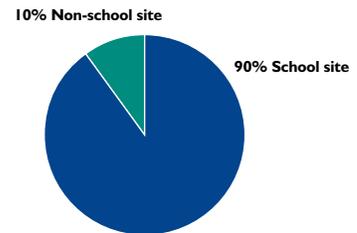
Number of National AfterSchool Association (NAA) accredited programs: .....18

### 21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount: .....\$4,125,691

Applications funded: .....9

Program locations:



Licensing required? .....No

## Notes and Sources

### Demographics

**Total population:** *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

**Number of children ages 5-12:** *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

**Percent of students eligible for free and reduced-price lunch rate:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

**Percent of K-12 students in Title I "schoolwide" schools:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

### Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

**FFY03 state MOE plus match:** In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

**FFY02 total quality expenditures:** Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

**Uses of CCDF Earmarks and Quality Dollars for Afterschool:** Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

**Maximum rate for school-age category:** Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

**Standardized monthly school-age rate:** Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

### Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

### Program Licensing and Accreditation Policies

**Ratio of children to adults in school-age setting:** Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

**Number of NAA-accredited programs:** Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

### 21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

**FFY02 formula grant amount:** Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

**Applications funded:** Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

**In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:**

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

## Contact Us:

### Email:

[afterschool@financeproject.org](mailto:afterschool@financeproject.org)

### Web:

[nccic.org/afterschool](http://nccic.org/afterschool)

### The Finance Project

1401 New York Avenue, NW  
Suite 800

Washington, DC 20005

Phone: 202-587-1000

Web: [www.financeproject.org](http://www.financeproject.org)

### National Governors Association Center for Best Practices

444 North Capitol Street, NW  
Washington, DC 20001

Phone: 202-624-5300

Web: [www.nga.org](http://www.nga.org)

*The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.*