

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

TABLE OF CONTENTS

PREFACE.....	3
I. INTRODUCTION	4
II. EARLY CARE AND EDUCATION SYSTEM.....	5
III. RECENT CHANGES IN EARLY CARE AND EDUCATION.....	8
IV. QUALITY OF EARLY CARE AND EDUCATION	11
V. CHILD CARE AFFORDABILITY	13
VI. COMMUNITY-BASED SERVICES.....	15
VII. EMERGING ISSUES.....	17
VIII. CONCLUSION	20
IX. APPENDICES	21

**League of Woman Voters of Washington
4730 University Way N.E. #720
Seattle, WA 98105**

www.lwvwa.org
**206-622-8961
800-419-2596**



PREFACE

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:

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

Technical Review Committee:

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

Study Design/Layout:

Judith Barnes (LWV of Thurston County)
Ruth Harms (LWV of Thurston County)

Pictures By:

A Child's Place Preschool
Sound to Harbor Head Start/ECEAP Program



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)

Type	Description	Numbers in Care
Child Care Center (licensed by DEL) 2,092 in 2006. ¹	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.	125,100 children received care in 2006. ²
Family Child Care Homes (licensed by DEL) 5,767 in 2006. ³	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.	41,900 children received care in 2006. ⁴
Family, Friend and Neighbor Care (FFN) (unlicensed) Approximately 295,000 caregivers in 2001. ⁵	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.	About 480,000 children, birth to 12, in 2001. ⁶ The largest group of children in care.
Preschool Care: (not required to be licensed if providing care for fewer than 4 hours per day for preschool children) Unknown number	Variety of types offer care for children ages 3 to 5: parent cooperative preschools; Montessori preschools; private preschools; Head Start, a federally funded program; ECEAP, a Washington State supported program; and playgroups- informal arrangements made by groups of families.	Unknown. In 2008, there were 9,512 Head Start slots in Washington state; and 7,081 slots in ECEAP. ⁷
Pre-Kindergarten Programs (might be licensed if part of a center/family child care home)	For 4-5 year olds. Can be part of a preschool, a child care center, or a program operated by a school district.	Unknown
In Home Care by a Nanny (unlicensed)	Nannies are hired to come to the home or may live with the family; others come during the times when the family needs care.	Unknown

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.⁸ 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

Name:	Functions:
The Department of Early Learning (DEL, formed 7/1/2006)	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.
Office of Superintendent of Public Instruction (OSPI)	Manages the Child and Adult Food Program and the Individuals with Disabilities Education Act (IDEA) program.
Department of Social and Health Services (DSHS)	Manages the Infant/Toddler Early Intervention Program (ITIEP) and manages the <i>Working Connections</i> child care subsidy program. ⁹
Department of Health (DOH)	Maternal Child Health Division administers <i>Healthy Child Care Washington</i> (HCCW). ¹⁰

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. ¹¹

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.

Representative Foundations and Institutes in Washington State

<i>Name, Date Established</i>	<i>Focus</i>
Foundation for Early Learning, April 2000.	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
Thrive by Five, Washington July 2006 Public-private partnership	Catalyst for improving parenting education and support, child care, preschool, and other early learning environments throughout Washington. Funded by Bill and Melinda Gates Foundation, other foundations and businesses, and the State of Washington. ¹⁴
Talaris Research Institute 2000	Supports parents and caregivers in raising socially and emotionally healthy children ¹⁵
Comprehensive Health Education Foundation (C.H.E.F. ®) 1974	Helps people and communities improve the quality of their lives through health education. Has developed three comprehensive early childhood programs. ¹⁶
Institute for Learning and Brain Science (I-LABS) University of Washington 2003.	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

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.”¹⁸ 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.¹⁹

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.²⁰ 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.²¹ (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.”²² 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:

- From the time of conception to the first day of kindergarten, development proceeds at a pace exceeding that of any subsequent stage of life.
- Nature versus nurture is no longer an argument - both shape our development.
- Human relationships are the building blocks of human development.

- 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.

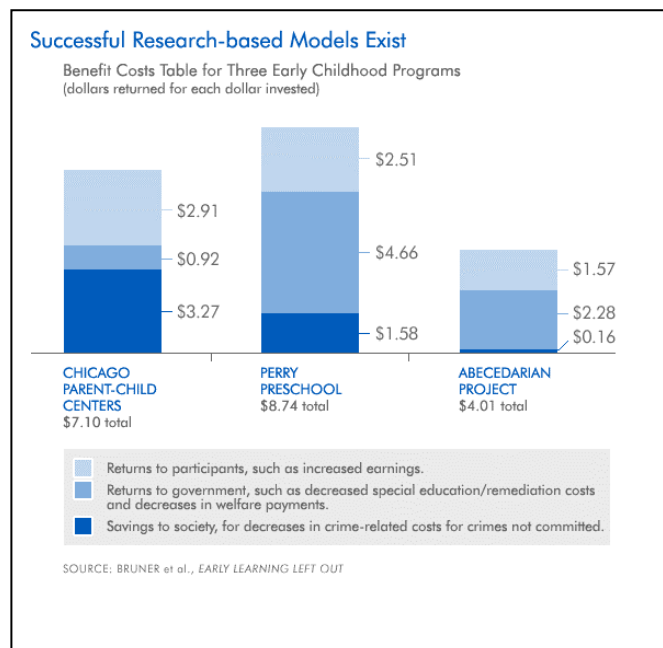
Three Studies of Long Term Early Care and Education

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.²⁶ Society also benefits through savings on school remedial services, increased tax revenues, and averted crime victim costs.²⁷



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 documentations 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 are working in low-paying jobs, looking for work, or in an approved training program. Washington State serves all eligible 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 state-wide 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.³⁶

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.³⁷ Twenty-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.³⁸

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:³⁹

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.

40

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.”⁴¹ 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

State (2006-07)	Total Enrollment	% enrolled		Rank among all states in enrollment		State Spending per Child	State Rank for Spending	Number of Benchmarks Achieved
		3 year olds	4 year olds	3 year olds	4 year olds			
CA	84,666	5	11	8	24	\$3,486	18	4
CO	14,147	3	15	11	22	\$2,047	36	5
CT	8,532	4	16	9	18	\$7,707	3	6
MD	25,674	1	34	20	10	\$2,918	27	7
MA	17,882	9	10	6	25	\$3,681	16	6
NJ	45,499	15	25	3	13	\$10,494	1	8.5
VA	12,501	0	13	0	23	\$3,577	17	7
WA	5,837	1	6	16	29	\$6,010	6	9

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.

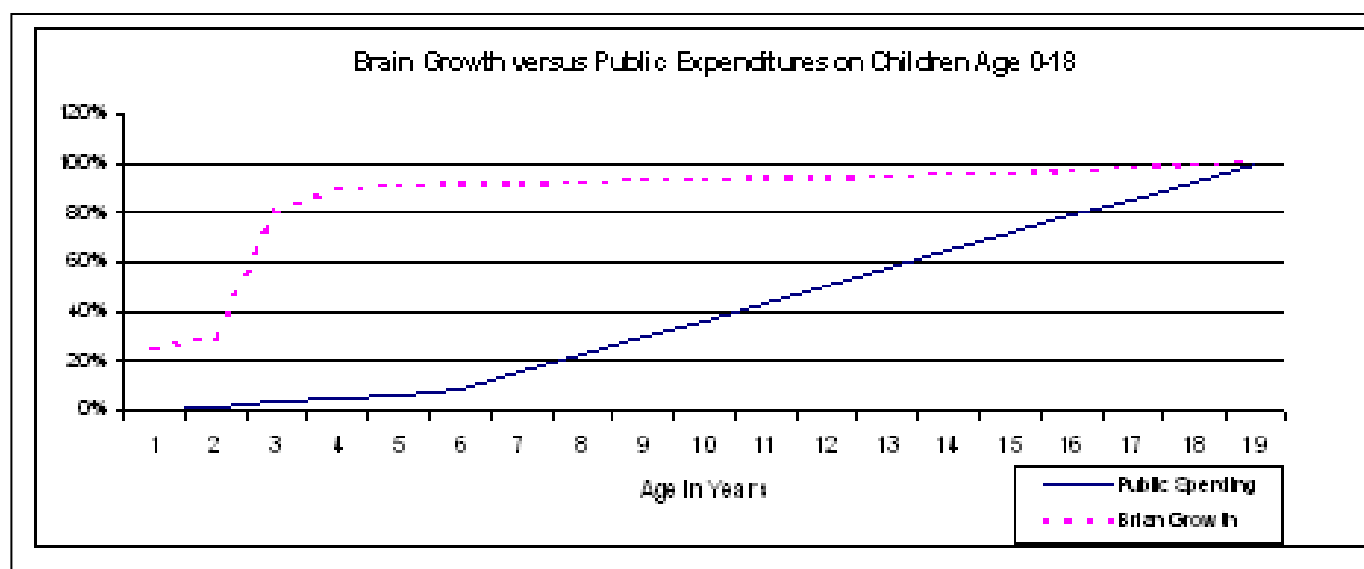
Some of the questions raised by the study are

- 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.



IX. APPENDICES

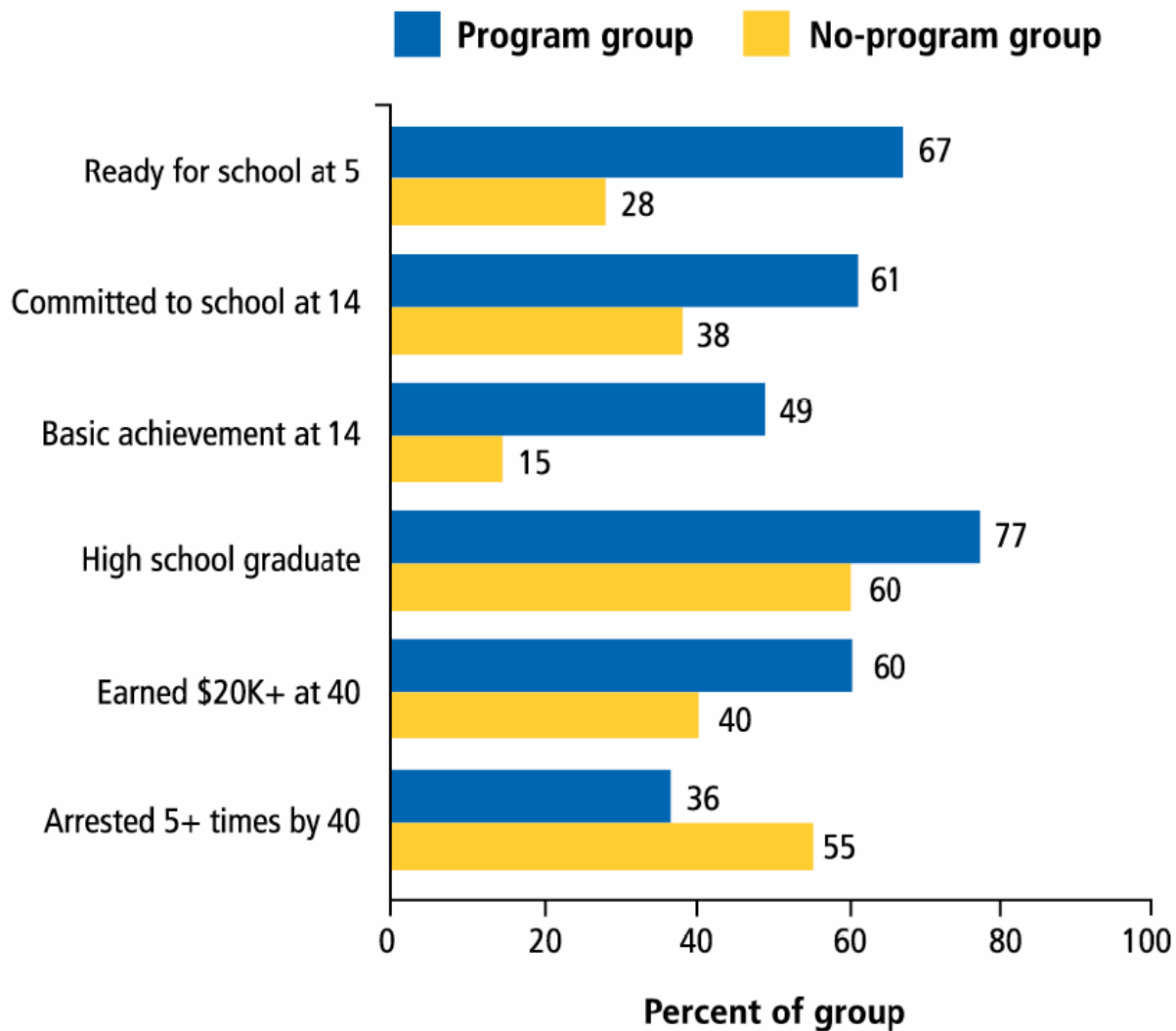


Appendix A. Brain Growth versus Public Expenditure On Children Age 0-18

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.

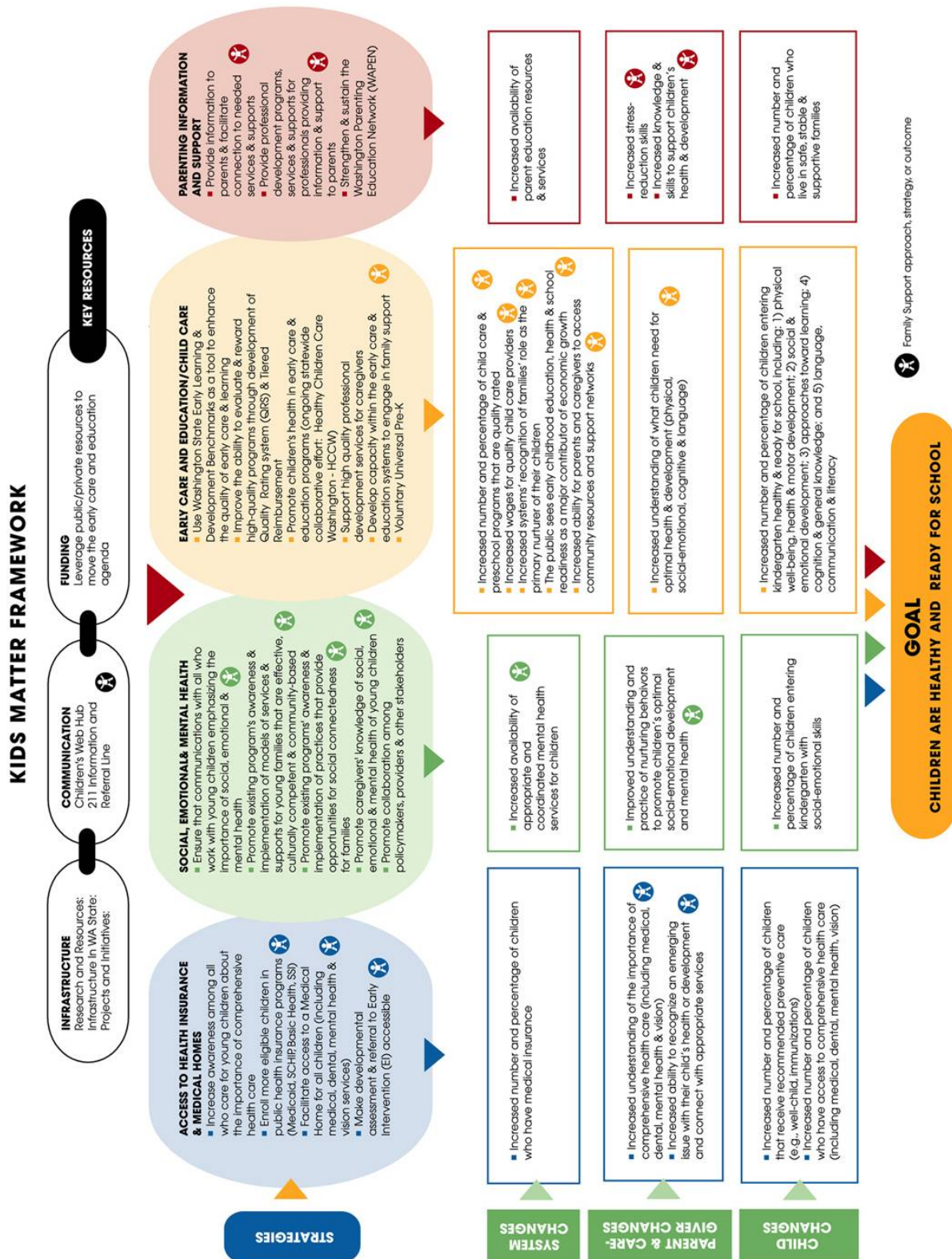
The second curve shows the cumulative percent of total spending on children through age 18 that is attained at each age based on data for 1992. For example, 8 percent of all public spending (by the federal, state, and local governments) that will be spent on the average child has occurred by age 5, one-quarter 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**

Source: Schweinhart and others 2005.

Appendix C. Kids Matter



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

2008	Annual Income by Percentage of Federal Poverty Level				
Family Size	100%	185%	200%	250%	300%
1	\$10,400	\$19,240	\$20,800	\$26,000	\$31,200
2	\$14,000	\$25,900	\$28,000	\$35,000	\$42,000
3	\$17,600	\$32,560	\$35,200	\$44,000	\$52,800
4	\$21,200	\$39,220	\$42,400	\$53,000	\$63,600
5	\$24,800	\$45,880	\$49,600	\$62,000	\$74,400
6	\$28,400	\$52,540	\$56,800	\$71,000	\$85,200
7	\$32,000	\$59,200	\$64,000	\$80,000	\$96,000
8	\$35,600	\$65,860	\$71,200	\$89,000	\$106,800
9	\$39,200	\$72,520	\$78,400	\$98,000	\$117,600
10	\$42,800	\$79,180	\$85,600	\$107,000	\$128,400

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

Manages the child care facilities fund with assistance from DEL and gives grants to improve child care facilities.

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

- ¹ Licensed Child Care in Washington State: 2006, Washington State DEL pg 4.
- ² Ibid, p. 14.
- ³ Ibid, p. 6.
- ⁴ Ibid, p. 19.
- ⁵ Brandon, Richard et al, *Understanding Family, Friend, and Neighbor Care in Washington State: Developing Appropriate Training and Support*, Human Services Policy Center, Evans School of public Affairs, University of Washington, February, 2002, p. 15.
- ⁶ Ibid, p. 15.
- ⁷ Senate Committee on Early Learning & K-12 Education, *Senate Bill Report, 2SHB 3168*, February 18, 2008 p. 1.
- ⁸ ACF Region 10 Website, <http://www.acf.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.childcarenetwork.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.
- ¹⁹ Washington Learns, November 2006 pp. 19-22.
- ²⁰ NACCRRRA, the National Association of Child Care Resource & Referral Agencies, *2008 Child Care in the State of Washington*. <http://www.naccrra.org/randd/data/docs/WA.pdf> April 6, 2008.
- ²¹ Ibid.
- ²² Deb Came & Erica Gardner, *Comparing Standards of Economic Distress*, Office of Financial Management, State of Washington, January 2007.
- ²³ Gopnik, Meltzoff, Kuhl, *The Scientist in the Crib: Minds, Brains, and How Children Learn*, Morrow Press, 1999.
- ²⁴ Shonkoff, Jack P., Phillips, Sharon, *From Neurons to Neighborhoods: The Science of Early Childhood*, National Academy Press, 2000.
- ²⁵ Bruer, John T., *The Myth of the First Three Years: A New Understanding of Early Brain Development and Lifelong Learning*, The Free Press, 1999.
- ²⁶ Thrive by Five, the Washington State Early Learning Fund, Research and Resources Page.
- ²⁷ Arthur J. Reynolds, Judy A Temple, Dylan L. Robertson, and Emily A Mann), *Age 21 Cost-Benefit Analysis of the Title 1 Chicago Child-Parent Center Program*, Executive Summary June 2001.
- ²⁸ Burbank and Noon, *Early Childhood Career and Wage Ladder Policy Brief*, p. 4.
- ²⁹ *2008 Early Learning Report*, State Board for Community and Technical Colleges.
- ³⁰ Thurston Early Childhood Coalition, *Strategic Planning Report*, 2007.

-
- ³¹ Washington State Early Learning and Development Benchmarks Report.
- ³² <http://www.k12.wa.us/EarlyLearning/pubdocs/EarlyLearningBenchmarks.pdf>
- ³³ NACCRRA. *Parents and the High Price of Child Care 2008, Update, Appendix p. 2.*
- ³⁴ Ibid. *Executive Summary.*
- ³⁵ “Home Based Early Literacy Programs,” West Yakima School District (citation); P. Levenstein, S. Levenstein, J. A. Shiminski, and J. E. Stolzberg. “Long-Term Impact of a Verbal Interaction Program for At-Risk Toddlers: An Exploratory Study of High School Outcomes in A Replication of the Mother-Child Home Program,” *Journal of Applied Developmental Psychology*, Vol. 19, 1998.
- ³⁶ The White Center Early Learning Initiative Business Plan Executive Summary.
- ³⁷ NIEER 2006-07 Preschool Report.
- ³⁸ Washington State Association of Head Start and ECEAP.
- ³⁹ Steven Barnett et al, “The Universal vs. Targeted Debate: Should the United State Have Preschool for all?” *Preschool Policy Matters*, Issue 6, April 2004 NIEER.
- ⁴⁰ Clive R. Belfield, “Does it pay to Invest in Preschool for All? Analyzing Return on Investment in Three States” NIEER, 2006.
- ⁴¹ Washington Learns Report.
- ⁴² Brain development: Figure 2.4 in D. Purvis, *Body and Brain*, Harvard University Press, 1988, adapted from D.W. Thompson, *On Growth and Form*, Cambridge University Press, 1917. Public spending on children: Derived from Table 1 in R. Haverman and B. Wolfe. “The Determinants of Children's Attainment: A Review of Methods and Findings,” *Journal of Economic Literature*, Vol. 33, December 1995, pp. 1829-1878.
- 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>
- ⁵¹ http://www.seiu.org/public/child_care/put_kids_first.cfm
- 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/onlinecso/WCCC.asp>
- ⁵⁷ http://www.doh.wa.gov/cfh/mch/cahcp/child_care.htm