

# WASHINGTON STATE

## School-Age Child Care Regulations

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*Recommended Revisions and Improvements 2019*



The Washington State Department of Children, Youth, and Families (DCYF) has been working with School's Out Washington (SOWA) to develop and implement a recommendation process for improving and updating the School-Age Only Child Care regulations (WAC 110-305) also known as Washington Administrative Codes (WACs). The intent is to improve these regulations so that the WACs balance best-practices for working with school-age children, support quality learning environments, and align with the business of school-age child care. The recommendations solely focus on school-age only child care licensing under Chapter 110-305 of the WACs. This will not impact any other types of licensing or programs eligible to participate in Early Achievers. The process has included robust stakeholder engagement incorporating in-person facilitated discussions along with online surveys.

### **Impetus and Goal for the Recommendations**

In order to support school-age children in child care as well as our operators and employees in the child care field, several changes are needed to state regulations as outlined in this document. DCYF presented an opportunity to revise and improve the school-age only child care regulations to do three things:

- 1) Align to other child care regulations to sustain early learning gains and improve K12 academic and social-emotional outcomes;
- 2) Simplify and improve current regulations to support the business of school-age child care; and
- 3) Focus on program quality improvement and training as it relates to school-age children.

Part of the impetus for starting this process was due to the alignment of regulations in the early learning field for programs such as family home child care, center-based (0-12 centers) child care, Head Start, and the Early Children Education Assistance Program (ECEAP). During the alignment process, a new set of regulations for family home and center-based child care were developed, and implementation began August 1<sup>st</sup>, 2019. School-age only child care (Chapter 110-305) is the last piece of the DCYF alignment work and the department has recognized that many improvements need to be made to support children and providers.

The goal of these recommendations is to provide DCYF with potential fixes and improvements to the full set of school-age child care regulations as well as identify other supports and changes to the child care system to successfully implement the recommendations. The process for developing this report are outlined below, followed by recommendations for system and regulatory improvements. SOWA, providers, and other stakeholders look forward to working with DCYF during the rule-making and implementation process.

### **Recommendation Development and Process**

DCYF requested that SOWA, with funding from the Raikes Foundation, create and execute a recommendation process and a final report to revise the school-age only child care regulations. Both agencies formalized a Memorandum of Understanding (MOU) for the work. In order to collect a wide-range of feedback and ensure robust community input, we created a process that would allow school-age child care providers to be an integral part of recommendation development. Additionally, an opportunity was provided to a broader group of stakeholders to collect input, and DCYF was provided an opportunity to engage at each step.

The process outlined below was created with providers, SOWA, and DCYF in December 2018 and formally began in January 2019. The intent was to complete a set of recommendations to be delivered to DCYF in August 2019 with a goal of department rule-making and implementation in late 2019 and early 2020.

a. Guiding Council

In order to help facilitate this process, SOWA and DCYF recruited school-age child care providers to participate in a voluntary Guiding Council. The Council was designed to help create and provide input and guidance for:

- The community engagement process (in-person forums and online surveys);
- The creation of data collection systems and analyzing stakeholder input; and
- Communications pre-, during, and post-data collection to the school-age child care field and other stakeholders.

An application process was held and completed in January 2019. Applicants were chosen based on the following qualifications: experience as front-line or management staff at a licensed school-age-only child care program; the ability to review and analyze a wide array of detail-oriented documents between meetings; and willingness to work collaboratively to meet deadlines. We also worked to ensure the council was diverse in terms of race, geography, type of school-age child care program, and size of school-age child care program. Final Guiding Council membership was decided jointly by DCYF and SOWA.

Guiding Council membership and staffing can be found in *Appendix A*. Councilmembers went above and beyond in completing tasks and attending calls and meetings in addition to their regular jobs. School-age child care providers, parents, DCYF, and SOWA are grateful for their volunteerism and dedication to this process as well as in their daily work at their programs.

b. Public Forums

The first component of the community input process was the public forum, with six in-person convenings in each DCYF region. These convenings were promoted through social media, email, and newsletters by SOWA, DCYF, Child Care Aware, and other partners. In total, there were almost 150 participants, almost exclusively school-age child care providers. At each convening, there were four tables, each with a different topic or set of topic areas based on the subcategories in the WAC: Environment; General Licensing; Health, Safety, and Nutrition; Program; and Staffing.

At each convening, participants had a facilitated discussion about the topic area(s) and provided challenges and solutions to related regulations. Notetakers were assigned to each table to capture the feedback, including recommended system improvements such as licenser reliability training. Facilitation and note-taking was done by Guiding Council members, SOWA Staff, and other volunteer providers. Below are the locations, dates, and DCYF regions of each in-person convening:

Location	Date	DCYF Region
Northeast Washington Educational Service District 101 – Spokane	May 31, 2019	1
Kennewick Boys & Girls Club - Eerkes Family Branch – Kennewick	May 16, 2019	2
Everett Public Schools – Community Resource Center – Everett	May 28, 2019	3
Rainier Community Center – Seattle	April 26, 2019	4
Asia Pacific Cultural Center – Tacoma	April 30, 2019	5
Vancouver Community Library - Vancouver	May 13, 2019	6

c. Surveys

In addition to the in-person convenings, there were two online surveys designed to capture both specific and broad feedback regarding the regulations. The surveys were promoted through social media, email, and newsletters by SOWA, DCYF, Child Care Aware, and other partners

The first survey was completed through the Survey Monkey platform and was designed to capture specific feedback on a range of regulations. This was a lengthy survey that could take up to over an hour to complete, but was critical in getting detailed input. There were 140 respondents to the survey during the open period from May 20, 2019 to June 10, 2019.

The second survey was completed through the Survey Monkey platform and could take up to ten minutes to complete. This survey was designed to capture high-level feedback from a diverse range of stakeholders including parents, guardians, schools, school district staff, funders, and other community members. There were 86 respondents to the survey during the open period from July 10 to July 24, 2019.

d. Synthesis and Recommendation Development

After the feedback was collected, SOWA staff created documents for the Guiding Council to consider based on topic areas. The Guiding Council and SOWA then discussed and synthesized the feedback into recommendations for regulatory changes and other systems improvements.

During the synthesis process, we assessed feedback based on the frequency of the comment/issue raised, the ability to change or alter the regulation, physical and developmental milestones for youth, and research and best practice when applicable and/or available. The Guiding Council also conferred with the new center-based and family home regulations when making decisions on specific recommendations.

This report was created in the summer of 2019 and was made publically available for three weeks from August 19 – September 6, 2019. That feedback was analyzed and some recommendations were incorporated into the final report, which was presented to DCYF on August 30, 2019.

Below are the overall, general system-level recommendations, followed by recommendations to edit or delete specific WACs.

### **General Recommendations**

#### I. Ensure that SACC WACs are appropriate for school-age youth

The licensing requirements seek a balance between keeping children safe and allowing them to experience developmentally appropriate activities. Providers and the Guiding Council felt that some of the current regulations were more appropriate for preschool age children than typically developing school-age children. Some of these regulations would prohibit children from participating in beneficial activities. It is therefore an overall recommendation that the state evaluate any regulation through the lens of age-appropriateness. Several of the specific recommendations will suggest alternative language for any regulations that stood out as being more appropriate for younger children, but we felt that it was important to underscore the request in the general recommendations as well.

#### II. Licensor Training and Reliability

There was quite a bit of feedback suggesting changes to WAC that were actually already in the regulations. There were several comments that indicated that licensors were interpreting regulations inconsistently, and were sometimes holding school-age child care programs accountable to child care center regulations. Occasionally, providers felt that licensors were unfamiliar with school-age regulations, common structures unique to school-age programs, or the developmental needs of school-age children. We applaud the Department's intent to implement systems for ensuring consistency of licensor interpretations of the WAC. We further recommend that the Department provide all licensors with access to trainings about school-age children and the unique characteristics of school-age-only programs.

#### III. Tie to Quality

School's Out Washington and the various state agencies regulating school-age child care have invested a great deal of time and money on efforts to improve program quality beyond minimum licensing requirements. The Core Competencies for Child and Youth Professionals and Quality Standards for Afterschool and Youth Development Programs are two foundational resources that can support programs and individual professionals to move beyond the minimum towards ever higher quality of care. We recommend that the WAC and DCYF licensing support materials include reference to these documents wherever appropriate to build awareness of the continuum of quality.

#### IV. Children with Special Needs

Providers and the Guiding Council request that DCYF provide more education and support around working with children with special needs. Although there were no specific suggestions for new language in the WAC, there were several comments about challenges in working with children with special needs. Providers reported that parents are afraid to tell them about their child's disability for fear of not being accepted into care. This leaves providers blindsided and unable to provide appropriate support. In general, providers recommend that ratios should be lower when children with special needs are included in the group, but this has a financial impact on the program.

A representative comment on the topic:

From the online provider survey: "Obtaining all necessary documentation for special needs can be difficult - parents are protective of this information. Also, sometimes "special needs" are vague, subjective, or undiagnosed. Describing a process for medical/diagnosed special needs accommodations and a separate description for how to support children who have "special needs" that aren't disclosed properly"

#### V. Guide Book

Many of the comments in the online survey and focus groups demonstrated that providers often misinterpreted specific regulations. For example, because WAC 110-305-1750 refers to "documentation within the last twelve months," some providers were interpreting this as a requirement to have all staff tested for TB each year. The language in the WAC is necessarily formal, but this can sometimes make it opaque. We strongly suggest that the Department partner with School's Out Washington to provide a guidebook written in simple, conversational language to help both providers and licensors understand the intent and full meaning of each regulation. Further, we recommend that this guidebook should be translated into the most common languages read by school-age providers.

#### VI. Updated Exemption List

One of the most confusing regulations is WAC 110-305-1000, which specifies which programs are required to be licensed. In the current online publication, the link provided does not route to the correct RCW. Providers who have located the referenced RCW indicate that it does not seem to have been enforced in many cases they are aware of.

Agencies are required to be licensed or have documentation of exemption. Yet many programs operate without either. From a business standpoint, licensed providers who are operating in accordance with the law are at a competitive disadvantage. We recommend that DCYF increase efforts to identify and communicate with agencies who are inappropriately operating school-age child care without a license. We also recommend the legislature or DCYF create a workgroup to explore the reasons why many programs choose to operate unlicensed care. We recommend that the group then use this information to revise and improve the exemption list and the exemption process.

## VII. Outdoor WACs

Providers and the Guiding Council suggest that outdoor school-age programs should have a separate set of WACs. Many of the current regulations are inappropriate for programs who operate in multiple outdoor locations, and use indoor facilities on a very limited basis, such as for toileting. This could be similar to the new outdoor preschool licensing

## VIII. Digital Record Keeping

Providers and the Guiding Council recommend that, wherever possible, required records be allowed to be stored in digital format. School-age programs, particularly those operating in school buildings, have limited storage space. Allowing for digital record-keeping would alleviate this issue.

Providers were particularly interested in using Merit as the repository for staff records. It was suggested that licensors should have access to Merit files, so that paper certificates of training would not have to be stored in each staff member's physical files. Many physical files are frequently misplaced or destroyed when a staff member moves from one organization to another.

Providers also requested that when educational requirement approvals are posted in Merit, they show the courses that are accepted, rather than only the total number of credits approved. Many providers report perceived inconsistencies in the types of courses that are accepted as meeting the educational requirements.

Required forms from DCYF should also be available in an easily accessible area on the Department's website. Providers are often uncertain where to find these forms.

## IX. Background Checks

There are many challenges regarding background checks in terms of wait times and given many programs operate in school buildings. Many school-age staff also work in the schools, and it seems redundant for them to submit to separate background checks for each entity. We would recommend that OSPI change their process to mirror that of DCYF. Our recommendation is that OSPI and DCYF should share background check clearance through a data sharing agreement. Additionally, DCYF has multiple background checks, which should be merged into one. This would reduce some wait time in hiring staff without endangering children. Finally, providers reported inconsistent practices that sometimes seemed to share sensitive information inappropriately. Background reports should be electronic sent to licensors or manager if staff is disqualified. There should be a new, consistent process.

## X. Subsidy Rates

The Department will conduct the financial impact analysis of these recommendations, but the Guiding Council acknowledges that the both the recommended changes and the current requirements are challenging for programs to achieve under current subsidy rates. As it is the intent of this body to recommend changes that will ensure quality while increasing access to

high-quality programs by lowering barriers to becoming licensed, we strongly recommend that subsidy rates be increased. Currently, many providers either accept no children on subsidy, or cap the number. We know that the need is great, and the risk is high for low income children who do not have safe, structured places to go before and after school.

From the online provider survey: “The daily rate received by the state is not enough to cover the cost of providing care. When a program is 50% or higher in DSHS subsidy, the program has a negative net. These programs often close do to lack of financial resources. These are the youth who need our programs most yet they go unserved due to lack of funding by the state. The state is failing our youth.”

Another quote: “Subsidy needs to be paid on a monthly basis not daily basis. The rate is so low already that a 19 day month is a killer on the childcare budget. When a child comes every possible day of the month, childcare should be paid for the month, not part of it. I can't pay salary workers less because there are less days in that month. Neither will the water bill, electricity or rent bills charge less...”

### **Specific WAC Recommendations**

Throughout the data-collection process, we organized the WACs into five categories - Staffing; Program; Health, Safety, and Nutrition; Environment; and General Licensing. The recommendations below are presented in each of these categories, in numerical order of the WAC within each category. Categories are presented in order of quantity and urgency of feedback we received from providers. Unless otherwise noted, comments are from the online survey.

#### I. Staffing

Providers were most vociferous about staffing challenges. Across the state, unemployment is low, and many school-age child care programs are having trouble finding qualified staff under current requirements. In fact, 83 percent of respondents to the online survey reported that educational requirements for the director position were an issue, and 88 percent reported the same for the site coordinator role. Ninety-two percent of respondents agreed that experience should count for more across all positions.

WAC #	Recommendation	Justification	Comments
110-305-1710	<p>EDIT: (3)(i) Decrease the number of college credits required. Allow for an education plan and enrollment in courses as counting towards the credits to be completed within five years;</p> <p>An associate’s degree or higher in a variety of fields should count towards the educational credits. A list of examples include: child/youth development; education; teaching certificate; social work/ human development; early childhood education; recreation; physical education/psychology; sociology; family studies; art; music; health/mental health; cultural-related degrees; leadership; public administration; human resources.</p>	<p>Some research shows that higher education levels of staff correlate to higher quality in K-12 education and in child care. The strongest case can be made for the value of an Associate’s degree. There is very little, if any, research to show that the content of a degree is related to higher quality school-age child care. Anecdotal evidence argues that programs benefit from teachers and administrators with varying backgrounds and degrees.</p> <p>There are very few colleges offering any kind of degree in school-age care, and the cost of those programs is often prohibitive, given the salaries offered to school-age child care professionals and the lack of scholarship dollars available to the school-age field to apply towards higher education. School-age program quality is negatively impacted by high staff turnover and a very shallow pool of candidates in the state who meet current educational requirements.</p>	<p>“A CDA qualifies staff to be a center director, this should translate to program director qualifications as well. What is the purpose of the 15 additional credits beyond the site director? There is no clear understanding of which courses qualify which limits our ability to be in compliance. The transcript review process is ambiguous and has no time frame in which we can expect results which hinders the hiring process.”</p>
	<p>ADD: Develop a clear and concise matrix that provides experience equivalency for credits and ability to demonstrate skill sets – other</p>	<p>There are very few colleges offering any kind of degree in school-age care, and the cost of those programs is often</p>	<p>“I’ve worked in school-age childcare for 16 years, had countless hours of training and experience with child development, program</p>

	<p>experiences, based on core competencies, can include out-of-state relevant employment; STARS training completed; program quality trainings; Continuing Education Units (CEU credits); OSPI clock hours; and/or a school-age child care certificate.</p>	<p>prohibitive, given the salaries offered to school-age child care professionals and the lack of scholarship dollars available to the school-age field to apply towards higher education. Community workshops are much more accessible to school-age professionals.</p>	<p>management, curriculum construction and implementation, family and child engagement, trauma and abuse situations, special needs students, diverse family situations including foster care... name it. Yet because the 20 year old without any experience in childcare has enough credits, she gets to tell me how to do my job? Not right. Real hands on experience and obvious dedication to the field should be just as, if not more important of a credential in childcare.”</p> <p>“I have over 19 years of experience in my current role and I have attended 100s to 1000s of hours of community training whether required by MERIT or not. Experience based learning is more applicable for some students and some adults and we should not discredit those who have it, or we should look at transferring those hours to a certificate /degree/associates through a legitimate, experience based degree. Having people go to school to continue doing their jobs would lessen the quality around the state. Many staff learn skills on the job. These are lessons learned and it should not be discredited. Online based learning or testing should be an option when someone has so many hours of experience and continues to go to trainings whether they are merit approved or not, to be kept up-to-date in the ever-changing landscape of education and child development.”</p>
	<p>(3)(a) 18 year old age limit to mirror center-based WACs.</p>		

<p><b>110-305-1715</b></p>	<p>EDIT: (3)(e) Lower the number of college credits required; Allow for an education plan and enrollment in courses as counting towards the credits to be completed within five years; An associate's degree or higher in a variety of fields should count towards the educational credits. Some examples include: child/youth development; education; teaching certificate; social work/ human development; early childhood education; recreation; physical education/psychology; sociology; family studies; art; music; health/mental health; cultural-related degrees; leadership; public administration; human resources.</p>	<p>Some research shows that higher education levels of staff correlate to higher quality in K-12 education and in child care. The strongest case can be made for the value of an Associate's degree. There is very little, if any, research to show that the content of a degree is related to higher quality school-age child care. Anecdotal evidence argues that programs benefit from teachers and administrators with varying backgrounds and degrees. There are very few colleges offering any kind of degree in school-age care, and the cost of those programs is often prohibitive, given the salaries offered to school-age child care professionals and the lack of scholarship dollars available to the school-age field to apply towards higher education. School-age program quality is negatively impacted by high staff turnover and a very shallow pool of candidates in the state who meet current educational requirements.</p>	<p>"These programs are located on school grounds and we are asking employees to work a split shift for the before and after school programs. With appropriate and constant affordable or free training, this could be the building block to get amazing people who are interested in working with children. Offering scholarships and or free education will entice motivated individuals to be a part of this Before and After community. It could support their future needs as well as support the kids and families who need their expertise as an outgoing, caring, engaging individual. As a Before and After School community we can teach and train the right people to be a "qualified" Site Coordinator. All college and or any degree should have value toward the site coordinator and or program."</p>
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	ADD: Develop a clear and concise matrix that provides experience equivalency for credits and ability to demonstrate skill sets – other experience, based on core competencies, can include out-of-state relevant employment; STARS training completed; program quality trainings; Continuing Education Units (CEU credits); OSPI clock hours; and/or a school-age child care certificate.	There are very few colleges offering any kind of degree in school-age care, and the cost of those programs is often prohibitive, given the salaries offered to school-age child care professionals and the lack of scholarship dollars available to the school-age field to apply towards higher education. Community workshops are much more accessible to school-age professionals. Another item to note is that there is little difference between the Program Director and Site Coordinator position, which might need further clarification and role review.	<p>“School District Clock Hours should also count. Teachers are required to have clock hours, if these are not accepted we are shooting ourselves in the foot to be able to recruit teachers are no longer in the classroom for whatever reason.”</p> <p>“The biggest hurdle is the licensing educational requirements for a before and after school program for the site coordinator. The scope is to narrow based on WAC. Limits our ability to hiring amazing people.”</p>
	EDIT: (3)(b) Eliminate the two years management experience requirement.	In school-age programs, site coordinators rarely have administrative duties.	
	Eliminate (3)(c) department orientation.	The content of the current orientations is irrelevant to a school-age site coordinator’s job.	“Department Orientation: many of my employees are students and I will not ask them to miss a college course to attend an orientation. This should be an online training. “
	EDIT: Change (3)(j) ‘agency orientation’ to ‘site-specific orientation’ per the recommended changes to 5800.	There is confusion around the requirements regarding DCYF orientation, a program-specific orientation, and the 30-hour STARS Basics. Each should be explicitly named in the appropriate regulations.	
	EDIT: (3)(a) 18 year old age limit to mirror center-based WACs.		

	EDIT: (4) A site coordinator must be on the premises for the majority of hours that care is provided each day. If temporarily absent from the program, the site coordinator must leave a competent, designated staff person in charge who meets the qualifications of a <b>lead teacher</b> .	Programs currently have difficulty finding staff who meet the qualifications of a site coordinator. They are extremely unlikely to have a second person on staff to fill this role. For temporary absences, a lead teacher should be competent to lead.	“Lead Teacher taking over in the absence of the qualified site coordinator- Let’s be realistic- If the coordinator is sick, the person who will have the most knowledge, relationships with families and kids, will be the lead teacher. To bring a person who meets the qualifications but doesn't know the site, the families or the kids is counterproductive. “
<b>110-305-1730</b>	EDIT: (4) Program Assistants may not be left alone with youth unless the Program Assistant has completed 30 hours of STARS training.	Given the educational and training standards, Program Assistants should be able to be left alone with children if they have taken 30 hour basic training.	
	EDIT: Change ‘agency orientation’ (5)(g) to ‘site-specific orientation’ per the recommended changes to 5800.	There is confusion around the requirements regarding DCYF orientation, a program-specific orientation, and the 30-hour STARS Basics. Each should be explicitly named in the appropriate regulations.	
<b>Program Aides - NEW SECTION</b>	ADD: Create this new category aligned to the new center-based WAC.		
<b>110-305-1735</b>	EDIT: Adopt ongoing and occasional volunteer center-based regulations in 170-300-0100 (9)	Many programs asked for a distinction between different types of volunteers, and corresponding requirements.	“We don't often get volunteers because of requirements”
<b>110-305-1750</b>	EDIT: (1)(b) Follow DOH guidelines - TB test upon hire and every four years thereafter.	Providers are interpreting current language to mean all staff must be tested for TB annually. New language would help to address this confusion.	

		DOH requirements should reflect current best practice.	
<b>110-305-1820</b>	EDIT Roll this into 1800 as potential training topics and include that trainings should align to Quality Standards and Core Competencies for Child and Youth Development Professionals.	The areas specified are aligned to these resources. Calling this out in the WAC will increase awareness of quality practices.	
<b>110-305-1825</b>	EDIT: Mirror 170-300-0106 (12)	New language is clearer about which staff are required to be certified.	
<b>110-305-1850</b>	EDIT: Mirror 170-300-106 (11) School-age providers who directly care for children must complete the Prevention of Exposure to Blood and Body Fluids training that meets Washington State Department of Labor & Industries' requirements prior to being granted a license or working with children. This training must be repeated pursuant to Washington State Department of Labor and Industries' regulations.	New language from the center-based WAC is clearer about which staff are required to be trained.	
<b>110-305-1925</b>	Eliminate this section and roll supervision into job classifications.	It is unclear why this should be a separate regulation.	

II. Program

As mentioned in the General Recommendations above, the primary concern around program was that current regulations do not recognize the developmental needs or capabilities of school-age children, nor the program components specific to school-age-only child care.

WAC #	Recommendation	Justification	Provider Comments
110-305-5150	ADD: Require that all programs have a water safety plan submitted to the department. If the program never takes children near a body of water, the plan may simply be a statement to this effect.	This makes sense to have for programs that have water activities and simplifies the documentation for those that do not.	
110-305-5175	EDIT: Remove 5175 and define wading pools in the definitions section.	School-age children are at low risk for drowning in wading pools.	
110-305-5200	EDIT: Change the title of this WAC section for clarity: Swimming Pools defined - barriers and supervision <i>for sites with pools on premises.</i>	There was provider confusion about this regulation.	
110-305-5225	EDIT: Repeat the staff to child ratio of 1:10 in each water section for consistency. (2) <i>When children are in care the licensee must directly supervise or have a primary staff person directly supervise children, with the 1:10 child ratio observed, whenever children play in any area with a body of water</i>	There is a specific recommended ratio, and it should be mentioned in each regulation referring to a time that ratio should be used, to avoid confusion.	
110-305-5600	EDIT: (1) Eliminate the word “qualified” and simply list staff.	The language is unclear. Providers are not sure which staff qualifications are being referenced.	
110-305-5625	EDIT: (3) Remove “visiting children not accompanied by an adult.”	School-age programs often take children to public parks and school playgrounds. Programs that operate on school grounds cannot control	

		the number of neighborhood children playing there during program hours. It is cost prohibitive and unrealistic for programs to maintain the number of staff required if all neighborhood children are included in the ratios.	
<b>110-305-5725</b>	EDIT: Remove the word "qualified" from (5).	The language is unclear. Providers are not sure which staff qualifications are being referenced.	
	EDIT: Add a statement that a program located in a school building may temporarily use other school site spaces that have a larger capacity than the approved licensed space (4) for special events or assemblies.		
	EDIT: Be explicit about conditional use. Change to: (6) As a part of the licensed space in a school building or public community center, the program may include other rooms that may be used temporarily kids may use as a part of the license.		"Being in a school, each year they have moved us from one classroom to the next, and each year we have to have our licenser come out and license a new space. These new spaces then get added to the cost of our license each year making it more and more expensive, but we keep them included on the license because we never know if the school will need to move us back to the space in years to come. It would be helpful to include a general licensed space for programs in schools where they can be free to move from classroom to classroom that are fairly similar sizes instead of licensing a specific room that might change."
	Remove (3) and (4)	Per above.	

<b>110-305-5750</b>	ADD:(6)(d): there is a 10 minute exception for an emergent need to use the bathroom and for emergency-related incidents.	It is more developmentally appropriate to allow a school-age child to use the restroom alone in a safe building than to require fourteen other children to come along to the restroom in order to maintain ratio. Staff are also capable of monitoring larger groups of children when outside for a brief period of time while another teacher handles an emergency, such as taking care of an injured child.	<p>“1/15 staff ratio can be difficult during transitions times, emergency situations and bathroom breaks.”</p> <p>“1:15 ratio at all times unrealistic in certain situations. If one child requires the bathroom. 14 children have to be removed from the class and have their social interactions/ development interrupted to accommodate one single child. For short periods (under 15 min) ratio requirement should be waived in order to maintain classroom flow.”</p> <p>“Some site locations have to have a staff member step away to open the door for parent drop off/ pick up. Ratio should be able to be broken for small amounts of time to accommodate program needs.”</p>
<b>110-305-5800</b>	EDIT: (1) Change language to: “The licensed provider must provide a site-specific orientation” (not a DCYF orientation)	There is confusion around the requirements regarding DCYF orientation, a program-specific orientation, and the 30-hour STARS Basics. Each should be explicitly named in the appropriate regulations.	
<b>110-305-6000</b>	ADD: Language to encourage consultation with the Afterschool and Youth Development Quality Standards and Core Competencies.	Quality practices cannot be mandated in minimum requirements, but should be acknowledged.	

	<p>Delete current language and ADD: The staff (and program volunteers) must:</p> <ol style="list-style-type: none"> <li>1. Be available and responsive to children;</li> <li>2. Treat equitably all children in care regardless of race, religion, culture, family structure, ability, sexual orientation and gender;</li> <li>3. Treat each child with consideration and respect;</li> <li>4. Demonstrate positive interactions with children and other adults when children are present;</li> <li>5. Be in frequent verbal communication with children in a positive manner</li> <li>6. Use appropriate touch and physical interaction;</li> <li>7. Respond to and investigate signs of distress immediately;</li> <li>8. Provide age or developmentally appropriate activities that: <ol style="list-style-type: none"> <li>a. Represent the diversity found in the school-age program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families;</li> <li>b. Promote each child's learning self-help and social skills; and</li> <li>c. Stimulate the child's ongoing growth and development; and</li> </ol> </li> <li>9. Provide each child opportunities for personal forms of expression</li> </ol> <p>Interactions may be demonstrated in some of the following ways:</p>	<p>Previous language was subjective and overly prescriptive.</p>	<p>"...interaction should be defined in a way that is age appropriate; eye level, and the staff should know that families/children and the licenser should ask questions if there is confusion and not make immediate assumptions as families do direct staff to interact in ways based on the needs of the child."</p> <p>"No way to specifically and objectively evaluate these. Solution: Cut it out as a WAC...these are all good suggestions and things we attempt to do but if a licenser doesn't 'think' we are doing it well to his/her likeness, it would be a write up.....very subjective.... "</p>
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	Actively seek out meaningful conversations with children and talk about events of importance to the child; Interact on the child's level, encouraging them to ask questions, share experiences, ideas and feelings.		
<b>110-305-6175</b>	EDIT: Mirror 170-300-0335 Physical restraint.	Language in the new center-based WAC is clearer than previous language.	
<b>110-305-6250</b>	EDIT: Mirror EC170-300-0335	Language in the new center-based WAC is clearer than previous language.	
<b>110-305-6475</b>	Remove and ADD: (2) remove "a current copy of each child's completed enrollment form" and change to "emergency consent form" (same as field trip requirement).	Enrollment forms contain much more information than needed in this situation. Emergency consent form includes all the necessary information.	

<p><b>110-305-6600</b></p>	<p>Eliminate current language and ADD: You must provide the children in care a variety of easily accessible, developmentally appropriate equipment and materials of sufficient quantity to implement programming. Materials should support children’s social-emotional development, communication skills, self-help skills, and large and small muscle development.</p>		<p>“This is not a problem for my center but it is vague and could be fulfilled in differing ways. Specifying the needs that should be met through play would limit this confusion.”</p>
<p><b>110-305-6625</b></p>	<p>EDIT: All prepackaged art materials used in the child care must be labeled "nontoxic" <b>by the manufacturer at the time of purchase</b> and as conforming to or meeting ASTM D-4236.</p>	<p>Some providers understood the previous regulation to mean that they must add their own “nontoxic” labels to all materials.</p>	<p>“However there are things we would like to use such as shaving cream for children to draw or write in and because of #1 we are not allowed to do so.”</p>
<p><b>110-305-6675</b></p>	<p>EDIT: Mirror 170-300-0155 with some age appropriate amendments: If a school-age provider offers screen time to children in care: (2) Children must not be required to participate in screen time activities. Alternative activities must be provided to children in care when screen time is offered. (3) Screen time must not occur during scheduled meals or snacks. (5) Screen time must be limited 2.5 hours per week for each child unless computer use is required for homework or a part of curriculum.</p>	<p>Many schools assign homework that requires computer access. In an effort to address the digital access gap, which affects low-income children disproportionately, school-age programs should be allowed to provide computer access for homework.</p>	<p>“Screen time - updating language to be more inclusive of the use of electronics for homework and other educational activities.”  “No consideration for how the screen is being used. If the screen is being used for educational purposes with no access to commercials or inappropriate material, we should be able to use screens. Most of the youth in our program do their homework on line. The current time limit is shorter than the time it takes for youth to complete their homework, especially if the youth is struggling in the subject matter.”</p>
<p><b>110-305-6775</b></p>	<p>EDIT: Mirror 170-300-0160 Promoting acceptance of diversity. (2)(b).</p>	<p>Previous language needed to be updated and strengthened.</p>	

	<p>(1) A school-age provider must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by the provider’s curriculum, activities, and materials that represent all children, families, and staff. A provider must use equipment and materials that may include, but are not limited to:</p> <p>(a) Diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes;</p> <p>(b) Diverse music from many cultures in children’s primary languages; and</p> <p>(c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders.</p>		
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III. Health, Safety, and Nutrition

WAC #	Recommendation	Justification	Comments
110-305-2850	EDIT: (3) If programs have access to the school’s emergency kits and supplies on the premises and the program is located in the school building, these supplies may be used to meet the three-day supply requirement.	Programs in school buildings usually have very limited storage space. Schools already have emergency supplies on site. It seems overly burdensome and redundant to require both.	
	EDIT: (3) 3 days supplies of medication, add “when possible.”	For several medications, doctors will not provide 3 extra days worth.	
110-305-2875	ADD: Programs on school property are exempt from smoke alarm training.	Staff of programs in school buildings are often not allowed to touch smoke alarms. The school provides	

		professionals who maintain alarms.	
<b>110-305-3210</b>	EDIT: This WAC should mirror the health department guidelines around when a child should be excluded, sent home, and when parents should keep them home.	Where appropriate, regulating bodies should have aligned requirements and language.	“I use my health plan and handbook to backup and enforce the sick children procedure. I don't feel like the WAC is specific about when we can or should limit a child's attendance to the program. It would be helpful if the WAC had a section that aligned with the health department in regards to exclusion, sending home, and parents keeping children home.”
<b>110-305-3250</b>	EDIT: Allow for other immunization forms such as printouts from doctor offices and/or insurance providers.	Doctor’s records are kept up-to-date, and more reliable than parent memory. Printing them out is more convenient for parents than hand-writing the supplied form.	“We should be able to accept the same immunization record as public schools (printout from child's physician)“
<b>110-305-3315</b>	EDIT: (3) Clarify the type of training needed to dispense the medication based on best practice and provide training in-person and online.	Providers are unclear about where to send staff to receive this training.	
<b>110-305-3325</b>	EDIT: Children should be allowed to carry their own inhalers and/or Epipens provided they have written parent permission and a doctor's permission.	Many, but not all, school-age children are capable of administering their own asthma medication and Epipens for severe allergies. Providers are concerned that if the inhaler is stored away, the child may not be able to get to it in an emergency. There was also conflicting concern about children using the inhalers inappropriately, so the recommendation is that parents and doctors be allowed to make the call of which	“Youth can carry and use their own medication in public elementary schools, why not in SA licensed programs? Many of our parents/guardians cannot afford to purchase medications for multiple locations (home, school and SA program). This inability to afford duplicate medication stops families from disclosing this medication to SA programs. Programs not having required medications is much bigger safety issue than the child carrying the medication. If the youth can carry and use their medication as instructed by physician with permission from parent/guardian we should be able to allow this in our programs.”

		children can manage the responsibility.	“I would like to see a way for children to carry emergency medication but not at the risk of other children. I think age and responsibility should be a factor in this decision and not just parent permission but doctor permission as well.”
<b>110-305-3375</b>	EDIT: (2) Program must have a form on file providing permission to use sunscreen, hand sanitizer, and hand wipes. Remove the “one hundred eighty calendar days” limit.	It seems redundant to require separate forms for each material, and to require updated forms so often.	
<b>110-305-3635</b>	REMOVE: (2)(a) the requirement of washing hands upon arrival to the program as well as (b) after returning from playing outside unless hands are soiled.	In many programs, particularly those located in school buildings, handwashing sinks are not located conveniently, and time to wash hands is excessive. School-age children are less likely than younger children to put toys or their fingers in their mouths.	<p>“We are at a school and it is difficult to have the kids line up and wash hands when they arrive because we do not have our own space with our own bathrooms. We have to wait for the school to empty out before the kids can wash their hands.”</p> <p>“I am a supporter of hand washing. The issue we have is with the lack of access to handwashing sinks and the time it takes for all youth to wash their hands. Some programs will forgo activities due to the time it takes to wash hands.”</p> <p>“There are so many times listed above that hand washing cannot happen. Sneezing or coughing - happens all the time. Having to take 15 kids to the bathroom so 1 kid can do a wash takes away from a quality program.”</p>
<b>110-305-3650</b>	EDIT: (1) If parent permission for hand sanitizer is required (3375), then this section can be eliminated.		

<p><b>110-305-3875</b></p>	<p>EDIT: (3) As needed and not less than <i>monthly</i> when the toys have been used by the children.</p>	<p>School-age children are less likely than younger children to put toys or their fingers in their mouths. Toys are also not in use all day, as they are in an early learning program.</p>	
<p><b>110-305-3925</b></p>	<p>EDIT: Simplify this section</p>	<p>Many programs are not allowed to use chlorine bleach. The level of detail and direction in this section seems excessive.</p>	<p>“The schools we provide programs inside are green schools. They do not allow us to use bleach. Often the sanitizer we are allowed to use in the schools does not comply with state requirements. If we run programs inside public schools we should be required to follow the same standards as the school, not additional standards.”</p> <p>“We are supposed to use a dish soap and water mix to wash the table, plain water to rinse, and then chlorine bleach solution to sanitize however most dish soaps say not to mix with chlorine bleach and chlorine bleach solution can be irritating in environments that are not well ventilated, stain clothing, carpets, or materials and it’s difficult to find time to mix a new solution every morning especially when we don't have easy access to a sink or proper staffing. We need some approved alternative cleaning and sanitizing options.”</p>
<p><b>110-305-4875</b></p>	<p>REMOVE and EDIT: (1) the ban on reptiles, amphibians, chickens, and ducks. Roll the handwashing requirements into relevant sections.</p>	<p>Salmonella is a risk from many different sources, and this list seems somewhat arbitrary. School-age children are also less likely to touch an animal and then put fingers in their mouths than children in early learning programs.</p>	

<b>110-305-4900</b>	EDIT: Mirror 170-300-0225 with age-appropriate content.	The language in the center-based WAC is clearer, and there was concern about disposing of fish tank water, which this language addresses.	
<b>110-305-7500</b>	EDIT: Mirror 170-300-0185 (1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the USDA Child and Adult Care Food Program (CACFP) Handbook, or the USDA National School Lunch and School Breakfast Program standards with the exception of the rotating menu which should rotate on a weekly basis or more.	This language allows for more flexibility with meals, which providers were requesting.	“As long a good variety of Fruits, vegetables and whole grains are provided, and rotated so that kids can try all the varieties, kids will learn healthy diet habits. Surprise is Fun!”
<b>110-305-7525</b>	EDIT: Mirror 170-300-0190 (3) If a parent or guardian provides meals for their child, a school-age provider must: (a) Notify the parent or guardian in writing of the USDA CACFP requirements for each meal.	Providers and licensors interpreted previous language to require providers to check any food children brought from home, and to provide supplements at a level that was both cost-prohibitive and inappropriate for school-age children.	“Participants bring their own lunches and it would take too much policing to ensure that they are bringing foods that follow the above rules.”
<b>110-305-7800</b>	EDIT: Change language in (1) to mirror 170-300-0197 Food must be stored as follows: (a) In original containers or in clean, labeled, dated, and airtight food grade containers, if appropriate. (b) Food not required to be refrigerated or frozen must not be stored directly on the floor;	Many providers who operate in school buildings have very limited storage for food. This language allows more flexibility for food to be stored on the floor, if it is within another container (such as a plastic bin).	“When dry food is stored in airtight containers there is no reason they can't sit on the floor. When refrigerator food is stored in clear containers or bags, there is no need to write what is obviously inside. Solution: Be reasonable, don't make extra work when not needed.”

IV. Environment

WAC #	Recommendation	Justification	Comments
110-305-4225	EDIT: Replace with language from EC170-300-0354, except below which can be excluded: (1)(a), related to cribs and playpens, (d), napping areas, and diaper changing areas in (2)(C)	The new language is clear about which spaces count towards indoor licensed space.	
110-305-4300	Eliminate regulation.	Unnecessary regulation for school-age children. The risk of strangulation is much lower for school-age children.	
110-305-4350	EDIT: Change (3) to Power strips with a surge protector may be used	Unnecessary regulation to make all electrical outlets inaccessible to school-age children. Children over the age of 5 can safely use electrical outlets, with appropriate supervision.	
110-305-4625	EDIT: Remove “opposite sex” from (2)(b) and replace with “privacy for children using the toilet”	School-age children require privacy for toileting, and gender should not be assumed by staff.	
110-305-4750	EDIT: Delete the word ‘areas’.	Programs on school grounds have limited storage space. Removing the word “areas” would allow children to store things in their backpacks, without requiring additional storage spaces.	“Sometimes more storage for kids personal belongings is just not possible when we are at the mercy of the school.”

<p><b>110-305-4925</b></p>	<p>EDIT: Build and clarify the exemptions.</p>	<p>While the field recognizes the importance of outdoor play, these regulations can be extremely challenging for programs in dense urban areas to meet. Access to safe school-age child care is an equity issue. We recommend that the department work with programs to determine appropriate exemptions, particularly when programs are operating for 3 or fewer hours after school.</p>	
	<p>Eliminate (5)</p>	<p>This regulation is confusing and unnecessary.</p>	
	<p>EDIT: Replace (1) with language from 170-300-0145 (2)  Outdoor play space must contain a minimum of 75 square feet of licensed usable space per child accessing the play space at any given time. A school-age provider may develop an alternate plan if a school-age program does not have enough outdoor play space to accommodate all enrolled children at once (for example, rotating groups of children to play outdoors or using an off-site play area). The department must approve alternate plans to use off-site play spaces.</p>	<p>The new language addresses some provider concerns about alternatives to on-site outdoor space.</p>	
	<p>EDIT: School playgrounds should not need separate licensing approval.</p>	<p>RCW 43.216.250 (2)(b)</p>	<p>“If you are on school grounds that is approved during the school day it should also be approved for program hours.”</p>

<b>110-305-4950</b>	EDIT: Mirror 170-300-0146 This section is applicable to any program that does not operate on public or private school premises.	New language reflects updated understanding of outdoor playground safety.	
<b>110-305-5100</b>	EDIT: Include a brief exception to maintaining ratios if a child needs to use the restroom or has a small injury not in need of medical attention and needs to go inside.	It is more developmentally appropriate to allow a school-age child to use the restroom alone in a safe building than to require fourteen other children to come along to the restroom in order to maintain ratio. Staff are also capable of monitoring larger groups of children when outside for a brief period of time while another teacher handles an emergency, such as taking care of an injured child.	"When a staff needs to take youth on a water or bathroom run, staff should not be required to take 15 youth with them. When we stop youth from active play it hinders the child from being physically healthy. There should be consideration for ratios when staff are tending to the needs of a few youth."  "The required ratio of staff-to-child being maintained while outside is not always possible because children need to go to the bathroom. It is not always possible or feasible to take fifteen kids inside so that one child can go to the bathroom."
<b>110-305-5125</b>	EDIT: (1) Programs at or over 3 hours must have 20 minutes of physical activity.	Many school-age programs have a particular focus, such as art or coding. If they are meeting for 1-2 hours after school, requiring outside play time does not seem necessary. In fact, this requirement may be a barrier to some programs becoming licensed.	
	Remove (3).	This is addressed in 110-305-4925	
<b>110-305-4350, 4357, 4550, 4625, 4700, etc.</b>	EDIT: Wherever other government codes and regulations apply (fire code, DOH, etc.) refer and link to those requirements.	This would add clarity for providers, who are aware that they are accountable to multiple sets of regulations.	

V. General Licensing

WAC #	Recommendation	Justification	Comments
<b>110-305-0005</b>	EDIT: This chapter reflects the department's commitment to quality <i>child care</i> experiences for children, and promotes the health, safety, and positive development of children receiving care in a licensed school-age setting serving only children five years of age through twelve years of age who are attending kindergarten or school.	School-age child care is not early learning.	
<b>110-305-0010</b>	EDIT: "Department" or "DEL" - change to update the new department DCYF.		
	EDIT: Screen time - add streaming services, interaction with social media, virtual reality devices, and handheld devices.	Technology use has changed since the last WACs were written.	
	EDIT: Add definition of Volunteers, as in 170-300-0005.	Providers asked for clarity.	
<b>110-305-1000</b>	EDIT: Link directly to the list of exemptions. RCW 43.216.010 - We recommend DCYF conduct a process to update and improve the list of exemptions and provide a report to the legislature.	There is general confusion in the field, amongst licensed and unlicensed programs, about what qualifies a program as exempt from licensing. Current link does not lead to the correct reference.	
<b>110-305-1075</b>	Link to correct chapter for working connections and seasonal child care.	Current link does not lead to the correct reference.	

<p><b>110-305-1125</b></p>	<p>EDIT: This orientation should be available online. It should only be applicable to new licensees and DCYF should be responsible for entering orientation certification into MERIT and emailing a copy to the orientation attendees. Strike 1125(2) from the WAC, or change the material covered to make it relevant to program directors. Site coordinators should not be required to attend.</p>	<p>Current orientation content is applicable to persons applying for a new license. STARS training is entered into MERIT by the presenters. The orientation should follow the same practice.</p>	<p>“Many staff are full time students and are unable to attend the orientation at the times provided. An online orientation would resolve this issue. Also there is not currently a record within licensing or Merit to track who has taken the orientation.”</p>
<p><b>110-305-1200</b></p>	<p>EDIT: Allow staff who passed the Washington State Patrol background check may begin work, but only under the supervision of other staff. Staff who have not passed all required background checks cannot be left alone with children.</p>	<p>The length of time it takes for all background checks to clear poses a significant hardship for programs who are struggling to find a sufficient number of qualified staff. Allowing new staff to begin supervised work after the WSP check would alleviate this problem.</p>	<p>“This is one of the hardest aspects of staffing a licensed program. On average, it takes about a month to get a cleared background check. That is impossible when staffing site with only 2 staff.”</p>
<p><b>110-305-2000</b></p>	<p>Decrease 5 years to 3 years. Change to: (2) All records must be digitally available or available by hard copy to the department within a month of the department’s written request.</p>	<p>Many programs, particularly on school property, have limited storage space.</p>	<p>“Retaining 5 years of paperwork is cumbersome in programs with limited space. 2/3 years seems appropriate.”</p> <p>“...as a multiple site provider, keeping 5 years of records on site at a public school location is not in compliance with HIPPA nor does it make reasonable sense to be stored at the site. We would suggest that this is changed for sites operating at a school to have our records stored at a central location. “</p>

<b>110-305-2050</b>	EDIT: Mirror 170-300-0460.	The new language eliminates some of the enrollment record requirements that providers felt were unnecessary (e.g. addresses for all people allowed to pick up children).	
<b>110-305-2175</b>	EDIT: Mirror 170-300-0505, but do not include (2) (j)	The new language eliminates some of the postings that providers had concerns about, due to both security issues and lack of display space (e.g. staff schedules).	“Since we rent a classroom, I can't post on their walls. Instead I have this information in a binder.”
<b>110-305-8000</b>	EDIT: Remove (3) and (4) and instead use language from 170-300-0440 (3) An early learning provider may request an internal review process regarding the violation of department rules pursuant to RCW 43.216.395.	Previous language was unclear and seemed contradictory.	
<b>110-305-8050</b>	EDIT: Mirror 170-300-0443 Change “early learning provider” language to “school-age provider”.	The new language clarifies enforcement actions, including fines.	
<b>110-305-8125</b>	EDIT: Change to 60 days instead of 28 days.	Providers report that fines have sometimes been delayed in process, due to complications in communicating with DCYF. A longer time period allows both providers and the agency to satisfy the requirement under current staff capacity.	

<p><b>110-305-8175</b></p>	<p>EDIT: Mirror 170-300-0443 (1) Change “early learning provider” language to “school-age provider” and change language to: (1) Pursuant to RCW 43.216.325, the department is authorized to take enforcement actions when <b>a school-age</b> provider fails to comply with this chapter or chapter 43.216 RCW. Enforcement actions are taken pursuant to RCW 43.216.020, .065, and .250. Enforcement actions include civil monetary penalties (fines) and the denial, suspension, revocation, modification, or nonrenewal of a license.</p>	<p>The new language is clearer and less redundant.</p>	
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**Suggestions for Implementation**

We ask that the Department consider and approve these recommendations in a timely fashion. Providers around the state expressed gratitude for the opportunity to make their concerns heard, but also an urgency around having them addressed. We know that for every child in an afterschool program, there are two more who would be attending if a program were available and accessible in their area. We believe that the recommended changes will remove barriers for currently unlicensed programs to become licensed, for more people to open licensed school-age programs, and for those that are currently licensed to provide more developmentally appropriate care to more children in the state.

We ask that the Department work with SOWA, providers, and stakeholders on implementation of these recommendations. School-age child care is not the same as ECE, and those who are involved in the day-to-day work understand best what the implications and repercussions of any given change might be. Again, we reiterate the need for a companion guidebook to the WACs. It was clear throughout this process that many of the perceived issues with current regulations were actually errors in interpretation by providers, and inconsistencies in interpretation by licensors. A guidebook would help all parties to have a greater understanding of the intent, key points, and best practices for implementation of the regulations.

Finally, we suggest that there be frequent, periodic review of the WACs and the Guidebook. The world around us is changing rapidly. School-age programs are addressing new issues every year. Nationally, research on afterschool continually reveals new insight into best practices for the field. The regulations should be adjusted accordingly, so that children across the state can continue to reap the benefits of participation in safe, engaging, school-age child care programs.

*Developed by:*



School's Out Washington (SOWA) works to ensure all young people have safe places to learn and grow when not in school. SOWA is dedicated to building community systems to support quality afterschool, youth development, and summer programs for Washington's children and youth ages 5 through young adulthood. For over three decades, SOWA has served a critical role as the expert and backbone organization working closely with programs offered outside the traditional school day. We support these programs through our four pronged approach: Quality & Training; Policy & Advocacy; Grants to Programs; and Racial Equity. We work to ensure high-quality afterschool and summer programs are available so all of Washington's youth—but especially low-income youth and youth of color—can have the opportunities they deserve to thrive.

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Krista Galloway – consultant, Guiding Council Facilitator, and co-author of the report

Guiding Council members

SOWA and DCYF staff

In-person forum volunteer facilitators and note-takers

School-Age Child Care providers and other stakeholders who participated throughout the process

Community partners that provided space for the public forums: *Asia Pacific Cultural Center – Tacoma;*

*Everett Public Schools; Kennewick Boys & Girls Club – Eerkes Family Branch; Northeast Washington*

*Education Service District 101 – Spokane; Seattle Parks & Recreation – Rainier Community Center;*

*Vancouver Community Library*

Appendix A:

**Guiding Council Members**

*School-Age Child Care Providers*

<b>Name</b>	<b>Program Name (County)</b>
Dallas Artz	Latona School Associates (King)
Sherrie Belt	ARC (King)
Tiffany Bliss	Right at School (Pierce)
Susan Brown	Kids Co. (King)
Chandra Burns	Boys & Girls Club (Franklin)
Brianna Jackson	Launch (King)
Kelly Martin	YMCA (King)
Shannon Millican	YMCA (Whatcom)
Brandee Paisano	Boys & Girls Club (King)
Edbera Wilson	Spokane Public Schools Express (Spokane)

*School's Out Washington and Department of Children, Youth, and Families Staff*

<b>Name</b>	<b>Agency Name</b>
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Judy Bunkelman	WA Department of Children, Youth, and Families
Krista Galloway	Consultant/Facilitator
Travis Hansen	WA Department of Children, Youth, and Families
Jackie Jainga Hyllseth	School's Out Washington
Shannon Robinson	School's Out Washington
Nerrisah Townsend	School's Out Washington
Sierra Wagner	School's Out Washington



## Questions?

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