



Out-of-School Time Landscape Scan

September 2017

Prepared by BERK Consulting



Funded by:
Road Map Region Race to the Top





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Founded in 1988, we are an interdisciplinary strategy and analysis firm providing integrated, creative and analytically rigorous approaches to complex policy and planning decisions. Our team of strategic planners, policy and financial analysts, economists, cartographers, information designers and facilitators works together to bring new ideas, clarity, and robust frameworks to the development of analytically-based and action-oriented plans.

PROJECT TEAM

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Introduction

School's Out Washington (SOWA) is an intermediary that works to ensure high-quality out-of-school time (OST) programs are available to all of Washington's youth, especially low-income youth and youth of color. SOWA, with support from the Road Map Region Race to the Top and in partnership with the Puget Sound Educational Service District, commissioned this landscape study to compile a picture of OST programs in King County. OST programs include offerings outside the traditional school day, before and afterschool and during the summer.

This landscape study aims to illustrate what we know about:

- Potential demand for programs
- Supply of OST providers and programs
- Barriers to accessing OST and system needs
- Funding sources

THE CASE FOR QUALITY

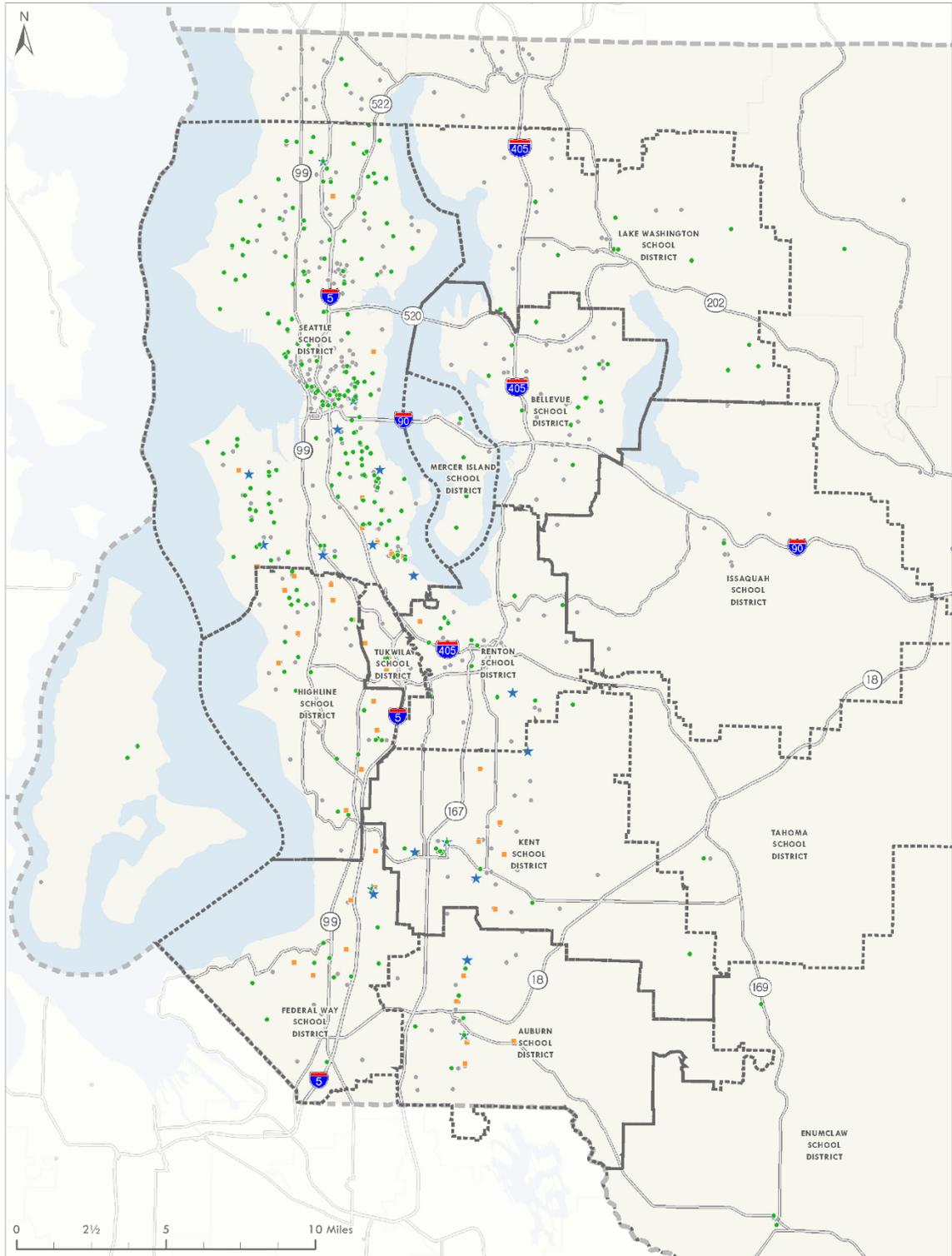
SOWA is building a quality improvement system based on research that has demonstrated that program quality matters. Quality, defined as the skills, knowledge, and tools needed to engage and work with youth, produces positive outcomes for children. This is especially true for children of color and children from low-income families. Quality programs are directly related to positive social, emotional, health, and academic gains (School's Out Washington, 2014).

Research has also found that quality can be measured and improved, which is where SOWA's role comes in. Based in research and best practice, SOWA has facilitated and led the process of building a quality improvement system for the out-of-school time field in Washington. The Washington State Quality Standards for After School & Youth Development ("Standards") define what quality looks like in a program setting. The Washington State Core Competencies for Child and Youth Development Professionals ("Competencies") define what professionals need to know and be able to do in order to provide quality programming (see page 3 for a summary of the Quality Standards). Quality standards can apply to any type of out-of-school time programming whether focused on the arts, physical activity, or academic enrichment.

The Youth Program Quality Assessment (YPQA), a research-based, validated tool developed by the David P. Weikart Center for Youth Program Quality, aligns to the Standards and Competencies and is used along with coaching and training to support programs through continuous quality improvement. SOWA has engaged over 500 youth programs in this process across Washington with results showing quality makes a difference, especially in improving youth engagement and youth interaction.

Exhibit 1 illustrates the programs/sites that have engaged with SOWA's Youth Program Quality Assessment (YPQA) process, 21st Century Learning Centers (see page 24), and all other OST sites for which we had information (see page 3, Data analysis). It also includes Title I schools.

**Exhibit 1.
Out-of-
School
Time Sites
in King
County**



**Expanded Learning Opportunity
Site Category:**

- ★ 21st Century Community Learning Centers
- YPQ Participating Sites
- Other OST Sites
- Title 1 Schools

FOCUS
AREA



KING

Sources: School's Out Washington; Map Date: August 2017



SOURCES AND METHODS USED IN THIS SCAN

Comprehensive offerings of high-quality OST programs across Washington State is a laudable and ambitious goal. Strategically directing resources to achieve this requires understanding currently available programs and outstanding needs. This scan is a first attempt to assess this in King County. It draws on the following sources:

Out-of-School time literature. Studies from other communities and national out-of-school time advocacy organizations and funders including the Afterschool Alliance, the Wallace Foundation, and the Finance Project were reviewed.

Public data. Insights from local results of the Washington Healthy Youth Survey, Best Starts for Kids indicators, and the U.S. Census Bureau's American Community Survey, among other publicly available data sources are included in this report.

Synthesis of past outreach and research. Several outreach efforts in King County over recent years have produced qualitative data about perceived needs from OST programs and those they serve. This report leverages this data to minimize respondent fatigue and incorporate input on an accelerated timeline. These sources include:

- Best Starts for Kids Community Conversations, 2015 and 2016
- City of Seattle Mayor's Education Summit Survey and Event Conversations, May 2016
- Youth Development Executives of King County (YDEKC), Road Map Project, Summer Learning Exploratory Study, Jan 2017
- YDEKC Road Map Project Out-of-School Time Roundtable Discussion, June 2017

Interviews. BERK conducted phone interviews with system-level stakeholders and providers to gain their perspective on OST program strengths and needs in their respective regions. These included Asian Counseling and Referral Services (ACRS), Catholic Community Services, Girl Scouts of Western Washington, Refugee Women's Alliance (ReWA), Washington State University Extension, and staff from the cities of Auburn, Bellevue, Kent, Redmond, and SeaTac.

Provider meetings. BERK attended four out-of-school time provider meetings (Southeast Seattle, Broadview, Kirkland, Kent) designed to collect feedback on early designs for the Best Starts for Kids funding process.

QUALITY STANDARDS

Safety & Wellness: Quality programs provide safe, healthy, and developmentally appropriate learning environments for all participants.

Cultural Competency &

Responsiveness: Quality programs respect and are responsive to the diversity of program participants, their families, and community.

Relationships: Quality programs develop, nurture, and maintain positive relationships and interactions among staff and participants.

Youth Leadership &

Engagement: Quality programs promote a sense of purpose and individual empowerment in youth through opportunities to engage in a rich variety of experiences, participate in planning, and exercise choice and leadership.

Program & Activities: Quality programs offer a variety of activities that are active, developmentally appropriate, and culturally sensitive and enrich the physical, social, emotional, and creative development of all participants.

Assessment, Planning &

Improvement: Quality programs have policies and procedures in place that promote continuous improvement.

Ongoing Staff & Volunteer

Development: Quality programs ensure competent, motivated, youth-centered staff and volunteers through effective orientation, training, and a philosophy that views professional development as a journey rather than a destination.

Leadership & Management:

Effective organizations have a coherent mission, well-developed systems, and sound fiscal management to support and enhance quality programming and activities for all participants.

Family, School & Community

Connection: Quality programs establish and maintain strong, working partnerships with families, schools, and community stakeholders.

Data analysis. Program locations and basic statistics came from two data sources. Additional programs identified through the parent survey, interviews, or staff research also appear in this report.

- **King County Youth Program Directory.** YDEKC, in partnership with Crisis Clinic 211, maintains a comprehensive, regularly updated web directory of more than 1,000 free and reduced-fee programs in King County.
- **Washington Youth Program Registry.** The Youth Program Registry hosted by School's Out Washington is a free tool and comprehensive database. The online registry collects data from programs across Washington State to enable the assessment of service gaps, advocacy, program quality improvement, and professionalization of the field. The Registry was launched just prior to this study. As such, this report relies on early data available from the Registry, with the understanding that this represents a sample of the anticipated data.

Parent survey. A three-question survey asks parents and caregivers to identify where they currently access out-of-school time opportunities and what they see as the greatest needs and gaps in their area. It was promoted on Facebook via SOWA's page and parenting groups in various parts of King County. This survey is available in six languages (English, Chinese, Russian, Somali, Spanish, and Vietnamese) and remained open at the time of report completion. A findings memo will be issued later this fall 2017.

GEOGRAPHY

The geographic scope of this study is King County. It primarily uses two geographic units for analysis, the school district and the census tract. The maps in this report display 13 of the 19 school districts in King County, representing 83% of the King County student population for ease of presentation. Mapped data is available for the full county including the eastern portion online at <http://arcg.is/r14nG>.

The Road Map Project is focused on improving student achievement in South King County, covering seven districts: Auburn, Federal Way, Highline, Kent, Renton, Tukwila, and the south part of Seattle. These districts are highlighted in several report exhibits.

STUDY LIMITATIONS

Out-of-school time programming is a dynamic and evolving field, with many providers, funders, K-12 partners, and other stakeholders seeking to better understand the dimensions of program quality and program dosage that lead to improved youth outcomes, across many different types of activities and program models.

As the first scan of out-of-school time programs conducted in King County, this report prioritized breadth and coverage of the full range of program types from all geographies. Work for this study was completed on a three-month timeline to inform the Best Starts for Kids grant process and as such has undoubtedly missed programs and other components that would be valuable for a truly comprehensive picture of the OST landscape. Ongoing work with the Youth Program Registry will eventually allow a more robust understanding of the levels of program quality in King County.

Understanding the Need

SOWA's mission is to ensure that *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. At the same time, Best Starts for Kids (BSK) seeks to *put every child and youth in King County on a path to lifelong success*. The Out-of-School Time investment of BSK is focused on elementary and middle school-age children with an emphasis on underserved geographies and communities. These complementary objectives have led to their current partnership and this landscape scan.

This section reviews the demand in terms of the total school-age population, layered with different characteristics of need. We present the educational opportunity index as a proxy for underserved geographies. This analysis primarily maps families of color and low-income families to better understand underserved communities by geography. Interviewees also described families with linguistic barriers, including refugee and immigrant families, and those raising children with disabilities and child-welfare involvement as likely to be underserved in any given geography.

We also review available data on program offerings in King County to identify potential gaps by program type, payment types accepted, times available, and ages served. Finally, need is characterized by a summary of findings from past studies.

SCHOOL-AGE POPULATION

The total school-age population of King County by school district is shown in Exhibit 2. By this metric, the school districts serving the most students, Seattle, Lake Washington, Kent, Federal Way, and Northshore, will have the greatest demand for out-of-school programming. With a lens toward serving school districts with greater concentrations of low-income students and communities of color, however, the Road Map Districts top the list. Rural district Skykomish has the highest share of P-12 students on free or reduced price lunch (though the number is low). Bellevue School District includes a significant number and share of students on free or reduced price lunch and served by the Transitional Bilingual Instruction Program (TBIP).

Also of note are the eight districts where 10% or more of children are eligible for the TBIP. Children eligible for this program meet the following two conditions:

- The primary language of the student is other than English; and
- The student's English skills are sufficiently lacking or absent as to delay learning.

These larger shares may reflect families that are newly arrived in the area, whether as immigrants or refugees. Exhibit 3 shows the languages spoken by more than 100 children in the TBIP by school district. While 15 school districts in King County have Spanish speakers, other languages are more concentrated by district. For example, Tukwila has children speaking Burmese and Nepalese, and Kent has a population of children speaking Dari, the Persian language spoken in Afghanistan.

Exhibit 2. King County Preschool to Grade 12 Enrollment

School District	P-12 Enrollment	% Kids of Color	% Free and Reduced Lunch	Number of Schools with School-wide Title 1 Funding	% Transitional Bilingual
Road Map Districts					
Tukwila	2,956	88%	75%	4 (80%)	38%
Highline	19,702	77%	65%	30 (97%)	26%
Federal Way	23,040	72%	59%	23 (59%)	18%
Auburn	16,164	59%	53%	12 (55%)	16%
Renton	15,877	73%	52%	12 (52%)	17%
Kent	27,823	65%	49%	20 (49%)	19%
Seattle	54,229	53%	36%	31 (30%)	13%
Other King County					
Skykomish	56	11%	86%	2 (100%)	0%
Enumclaw	4,056	22%	31%	0	5%
Shoreline	9,672	46%	26%	3 (21%)	6%
Vashon Island	1,628	25%	22%	0	3%
Bellevue	20,448	62%	18%	5 (17%)	12%
Riverview	3,367	21%	15%	0	4%
Northshore	21,929	40%	15%	0	7%
Tahoma	8,359	26%	13%	0	2%
Lake Washington	29,214	46%	12%	2 (4%)	9%
Snoqualmie Valley	7,087	19%	12%	0	0%
Issaquah	20,543	45%	8%	0	6%
Mercer Island	4,494	34%	3%	0	3%
Total	290,644	54%	34%	144	13%

Notes: Kids of color include all kids that do not identify as non-Hispanic White. Transitional Bilingual describes children who meet the following two conditions: 1) The primary language of the student is other than English; and 2) The student's English skills are sufficiently lacking or absent as to delay learning and are therefore eligible for the Transitional Bilingual Instruction Program. In the Road Map Region, only the southern part of Seattle Public Schools is included. This analysis includes the entire district.

Sources: OSPI, 2016 (Free and Reduced Lunch and Transitional Bilingual) and 2017.

Exhibit 3. Languages spoken by 100 children or more in the TBIP

	Total TBIP Languages	Spanish	Somali	Russian	Vietnamese	Arabic	Ukrainian	Chinese-Unspecified	Chinese-Mandarin	Chinese-Cantonese	Toishanese	Amharic	Japanese	Korean
Seattle	120	2,228	1,331		708	203			218	457	128	331		
Kent	106	2,350	425	138	307	394	268							
Lake Washington	95	749		201				100						113
Highline	88	3,439	453		408	141							169	
Federal Way	88	2,599	209	249		119	182							143
Bellevue	85	829		134				123	409				148	169
Renton	82	1,445	265		395					129				
Northshore	79	743												
Issaquah	75	301						242						
Tukwila	72	411	174											
Auburn	57	1,642		106			276							
Shoreline	56	249												
Snoqualmie Valley	26	100												
Enumclaw	5	230												
Riverview	11	115												

	Marshallese	Punjab	Telugu	Hindi	Tagalog	Burmese	Dari	Nepali	Oromo	Tigrinya	Turkish	Samoan	Portuguese	Tamil
Seattle					283				273	249				
Kent		394			122		135				108			
Lake Washington			168	179										101 115
Highline		100												
Federal Way	109												151	
Bellevue			178	118										
Auburn	299													
Tukwila					105			108						

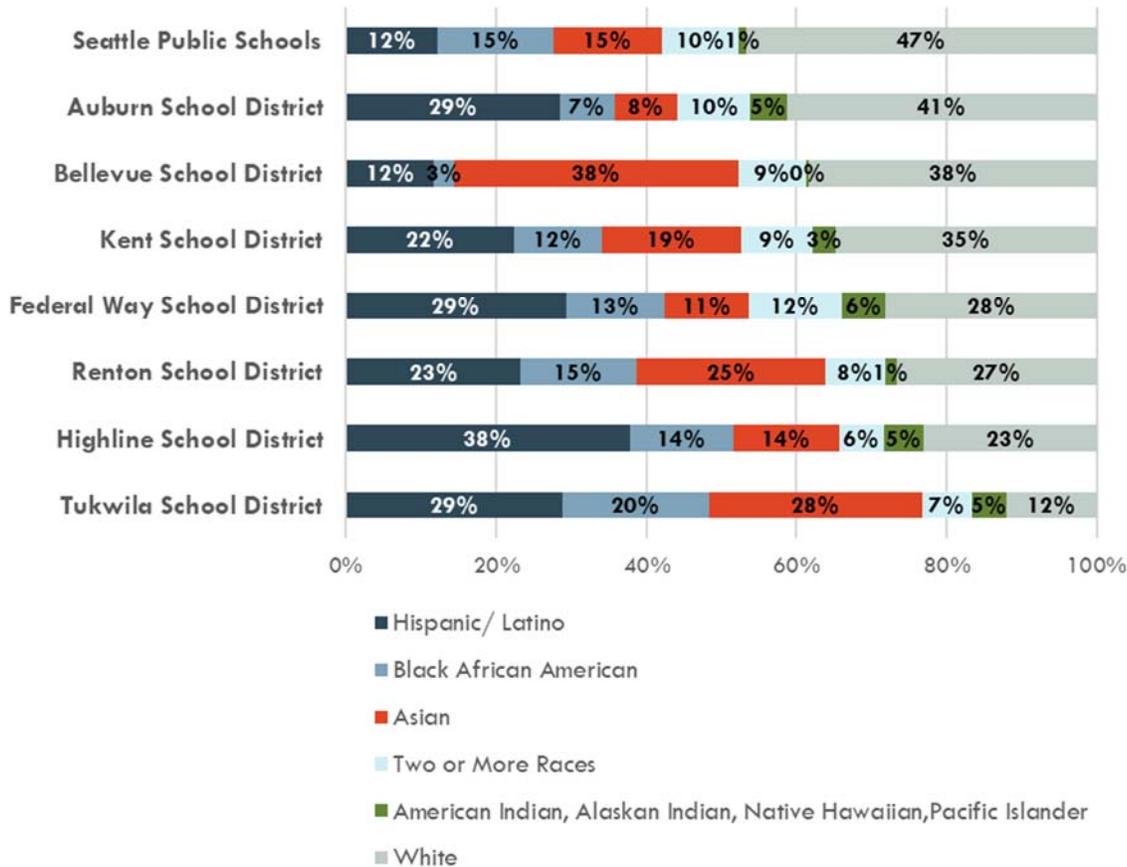
Notes: This analysis includes the 2015-2016 school year list of languages spoken by TBIP students in each district and is only shown for languages spoken by 100 children or more.

Source: OSPI, Migrant and Bilingual Education, Annual Report to the Washington State Legislature, 2015-16, Appendix C.

Exhibit 4 provides more detail on the race and ethnicity of the children in school districts where kids of color make up 50% or more of the student population.

- More than 25% of students in Auburn, Federal Way, Highline, and Tukwila identify as Hispanic/Latino.
- More than 25% of students in Bellevue, Renton, and Tukwila identify as Asian.
- Shares of Black/African American children are highest in Seattle, Renton, and Tukwila.

Exhibit 4. Race and Ethnicity for Districts with 50% or more Kids of Color



Source: OSPI, 2017.

MAPS OF NEED AND PROGRAMS

Exhibits 5 through 8 map populations by various characteristics and include an overlay of known OST providers. Data on known OST provider locations came from the King County Youth Program Directory, the Washington Youth Program registry, and other sources (see Sources and Methods Used in this Scan). The extent of the following map shows the western part of King County where the largest concentrations of youth and out-of-school time providers are located. Data is available for all of King County in an online interactive map that is printable for all interested parties at <http://arcg.is/r14nG>.

**Exhibit 5.
Youth
Population
(5-19)
Density**

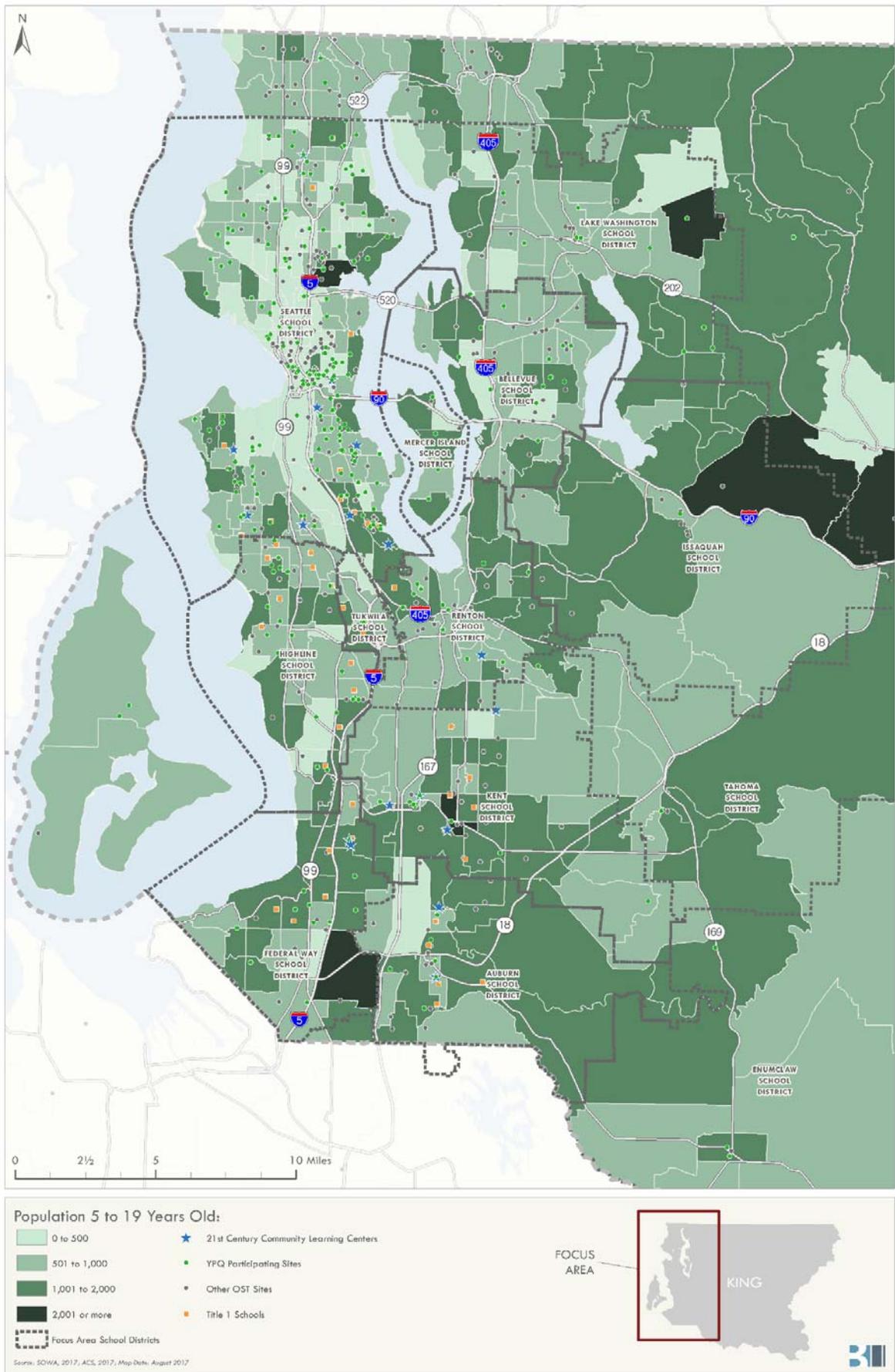
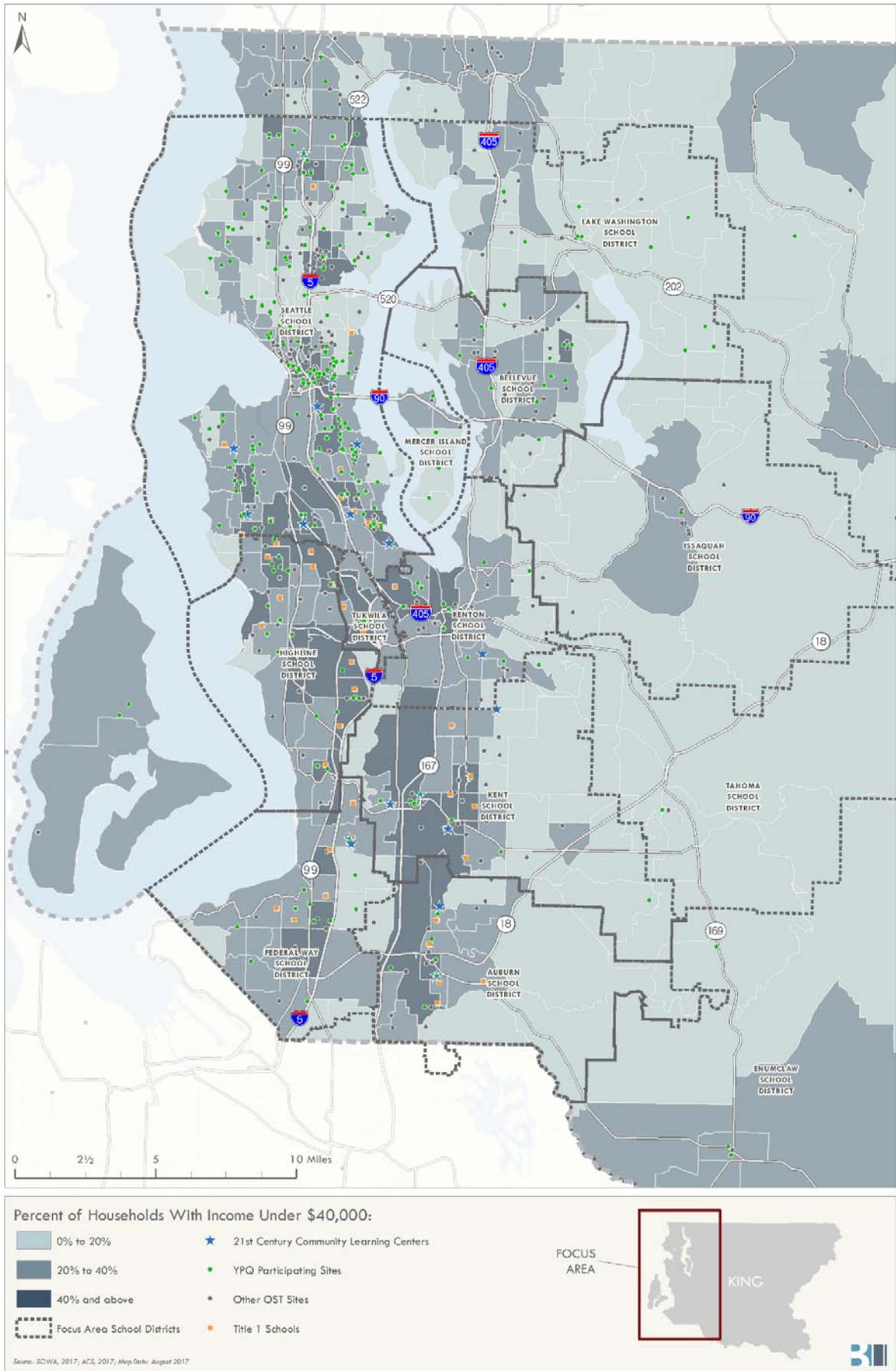
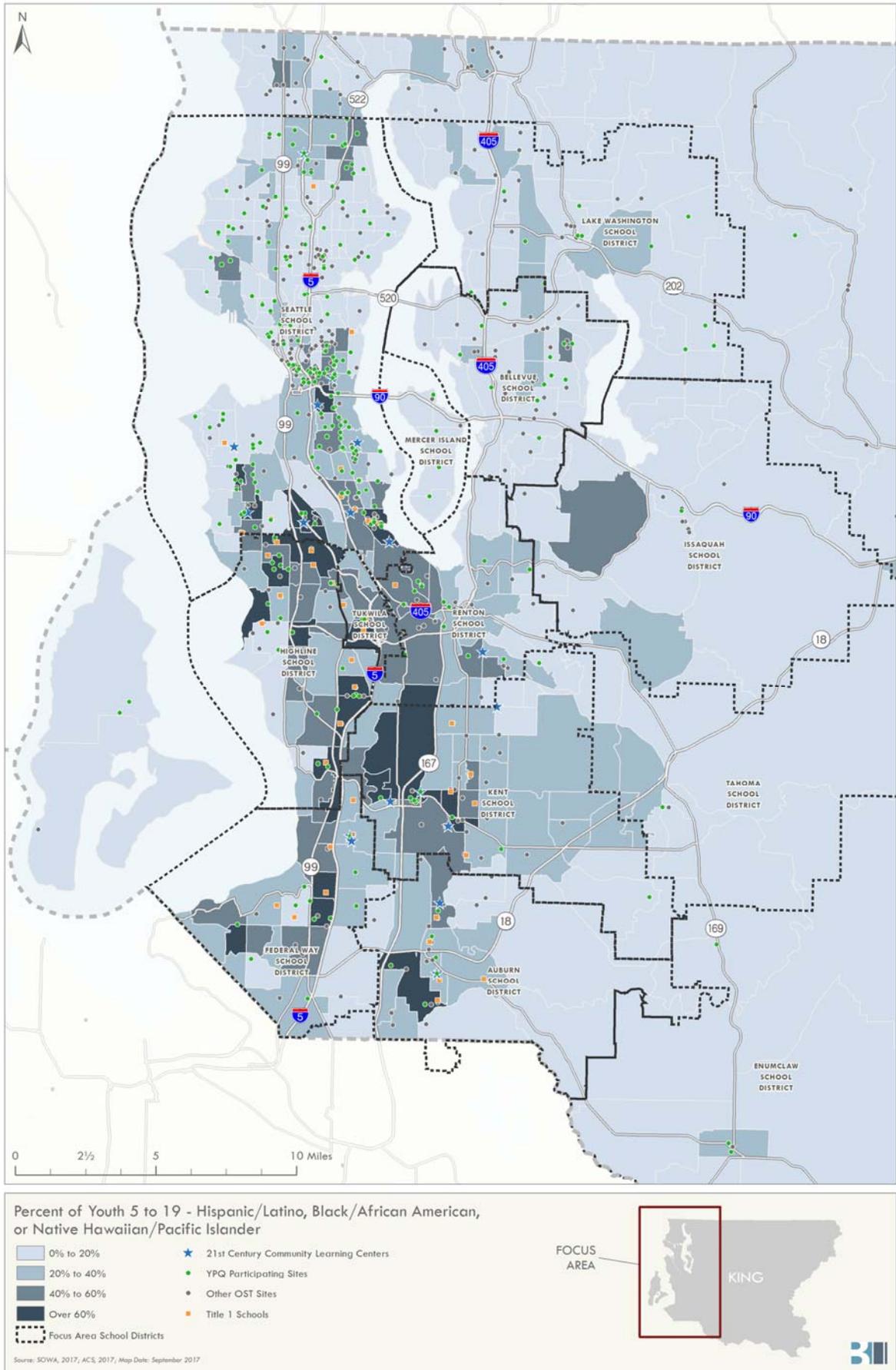


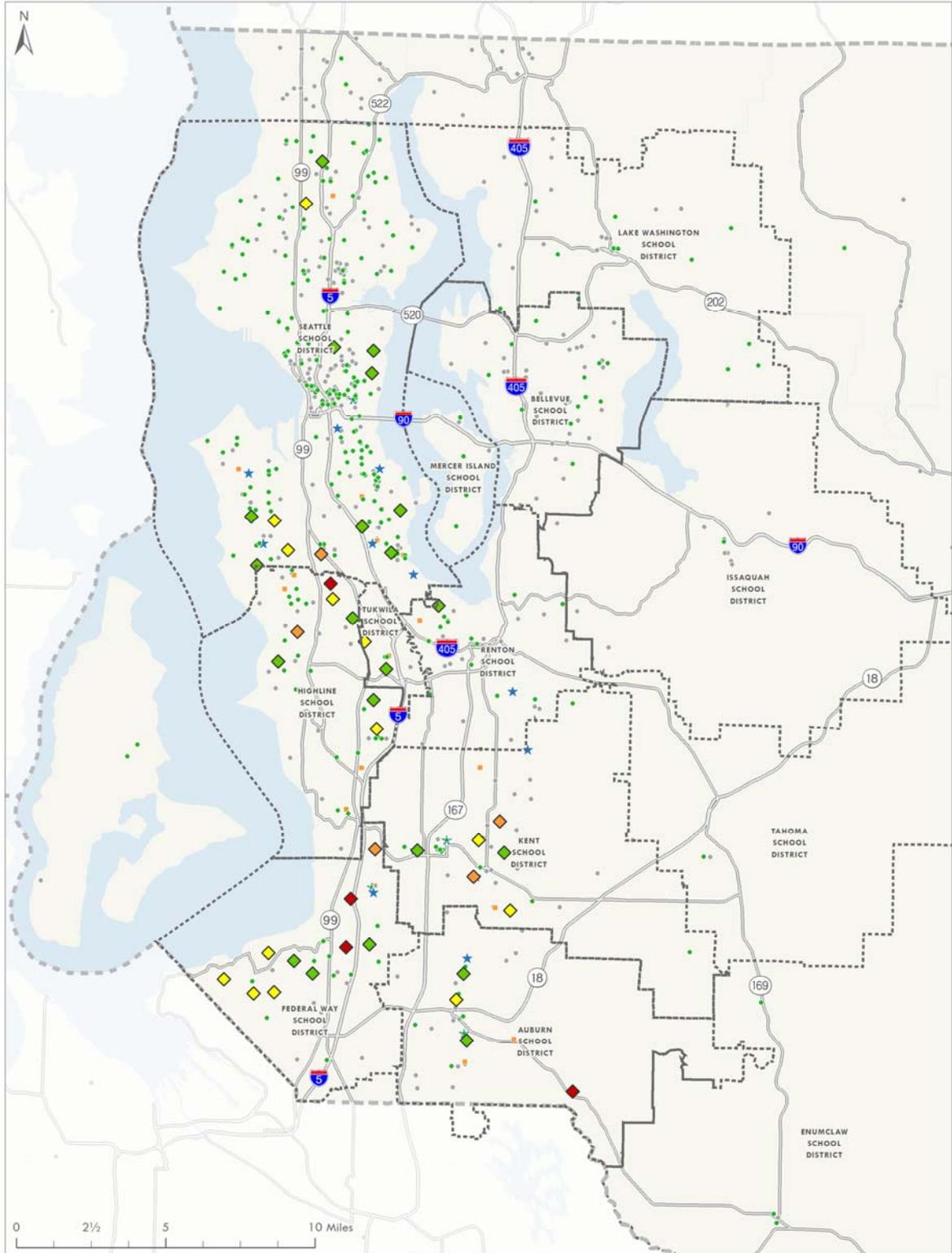
Exhibit 6.
Incomes less than \$40,000
(roughly 200%
of the Federal Poverty Level)



**Exhibit 7.
Share of Youth
(5-19)
or Hispanic/
Latino, Black
African
American,
and Native
Hawaiian/
Pacific
Islander**



**Exhibit 8.
Elementary
Schools meeting
Selected Need
Indicators**



Number of Indicators of Need Met per Elementary School:

- ◆ 4 Indicators
- ◆ 3 Indicators
- ◆ 2 Indicators
- ◆ 1 Indicator
- ★ 21st Century Community Learning Centers
- YPQ Participating Sites
- Other OST Sites
- Title 1 Schools



Source: OSPI, School's Out Washington, Map Date: September, 2017



Exhibit 5 shows the number of children aged 5-19 in each census tract. Federal Way, Kent, Issaquah, and Lake Washington school districts have tracts of varying sizes with 2,001 or more children. The tract in Seattle includes the University of Washington.

Exhibit 6 displays the share of households earning less than \$40,000 annually. Greater shares are found south of I-90, though there are also tracts in north Seattle where 40% or more households are at this income level.

Exhibit 7 looks at the shares of youth aged 5-19 that identify as Black or African American, Hispanic or Latino, and Native Hawaiian or Pacific Islander in each tract. These three groups represent the major racial/ethnic groups with the greatest educational achievement and opportunity gaps. The online map includes all races and ethnicities. Patterns here are similar to Exhibit 6 (household income) with greater shares in South King County, and areas on the east side and in north Seattle with shares of 40%-60%.

Exhibit 8 displays elementary schools that rank in the bottom 20 for any of four indicators: (1) % of students receiving free or reduced price lunch; (2) % of students meeting 4th grade math standards; (3) % of students meeting 4th grade English language arts standards; and (4) % of students meeting 5th grade science standards. The color of the marker indicates the number of indicators for which the school was in the bottom 20. The Federal Way school district has 10 schools that are in the bottom 20 for at least one indicator, two of which are in the bottom 20 for all four indicators. Highline has one school that is in the bottom 20 for all four indicators. The Muckleshoot Tribal School, located within Auburn School district geographic boundaries, but not administratively part of the district also is in the bottom 20 for all four indicators.

PROGRAM OFFERINGS

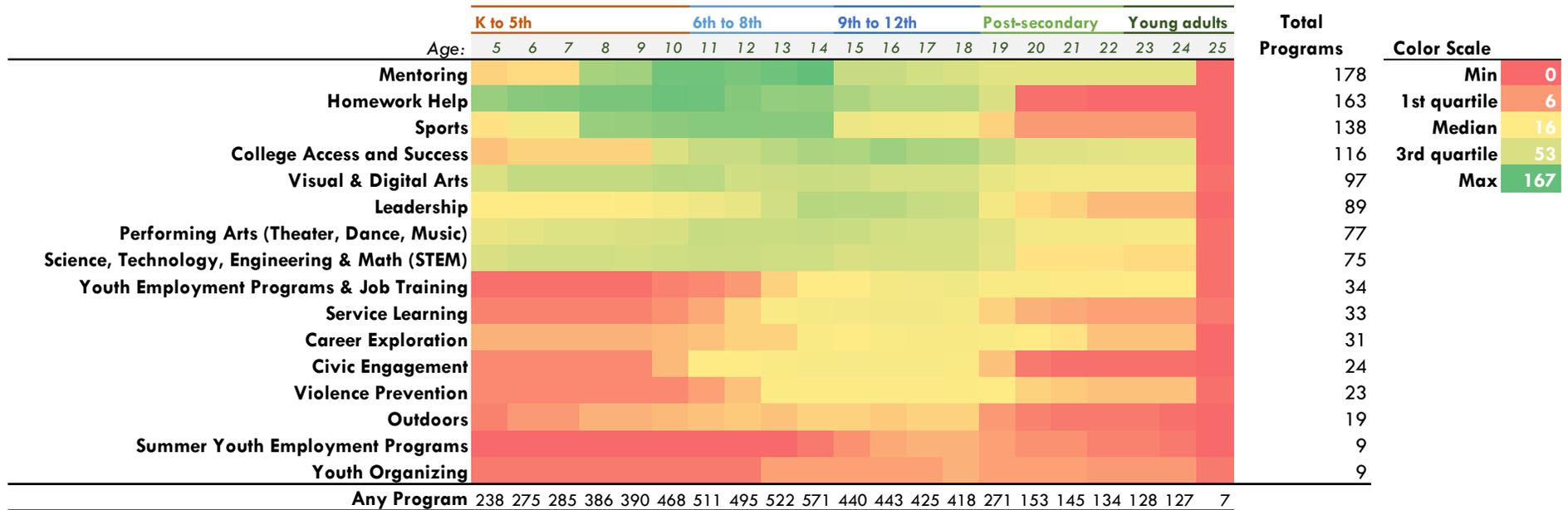
Exhibits 9 through 12 use data from the King County Youth Program Directory to heat map available offerings by program type, payments accepted, and times available. The most common program types available for youth are mentoring and homework help. The Directory only includes programs that are free or reduced-fee.

The greatest concentration of programs is available for 6th to 8th grade students. However, many interviewees expressed a lack of quality programs tailored for middle school students. This apparent contradiction may stem in part from the rapid development and changing need of students in adolescence. The data is consistent with programs having a wide range of eligible ages spanning from elementary to middle school, without tailoring specifically to the developmental needs of adolescence (Exhibit 12).

Afterschool and summer programs are the most common offerings, and times tend to match the traditional workday. Families dependent on working other shifts for income may find themselves with fewer options.

These exhibits do not tell us the number of youth served within each category. Programs vary considerably by the number of youth served and duration and dosage.

Exhibit 9. Program Availability by Type and Ages Served



Notes: Each listing indicated all program types offered. Non-OST programs excluded (programs whose offerings were limited to sports, drop-in, substance abuse, GED, housing/shelter, credit retrieval, meals, and/or mental health/ support only were excluded).

Source: King County Youth Program Directory, 2017; BERK, 2017.

Exhibit 10. Program Availability by Payment Type and Ages Served

Age:	K to 5th					6th to 8th				9th to 12th				Post-secondary			Young adults			Total Programs	Color Scale					
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		24	25	Min	1st quartile	Median	3rd quartile
Free	Green					Light Green				Green				Light Green			Yellow			419	0	44	62	165	337	
Low-Cost/Sliding Scale	Yellow					Light Green				Yellow				Light Green			Red			201	0	44	62	165	337	
Flat Rate	Red					Yellow				Light Green				Yellow			Red			59	0	44	62	165	337	
Any Program	238	275	285	386	390	468	511	495	522	571	440	443	425	418	271	153	145	134	128	127	7					

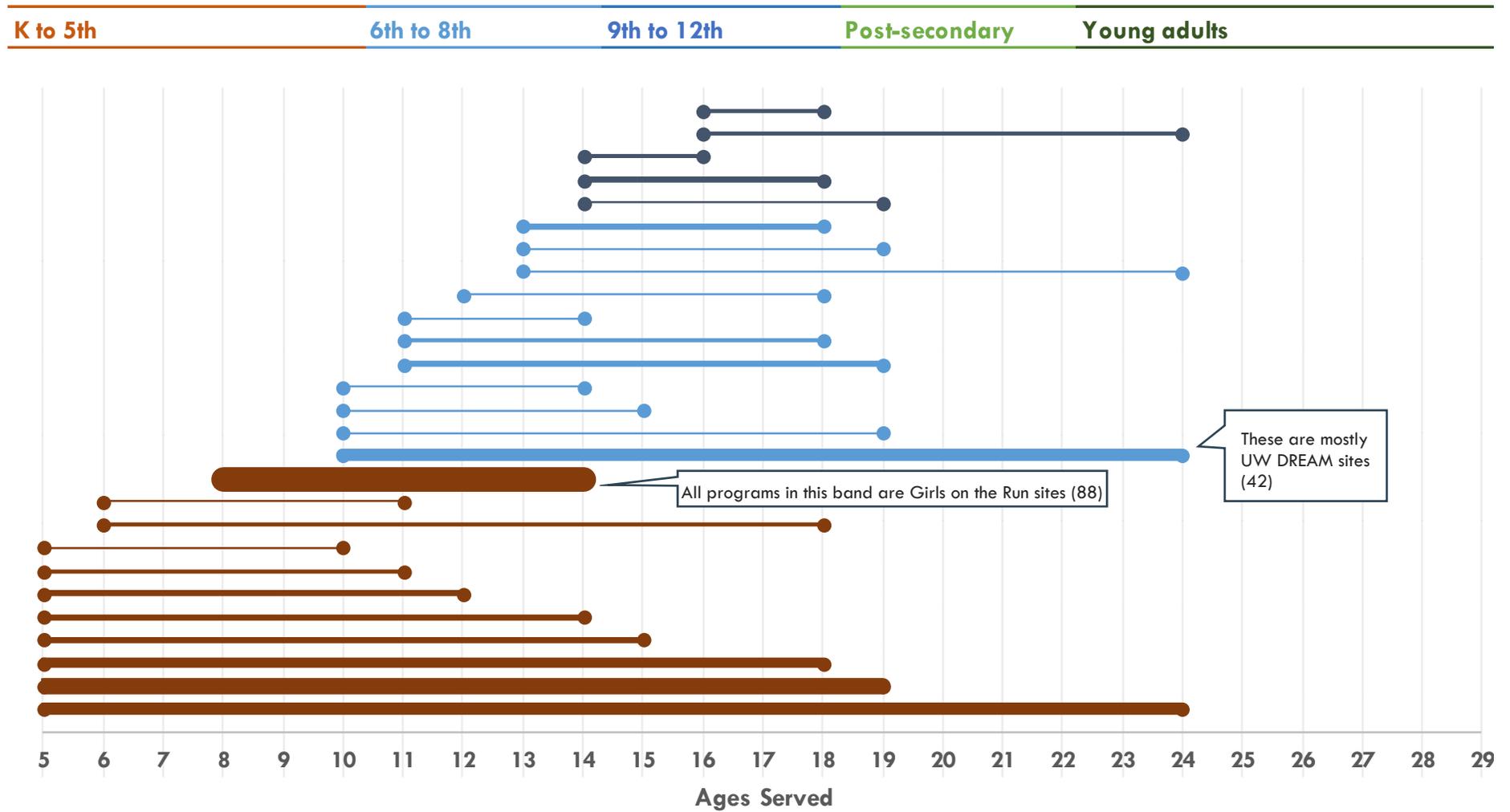
Notes: Each listing indicated all payment types accepted. Non-OST programs excluded (programs whose offerings were limited to sports, drop-in, substance abuse, GED, housing/shelter, credit retrieval, meals, and/or mental health/ support only were excluded).
 Source: King County Youth Program Directory, 2017; BERK, 2017.

Exhibit 11. Program Availability by Time Offered and Ages Served

Age:	K to 5th					6th to 8th				9th to 12th				Post-secondary			Young adults			Total Programs	Color Scale					
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		24	25	Min	1st quartile	Median	3rd quartile
After School	Green					Light Green				Green				Light Green			Yellow			497	0	4	28	59	418	
Summer	Yellow					Light Green				Yellow				Light Green			Red			193	0	4	28	59	418	
Weekend Hours	Yellow					Light Green				Yellow				Light Green			Red			74	0	4	28	59	418	
Evening	Yellow					Light Green				Yellow				Light Green			Red			49	0	4	28	59	418	
Before School	Yellow					Light Green				Yellow				Light Green			Red			32	0	4	28	59	418	
Late Night	Red					Yellow				Light Green				Yellow			Red			9	0	4	28	59	418	
Overnight	Red					Yellow				Light Green				Yellow			Red			4	0	4	28	59	418	
Any Program	238	275	285	386	390	468	511	495	522	571	440	443	425	418	271	153	145	134	128	127	7					

Notes: Each listing indicated all times available. ~30% of listings did not indicate any times available. Non-OST programs excluded (programs whose offerings were limited to sports, drop-in, substance abuse, GED, housing/shelter, credit retrieval, meals, and/or mental health/ support only were excluded).
 Source: King County Youth Program Directory, 2017; BERK, 2017.

Exhibit 12. Programs by Age Bands Served



Notes: Line thickness indicates number of program listings at the given age band. Age bands with fewer than 5 programs are not shown. Non-OST programs excluded (offerings limited to sports, drop-in, substance abuse, GED, housing/shelter, credit retrieval, meals, and/or mental health/ support only)
 Source: King County Youth Program Directory, 2017; BERK, 2017

RESEARCH FINDINGS

Interviews and a review of past outreach efforts and reports identified several themes, which we have organized by System-wide Needs; Youth and Family Needs; and Programming Needs.

System-wide Needs

Transportation and facilities, which link to both program capacity and access, and partnerships were the most commonly cited barriers to family access to out-of-school time programs.

1. Everyone interviewed mentioned transportation as a critical need.

- Transportation needs vary by age. When children are young and/or a neighborhood is unsafe, programs that some would deem “within walking distance” may not be accessible. Older children tend to have wider ranges and could access programs independently on public transportation in an urban area, for example. However, in suburban and rural areas, the distances are often too far to walk and may not be served by transit.
- Many parents have work schedules that prevent them from pick up and/or drop off at a program.
- While school-based programs have several advantages, after-school bussing is not always available and children may need to find another way home.
- ReWA¹ noted their two, eight-passenger vans made a huge difference for attendance and enrollment at their elementary school program. It now has a long waiting list since parents value this full-service approach.
- Many organizations cannot afford the upfront costs or take on the insurance liability to own vans.

2. Communities lack available space for OST programs.

- Available physical spaces often determine the availability of programs and the number of children that can be served at a given site. Sports programs and programs for younger children often require specialized facilities that either don't exist within certain neighborhoods or are too costly for a program to access. The City of Kent noted that many of their Somali youth travel to Tukwila for a basketball program run by Companion Sports since there is not a comparable program locally.
- While schools were identified as a place that allows programs to be delivered where kids are, school spaces present challenges. In some cases, schools need to take the space back for classroom or other purposes due to mandated class-size reductions. This came up repeatedly with respect to Seattle Public Schools. The City of SeaTac noted that schools are not always a good partner as they don't tend to think of their spaces as public. Some schools charge for janitorial services, for example, which can make it unaffordable.

Interviewees

- Colleen Brandt-Schluter, City of SeaTac
- Emily Tomita, Refugee Women's Alliance (ReWA)
- Erica Azcueta, City of Auburn
- Eva Wong, Public Health - Seattle & King County
- Heidi Neff, Catholic Community Services
- Helena Stephens and Shelley Brittingham, City of Bellevue
- Ken Wong, City of Redmond
- Kevin Wright, Washington State University Extension; 4-H
- Lori Guilfoyle, City of Kent
- Panome Thilaphanh, Asian Counseling and Referral Services
- Terri Glaberson and Lorey Ford, Girl Scouts of Western Washington

¹ Refugee Women's Alliance (ReWA) is an award-winning, nationally recognized nonprofit that provides holistic services to help refugee and immigrant women and families thrive.

- Community-based gathering places for youth could be created through joint use agreements, though that would take money for operating expenses and transportation. Free programs in community centers, churches, libraries, and other safe gathering places are needed along with the transportation to and/or from the program. Older teens need a place of their own, especially at night, away from school, but supervised.
- Girl Scouts of Western Washington are addressing the space challenge through a van filled with STEM activities that will travel around the region.

3. Organizations need support around partnering.

- Many interviewees described how partnerships allow programs to build on their relative strengths to serve children more holistically. However, partnership and alignment requires resources, and funding tends to be directed to program operations (discussed further in Summary of Gaps).
- Partnerships among providers in Auburn and SeaTac allow for multiple family needs to be addressed. For example, one provider takes care of youth programming while another one provides meals at the same site.
- Questions about how to partner and the feasibility of partnering came up in both the BSK provider meetings as well as several provider phone interviews. Providers may need support to identify potential partners and build relationships, especially with schools. Time needed to build relationships was also mentioned.

Youth and Family Needs

4. There are significant challenges related to poverty and meeting basic needs.

- As shown in Exhibit 6, large shares of households have incomes of less than \$40,000. After paying for housing, families have little income left to spend on other things, including food. Nationwide, families spending more than 50% of their income on housing in the bottom expenditure quartile spend under \$300 per month on food, compared to nearly \$500 for comparable households who are not cost-burdened with respect to housing (Joint Center for Housing Studies of Harvard University, 2017, p. 33).
- Families with very low incomes may have more access to help cover the costs of childcare than those with moderate incomes. Many assistance programs target families with the lowest income though families who may have incomes just above eligibility levels also struggle to afford the rising cost of care. The Best Starts for Kids survey found that caregivers from very low incomes reported fewer problems paying for childcare for children from birth to grade 5 than those with incomes above the poverty level.
- Interviewees noted that when families do not have stable housing and basic needs are not met, it's hard to address other things. Programs serving low-income students need to include meals afterschool and during the summer as many parents rely on the two meals each day during the academic year.
- Families may need their older children to provide child care, which means none of the kids in the family can participate in OST programs, or that OST programs will be most successful when programming is available for multiple age ranges at the same time and/or includes mentoring and other activities for older youth that include engagement with younger children.
- There is interest in coordinating a set of providers within a given area to deliver a range of services to support youth and families. Providers feel good about offering a wide range of services for children and families and emphasized their ability to serve as cultural liaisons, offer mental health services, and provide education advocacy as strengths.

5. Mental health services are needed for children at all income levels.

- Like comments about meeting basic needs, integration of mental health with other services and more access to non-acute services were raised repeatedly. Many interviewees spoke about an unmet need for mental health services for youth as well as programs for parents to understand the stresses their children are facing whether related to adverse childhood effects, trauma, pressure to succeed, or other factors.
- Providers can refer and liaise, but service availability and coverage is uneven.

6. Increasing family engagement and awareness requires a focus on service provision rather than traditional approaches.

- Programs that described successful parent engagement credited family advocates – individuals, often from the same culture, who help families understand the school system and can answer questions and provide a trusted relationship. Family advocates or dedicated staff can also collect family requests for services and then work with the organization to shape programming that meets current family needs. This type of engagement is important for maintaining culturally relevant programming and empowering families.
- Interviewees noted that while parents working two or more jobs and doing shift work cannot engage with programs, it does not mean they do not care or do not want the same things for their children as other parents. Parents who can't speak the provider's language can't talk with them and ask questions, which would make them feel more comfortable and knowledgeable about the program.
- Among some families there is low awareness of programs (offerings and location) and services available. ReWA noted that feedback from parents and students shows that students and parents often don't know what they don't know. They think one thing is the most important factor to succeeding at school, but some things in the American setting are totally unfamiliar yet equally or more important. Having staff that are focused on listening to family needs can be key liaisons and support successful system navigation for families.

7. Culturally aware/relevant, community-based programming delivered in languages other than English is needed.

- The City of Seattle Mayor's Education Summit found a lot of support for the importance of affirming and valuing students' race and culture and the need for programs and supports for students and families in their home language.
- Interviewees also emphasized the importance of programs where kids feel they belong, making the connection to programs delivered in other languages and/or by mentors/instructors from the same background/culture/race/ethnicity. The City of Kent noted a need for programs in Arabic, Cambodian, Spanish, and Vietnamese.
- Programs with volunteers and/or staff who represent the community in which they serve are important— ReWA, Asian Counseling and Referral Services (ACRS),² Catholic Community Services, and the Girl Scouts all reported having staff and volunteers that represent the community.

² ACRS promotes social justice and the well-being and empowerment of Asian Americans and Pacific Islanders and other underserved communities – including immigrants, refugees, and American-born – by developing, providing, and advocating for innovative, effective, and efficient community-based multilingual and multicultural services.

8. Parents want programs that support their children academically.

- Several Mayor's Summit participants commented that many programs are not meaningful beyond providing childcare and should be more like school. As noted in the Programming Needs section below, many participants perceive that quality programs are only available to higher income families.
- A representative from ReWA noted that parents want their children to succeed in life and in school. While they may require help navigating the system and understanding what is needed, they are looking for experiences and programs for their children that will set them up for success.

Programming Needs

9. Organizations are challenged to find enough volunteers and staff, whether mentors, tutors, or program leaders.

- Organizations reported that finding volunteers that can make the time investment needed on an ongoing basis is getting harder. Catholic Community Services of Western Washington reported an interested families waitlist of more than two years due in part to not having enough volunteers near or in the communities being served by their programs.
- The Summer Exploratory Study found that sites struggle to hire and retain qualified program delivery staff. Yet, site managers agree that consistent staffing during the summer is important to delivering a high-quality program (MEMconsultants and YDEKC, 2017).
- The link between low wages and the challenge of finding and retaining staff was mentioned in the Best Starts for Kids provider meetings and the Summer Exploratory Study.
- Finding adults who look like the kids they will be working with and have some shared experiences can be difficult. Programs already struggle with hiring and retaining staff as mentioned earlier, and the challenge is further compounded when looking specifically for staff of color. Several interviewees emphasized that kids do better with an adult who looks like them and shares experience with them. Social emotional learning, identity, and caring adult relationships are critical to school success. The resources to be able to attract, hire, and retain quality program delivery staff of color underlie success for youth of color.
- Interviews with OST organizations like ACRS and ReWA indicated that part of their strength in offering culturally-relevant program included having staff and leadership made up of people of color at all levels.

10. Cost is a barrier to reaching low-income families, and scholarships present their own challenges.

- The cost of programs, especially extracurricular activities like music and sports, and a perception that only higher income families can afford quality programs were raised in the Mayor's Education Summit.
- While many programs offered through school-based sites and community based organizations are free of charge, other challenges such as available capacity, transportation, or timing can all pose barriers.

Challenges with scholarships include:

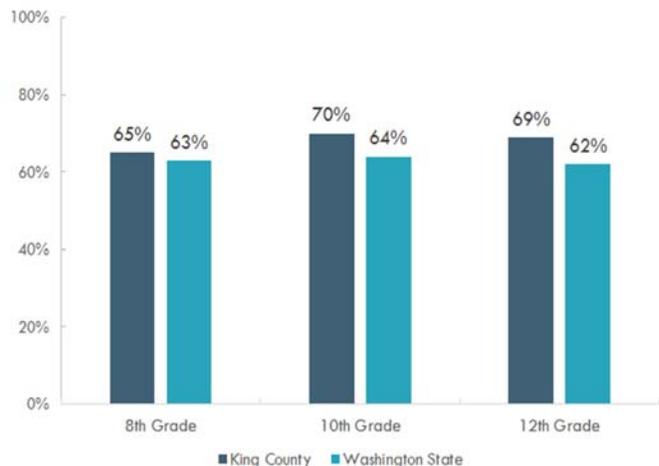
- Families that need assistance but whose incomes do not qualify
- Sliding scale scholarships that still require some payment from the family
- Limited numbers of scholarships available for individual programs
- Challenging and complicated application
- Families who do not want to admit to needing a scholarship, especially in more affluent communities

- Undocumented families that may not want to report personal information
- Burden of proving low-income eligibility

11. Keeping kids engaged (beginning in middle school) is a perceived need.

- Interviewees noted that OST programs are often targeted to elementary age. Middle school programs are perceived as few and far between though the program availability data in Exhibit 9 to 11 seems to indicate that middle school programs are the most prevalent. One reason for this may be that programs serving middle school are often a blend of middle and elementary, though there is a big difference between 6th and 8th graders developmentally and emotionally. With the exception of Girls on the Run, few programs specialize in the middle school years.
- More afterschool events and activities for middle schoolers were called out as a need. The transition to high school was specifically called out as needing attention beyond a single transition-themed event. Kids need ongoing support and mentoring to navigate transitions.
- There is an opportunity with teens to teach younger kids serving in a mentorship role and get paid a stipend to deliver a program. Leadership opportunities were called out as critical for engagement from older children.
- Data from the Healthy Youth Survey³ shows that King County students in grades 8, 10, and 12 are slightly more likely to participate in afterschool activities than students across Washington State. King County students in 8th grade report lower rates of participation in afterschool activities than students in grades 10 and 12 (See Exhibit 13). Some qualitative interviews corroborated this finding, noting that there are fewer middle school programs available and that barriers to access, such as transportation, may be higher for younger students.

Exhibit 13. Participation in After-school Activities



Source: Healthy Youth Survey, 2016.

12. Concerns about the academic focus and dosage are common.

- Program staff are concerned that a heightened focus on academic skill-building may be narrowly interpreted as reading and math, and detract from other subjects such as science or history, or topics such as social justice, environmental, or social and emotional learning (MEMconsultants and YDEKC, 2017, p. 12).
- Representatives at several cities emphasized that relationships with caring adults are often what keeps kids in schools, making that a necessary component to any academically focused program.

³ The Healthy Youth Survey was developed by researchers at the University of Washington as a public health model for the prevention of youth substance abuse.

- At provider meetings related to Best Starts for Kids, questions were asked about whether increasing dosage should be the focus or serving more children overall. With limited capacity, it seems that some providers view this as a decision between two desired outcomes.

13. Summer programs are largely disconnected from school staff.

- The Summer Learning Exploratory Study found that program staff members from all sites want more information from schools about the best ways to support students academically, socially, and emotionally.
- Summer programs lack resources to pursue quality improvement strategies. Many, particularly those without certified teachers support, feel ill-prepared to administer valid and reliable academic assessments.
- Sites lack sufficient time to plan for summer programs. Most summer program leaders are also responsible for school-year programming and have very little time after the end of the school year program to plan the entire summer program.
- The Summer Learning Exploratory Study uncovered challenges in defining the academic growth goals of summer programs and determining a one-size-fits-all measure of success, even among similar programs largely serving students who live in poverty in South King County. The sheer variety of approaches to providing academic support is one of these challenges.

14. Getting to scale presents several challenges for organizations.

- As noted earlier, finding enough staff or volunteers, providing transportation, available space, and funding that allows programming to be free and/or provides sufficient scholarships all serve as barriers to programs scaling up to serve more children.
- The difficulty of replicating motivated and talented individuals who are the heart and soul of successful programs but are only one person was raised by the City of SeaTac. Individual motivations to help out with or lead a program may not be replicable.
- Current funding sources are also a challenge. One interviewee noted that small dollar amount grants for one to two years are unsustainable. An organization could spend all its time managing a series of small grants.
- The authors of a popular guide to program replication argue that the activities involved in scaling up programs, including site selection, providing technical assistance, data collection across sites, ensuring evaluation activities happen, etc. are fundamentally different from those needed to operate an existing program (Summerville & Raley, 2009). These ideas are echoed in a blog post by the Executive Director of Social Impact Exchange on the different capacities needed for scaling up (Stengel, 2012).
- An analysis of six cities with out-of-school time programming found that activities necessary for scaling, such as increased funding, more technical assistance, and high quality needs assessments may be best coordinated and facilitated at the system level. Scaling in partnership with a system of some sort may be more likely to succeed (Hayes, et al., 2009).

Summary of Gaps

Across the maps, the locations of providers indicate that the greatest concentration of providers are in the Seattle School District and the numbers diminish as you move south and east. Interviewees similarly noted that there is a great variety of programs in places like Bellevue and Seattle, which they viewed as a strength of the system. However, the mapped points provide a limited view of total capacity in several ways. First, the data does not reflect how many kids are served by a provider. One dot could be serving 5 kids or 100. Second, many of the Seattle locations may reflect headquarters of organizations that operate sites in other locations in the county. Finally, detailed data about the types of activities and populations served at each site are not currently available. This would allow for a more nuanced description of program gaps. It was also noted that faith-based organizations host a great number of programs that are often less expensive and have programming that is not religious and is open to all. Many of these programs are likely not in the current data sources.

Even given the data limitations regarding program supply, there are some important gaps to consider:

- **Gaps in Location:** Tukwila and Highline serve the largest proportion of students with limited English language skills. In other Road Map districts, just under 20% of students have limited English skills that may delay academic progress. While our research indicates that informal programs do exist for students who are recent newcomers, these programs may be difficult to scale and need support to partner or move when and if families transition to new areas of the region. For example, the City of Kent reported that some Somali youth travel to Tukwila for a sports program.
- **Gaps in Need:** Many areas outside of Seattle, particularly in South King County's Road Map area, show census tracts with more than 500 youth, and many of these tracts are contiguous. Yet, programming (whether actual sites or program headquarters) is clustered in Seattle. Youth population is likely to continue moving south and eastward, given housing prices in the urban area. There are fewer formalized program offerings in South and East King County. Access to programs may be most needed in these areas, with a focus on basic needs and academic support, as discussed below.
- **Gaps in Programming:** Youth of color often face additional institutional barriers in academics and youth development. Given currently available data, this scan did not include an analysis of how many programs serve youth of color. Understanding their experience with existing programming and the gaps they experience may be an important next step in furthering an understanding of the OST landscape in King County. In addition, race categories currently available through public data sources are insufficient to accurately illustrate youth diversity. For example, the Asian category is a large and heterogenous group that can include recent immigrants from many different areas as well as students whose families have lived in the United States for generations. There are statewide efforts underway to improve racial and ethnic reporting for academic data sources that may also be useful for future analysis.

- **Gaps in Service Mix:** Data from the King County Youth Program Directory include many programs serving middle to high-school aged youth, many programs that are free or provide services on a sliding scale, and seem to provide a range of afterschool, summer, and even some weekend programming. However, these programs may not be uniformly available across the county, equitably accessed by all interested communities, or at a scale necessary to meet the total demand.
- **Total Gap:** King County has over 290,000 school-aged students, half of whom are kids of color and about a third of whom are on free or reduced price lunch (see Exhibit 2). Serving those students alone would likely exceed the capacity of all identified programs, even before accounting for the right mix of service types, ages, and geographies. While existing programs provide important resources, complementary research for this scan indicates that more support is needed for truly comprehensive and high-quality program coverage.

Funding Sources

Funding for out-of-school time programs comes from a multitude of sources; however, very few sources are dollars dedicated to out-of-school time programs. Since out-of-school time programs can take many different forms, are implemented through many different types of organizations, and focus on varying content and activities, no two programs may be eligible for the same funding sources. The lack of dedicated funding streams also means that programs are often patching together several small funding opportunities, including fees, individual donations, and in-kind support to make ends meet. See Appendix A for more information about these sources and how they are allocated in King County.

21st Century Community Learning Centers

21st Century Community Learning Center (CLC) grants are the only federal funding source dedicated exclusively to providing afterschool and summer learning opportunities for children and youth. They are part of the Department of Education budget authorized by the Elementary and Secondary Education Act (ESEA).

Each state receives funds based on its share of Title I funding for low-income students. OSPI oversees the administration of the federal grant via a competitive bidding process (awards typically made to one-third of applicants), prioritizing high-poverty low-performing schools with unmet out-of-school time needs. Funds are allocated for program activities as well as indirect costs. Awards are made for up to five years, contingent on federal funds.

Current King County Grantees:

Five active 21st Century CLC grantees in King County currently operate programs at fourteen school sites:

- PSESD (Cohort 13 and Cohort 11) funds programs in:
 - Federal Way School District (Star Lake Elementary and Totem Middle School)
 - Kent School District (Meeker Middle School and Mill Creek Middle School)

- Washington Alliance for Better Schools (Cohort 9) funds programs in:
 - Kent School District (Daniel Elementary School, Kent Elementary School, Scenic Hill Elementary School)
- City of Seattle (Cohort 11 and Cohort 8) funds programs in:
 - Seattle Public Schools (Mercer Middle, Franklin High)
- Seattle YMCA (Cohort 11) grant recipient funds programs in:
 - Seattle Public Schools (Chief Sealth High, West Seattle Elementary, Concord Elementary)
- Tiny Tots (Cohort 9) funds programs in:
 - Seattle Public Schools (Emerson Elementary, Van Asselt Elementary)

Other public funding sources

There are over 100 federal funding sources that could potentially go to out-of-school time programs (Grossman, Lind, Hayes, McMaken, & Gersick, 2009). These sources span nearly every major department. For example, the Department of Agriculture funds the 4-H programs, NASA funds the Pacific Science Center’s Discovery Corps as part of the executive branch, and the Department of Justice funds juvenile justice and delinquency prevention programming that can encompass out-of-school time work. The Afterschool Alliance’s Funding Database is a good resource for understanding major federal sources: <http://www.afterschoolalliance.org/fundingData.cfm>

Many major state and federal sources are allocated through the school system, such as Title I and Learning Assistance Programs. Again, while these can fund out-of-school time programs, they are intended for a much broader range of student services, and much of the discretion lies with an individual school building. Other large federal sources include block grants that subsidize licensed child care programs, such as the Child Care Development Fund (also known as Working Connections in Washington).

Locally, county and city budgets fund programs, typically out of general fund dollars. A handful of cities have raised levies or passed ordinances that more clearly designate funds for out-of-school time programs. This funding, however, is perennially vulnerable to budget cycles and voter priorities.

Youth Program Registry

A preliminary analysis of King County program funding sources from the in-progress Washington Youth Program Registry reveals a large degree of variation in funding models for programs (see Exhibit 14). Larger programs and smaller programs alike may access over ten different sources for funding. Fundraising and foundation grants were the most commonly accessed sources.

Exhibit 14. Analysis of funding source data from the Washington Youth Program Registry

Youth Served Annually	Count of Organizations	Average Sources Accessed	Fundraising	Foundation Grants	Local Funding	Corporate Grants	City	Tuition/Fee for Service/Membership	County	Federal Government Funding	State Funding	Subsidy
			501+	43	5.77	86%	81%	70%	63%	60%	49%	37%
201-500	17	5.00	65%	65%	47%	53%	47%	53%	35%	35%	29%	18%
101-200	10	5.60	70%	70%	50%	50%	30%	50%	40%	60%	60%	20%
51-100	8	6.00	88%	100%	75%	75%	50%	50%	50%	38%	25%	13%
11-50	5	5.40	80%	60%	40%	60%	20%	60%	40%	20%	20%	40%
1-10	2	3.00	50%	50%	50%	50%	50%	0%	0%	0%	0%	0%
	85	5.53	79%	76%	61%	60%	51%	49%	38%	36%	28%	20%

Youth Served Annually	Count of Organizations	Average Sources Accessed	City of Seattle	USDA	Working Connections Child Care	21st Century	I don't know	Other: Individual donors	Other: United Way, Office of Refugee and Resettlement	Other: Underwriting (business support)	Other: School District	Other: Medicaid
			501+	43	5.77	16%	9%	7%	9%	0%	2%	2%
201-500	17	5.00	18%	6%	12%	0%	6%	6%	0%	6%	0%	0%
101-200	10	5.60	20%	20%	10%	10%	0%	0%	0%	0%	0%	0%
51-100	8	6.00	13%	13%	13%	0%	0%	0%	0%	0%	0%	0%
11-50	5	5.40	40%	20%	40%	0%	0%	0%	0%	0%	0%	0%
1-10	2	3.00	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%
	85	5.53	18%	11%	11%	6%	2%	2%	1%	1%	1%	1%

Notes: Percentages reflect the share of organizations at a given size that receive this source of funding. Data on the share of various sources within organizational budgets is not available.
 Source: Washington Youth Program Registry, August 2017; BERK, 2017.

As a result, out-of-school time programs face several issues related to financing a program:

- The administrative burden of multiple small pots of money creates disincentives for programs with smaller grant-writing and development capacity to apply. Reimbursable funding sources do not work

well for small organizations that do not have the cash flow to cover expenses until reimbursement.

- Most sources also seek to fund direct program operations with little understanding of true costs including program overhead, investments required for scale and partnerships, etc.
- Program sustainability challenges limit outcomes. In a field where the evidence shows that sustained relationships and stability are key to youth outcomes, the fact is that programs can be limited from providing just that by a funding cycle. Stability and sustained relationships are further undermined by staff wages that are unable to keep up with the cost of living in King County, resulting in high turnover.
- Private philanthropy, while present in King County, can be challenging to access. Smaller programs may have limited philanthropic networks and ability to track and report on desired funder outcomes.
- Unincorporated areas and cities with a limited tax base have very little money to spend on out-of-school programs. Programs with a national affiliate or specific content/programming (ex., STEM, sports, outdoors) may have access to a broader range of resources.

Implications of What We Found

System-wide Recommendations

Geographies of low-income youth and families of color in King County are well known and have been studied prior to this scan. However, the implications for out-of-school time funding and how best to address the gaps in these geographies is a major outstanding question. The data analysis and interviews conducted for this scan point to some system-wide strategies and tactics. These include transportation, funding, a high-quality OST system that facilitates coordination, and county-wide vision and strategy.

- **Transportation and space support.** Funds should be available to support these two interrelated needs. While there are several needs that would require more than available dollars to support, transportation could be solved with investment. While investment could potentially help overcome barriers with respect to the cost of space, the availability and location of space may be the larger challenge. Place-based investment is a strategy to address both space and transportation together. However, keeping the context in mind is important. For example, a safe walking distance for children's travel in some urban neighborhoods may be very short or not at all, while the barriers in suburban and rural areas, such as bussing time or even availability, may look very different. Creative partnerships with not only schools, but libraries, museums, and cultural institutions, places of faith, housing authorities, and private establishments, can unlock space and potentially more diverse funding sources.
- **Smoothing and streamlining funding.** A wide variety of funding sources are used across the system. The proportional burden of funding a program tends to increase as program size decreases. That is, small programs, which tend to serve smaller underrepresented communities, face higher barriers to accessing funding. Further, at least two providers we spoke to rely heavily on funding from the City of Seattle Families and Education Levy, which will be up for renewal after the 2018-2019 school year. While both organizations spoke about diversifying their sources, if this levy were not renewed, there could be significant gaps for Seattle providers. Funder alignment with efforts such as streamlined proposal processes and applications can help reduce this burden on programs, allowing them to reallocate resources toward direct programs.

Funding should maximize the length of time for funding, or use a light renewal process so providers can focus on program development. Wherever possible, building assets and capacities in grantee organizations should be prioritized to help bridge to future funding and sustainability. Capacity-building in organizational functions like budgeting and fundraising can help programs get to scale, or at least more efficiently and sustainably serve children.

- In parallel, the concept of a standardized/consolidated scholarship application for families within a given geography could improve access.

Funding sources that are allocated per families (rather than program) such as the Working Connections Child Care Subsidy can present a different and significant administrative burden for programs. Working Connections is only available to licensed or certified centers, with a few

exceptions. However, this funding source holds high potential for reaching low-income working families who need high-quality options. Strategies to alleviate the administrative burden and reach families with this subsidy might include workshops on the process and eligibility criteria, coordinating on the paperwork and forms, or bridge funding for eligible families to enroll until their subsidy is realized.

- **Intermediary support for quality and coordination.** As the intermediary for high quality OST, there are many opportunities for SOWA to support the field and the youth and families they serve. Opportunities include:
 - Continued work with the Youth Program Quality Assessment (YPQA) and expert training and coaching for program staff. YPQA is a useful tool to help organizations increase youth voice, cultural relevance, and measure outcomes; however, participation requires program resources.
 - Advocacy for and directing new funding to OST providers for expanded and coordinated high quality OST programming, with a focus on youth of color, refugee and immigrant youth, and youth from low-income families.
 - Coordination and integration of efforts with YDEKC, Road Map Project, KCHA and other players working in OST.
 - Continued promotion of OST programs to families.
 - Translation and language assistance.
 - Streamlining financial need/scholarship forms across King County so that families only need to complete a single form.
 - Support for provider grant writing through tools like the online map tool and data from the Youth Program Registry.
- **Community vision and strategy for providers.** While the needs of children and families vary by geography, there are some commonalities that could use a systems approach. Providers report interest in a strength-based approach to partnership and collaboration (perhaps beyond OST services alone) that allows them to build on each other's assets. In some King County census tracts, over 40% of households earn less than 200% of the federal poverty level. Place-based strategies to address the multi-faceted needs of these children and families will require significant communication and coordination.
 - A more comprehensive vision of the role that OST programs should or should not play and how other community partners can help address the effects of poverty may be needed. In addition, more clarity is needed around whether the goal of investments is to increase investment in underserved communities, increase the cultural relevance of existing organizations, or both.
 - A community of providers in a particular geography, such as SYNC in Skyway or Eastside Pathways Summer and Extended Learning Collaborative, could also be well suited to developing a more effective strategy to communicating with and engaging families in the area.

- Identifying priorities around funding program work versus specific needs like transportation or space could be beneficial to understanding where gaps may persist based on funder priorities.
- **Concerns around scale and meeting standards.** The size and financial resources of providers varies significantly. Funding should consider equity among organizations with regard to size and capacity. There may be a gap related to getting to scale whereby small programs cannot access larger funding opportunities without taking on the risk of higher overhead. Without intervention, small programs are likely to stay small. Many point out that culturally relevant groups are often small, and without support to bolster their programs, the field may be dominated by large organizations.

Areas for future study

- A more comprehensive qualitative assessment of youth and family perspectives on key issues, including what works and does not work, would be an important next step in a future study with a longer time horizon.
- BSK survey data includes items on elementary aged students' resilience, information about the quality and capacity of child care, and some detailed analysis of Healthy Youth Survey data. As these indicators are collected and reported over time, refined insights will be possible for SOWA.
- As the Youth Registry is populated, additional insights into capacity and ages served, as well as quality standards implementation, will be possible.
- The landscape and funding sources will continue to be dynamic. One approach to keep updates manageable would be to determine what indicators matter and measure and report on them frequently, as well as to incorporate opportunities for youth and family perspectives on a regular basis through existing outreach activities.

Federal

More than 100 federal funding streams can support OST programs.⁴

21ST CENTURY COMMUNITY LEARNING CENTERS

21st Century Community Learning Center grants are the only federal funding source dedicated exclusively to providing afterschool and summer learning opportunities for children and youth. They are part of the Department of Education budget authorized by the Elementary and Secondary Education Act (ESEA).

Funding Model: Each state receives funds based on its share of Title I funding for low-income students. OSPI oversees the administration of the federal grant via a competitive bidding process (awards typically made to one-third of applicants), prioritizing high-poverty low-performing schools with unmet out-of-school time needs. Funds are allocated for program activities as well as indirect costs. Awards are made for up to five years, contingent on federal funds.

Budget and Scale: The program was reauthorized in 2015 under the Every Student Succeeds Act (ESSA). In FY16, Washington State received \$18.06 million. For the 2014-15 school year (with an appropriated \$16.74 million) Washington State served 14,869 program attendees, of whom 9,532 were considered regular attendees.

Conversations about the FY17-18 appropriations are currently underway. President Trump's proposed budget would eliminate the program.

Current King County Grantees:

- PSESD (Cohort 13 and Cohort 11) funds programs in:
 - Federal Way School District (Star Lake Elementary and Totem Middle School)
 - Kent School District (Meeker Middle School, Mill Creek Middle School)
- Washington Alliance for Better Schools (Cohort 9) funds programs in:
 - Kent School District (Daniel Elementary School, Kent Elementary School, Scenic Hill Elementary School)
- City of Seattle (Cohort 11 and Cohort 8) funds programs in:
 - Seattle Public Schools (Mercer Middle, Franklin High)
- Seattle YMCA (Cohort 11) grant recipient funds programs in:
 - Seattle Public Schools (Chief Sealth High, West Seattle Elementary, Concord Elementary)
- Tiny Tots (Cohort 9) funds programs in:
 - Seattle Public Schools (Emerson Elementary, Van Asselt Elementary)

⁴ Grossman et. al., *The Cost of Quality Out-of-School-Time Programs*, 2009

TITLE I, PART A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

Title I of the Elementary and Secondary Education Act (ESEA) is the largest single federal investment in K-12 education. It provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Schools that have at least a 40% poverty rate may operate a school-wide program and combine funds with other sources for an overall upgrade to the learning environment. Otherwise, schools operate a targeted assistance program directed to the children most needing services. These funds are available to support youth-focused academic enrichment programs.

Funding Model: Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

1. **Basic Grants** provide funds to LEAs in which the number of children counted in the formula is at least 10 and exceeds 2% of an LEA's school-age population.
2. **Concentration Grants** flow to LEAs where the number of formula children exceeds 6,500 or 15% of the total school-age population.
3. **Targeted Grants** are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of children from low-income families receive more funds. Targeted Grants flow to LEAs where the number of schoolchildren counted in the formula (without application of the formula weights) is at least 10 and at least 5% of the LEA's school-age population.
4. **Education Finance Incentive Grants (EFIG)** distribute funds to states based on factors that measure:
 - a state's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and
 - the degree to which education expenditures among LEAs within the state are equalized.

Once a state's EFIG allocation is determined, funds are allocated (using a weighted count formula that is similar to Targeted Grants) to LEAs in which the number of children from low-income families is at least 10 and at least 5% of the LEA's school-age population. LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools in which children from low-income families make up at least 40% of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school. LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.

OSPI administers Title I funding to the Local Education Agencies through an annual application process. Recipient schools have discretion over the use of their Title I funds and may or may not choose to fund out-of-school enrichment through supplementing staff salaries, providing training, or purchasing program materials. Schools receiving school-wide funds (rather than targeted) are more likely to use Title I funds

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for extended time programs than targeted programs⁵ due to the greater flexibility allowed. Little recent data is available on the prevalence or amount of Title I funds used for Expanded Learning Opportunities, though a 2007 brief by The Finance Project estimates 1% of Title I funds excluding the amount for supplemental services, and 10% of Title I Supplemental Services dollars go to out-of-school time.⁶

Budget and Scale: In FY16, Washington State received \$230.48 million in Title I formula funding. Nearly all of Washington’s school districts (292 out of 295) had at least one Title I-served school. Over 1,000 school buildings in Washington received Title I funds, roughly three-quarters of which were for schoolwide funds.

In President Trump’s proposed FY18 budget, Title I funding would remain flat. An additional \$1 billion is proposed for portable grants for poor students to move out of neighborhood schools for other schools.

Title I Schools in King County (2016-17 SY):

	Title I Funding		Total Schools
	Targeted	Schoolwide	
Elementary		4	4
Middle		4	4
High		4	4
Auburn School District Total		12	12
Elementary		19	19
K-8		2	2
Middle		2	2
Federal Way School District Total		23	23
Elementary	1	17	18
Middle		4	4
High		3	3
7-12		1	1
9-12		5	5
Highline School District Total	1	30	31
Elementary		19	19
Middle		1	1
Kent School District Total		20	20
Elementary		10	10
Middle		1	1
K-12		1	1
Renton School District Total		12	12

⁵ The Finance Project, *Using Title I to Support Out-of-School Time and Community School Initiatives: Strategy Brief*, 2002.

⁶ The Finance Project, *Estimated Federal Investment in Out-of-School Time*, 2007.

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	Targeted	Schoolwide	Total Schools
PK-8		1	1
Elementary	4	23	27
K-8	1	2	3
6-12		2	2
Middle	2	1	3
High		2	2
Seattle Public Schools Total	7	31	38
Elementary		3	3
Middle		1	1
High	1		1
Tukwila School District Total	1	4	5
ROAD MAP DISTRICT TOTAL	9	132	141

	Title I Funding		
	Targeted	Schoolwide	Total Schools
Elementary	3		3
Middle	2		2
Enumclaw School District Total	5		5
Elementary		4	4
Middle		1	1
Bellevue School District Total		5	5
Elementary	5		5
Issaquah School District Total	5		5
Elementary	2	2	4
Lake Washington School District Total	2	2	4
Elementary	2		2
Mercer Island School District Total	2		2
Elementary	6		6
High	1		1
Northshore School District Total	7		7
Elementary	1		1
Middle	1		1
Riverview School District Total	2		2
Elementary	2	3	5
Shoreline School District Total	2	3	5
Elementary		1	1
High		1	1
Skykomish School District Total		2	2

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	Targeted	Schoolwide	Total Schools
Elementary	2		2
6-12	1		1
Middle	1		1
Snoqualmie Valley School District Total	4		4
Elementary	2		2
Middle	1		1
Tahoma School District Total	3		3
Elementary	1		1
Vashon Island School District Total	1		1
KING COUNTY DISTRICT TOTAL (incl. ROAD MAP)	42	144	186

REFUGEE SCHOOL IMPACT PROGRAM

The Refugee School Impact Program is part of the Division of Refugee Assistance (DRA) in the U.S. Department of Health and Human Services. It provides funding for activities that lead to the effective integration and education of refugee children. State and state-alternative programs receive grants to support impacted school districts services for school-age (ages 5-18) refugees. These activities can include afterschool tutorials, clubs, and activities, as well as summer programs.

Funding Model: As of FY17, the Office of Refugee Resettlement awards the School Impact Grant as a set-aside with the annual social services formula grant. This is based on the number of newly arrived populations ages 5-18 in the previous two fiscal years.

Budget and Scale: 44 states qualified in FY17 and a total of \$14.58 million were allocated. The Washington State Department of Social & Health Services Office of Refugee Resettlement received \$542,627 of this funding with a school-age new arrival count of 1,790 (roughly \$300 per child). Schools Out Washington (SOWA) is contracted to administer this grant to school districts impacted by refugee resettlement and community-based organizations that support them. Data on the portion of these funds directed to afterschool and summer program activities are not available.

Current King County Grantees (2016-17 SY):

- Federal Way School District partnering with International Rescue Committee
- Highline Public Schools partnering with International Rescue Committee
- Kent School District partnering with the Coalition for Refugees from Burma and World Relief
- Renton School District partnering with Somali Youth and Family Club
- Seattle Public Schools partnering with Coalition for Refugees from Burma
- Tukwila School District partnering with International Rescue Committee

CHILD CARE AND DEVELOPMENT FUND

The Child Care and Development Fund (CCDF), under the Administration for Children & Families (ACF) of the U.S. Department of Health & Human Services, supports low-income working families by providing access to affordable, high-quality early care and afterschool programs for children under the age of 13 (or up to age 19 if disabled or under court supervision at the discretion of the grantee). CCDF also improves the quality of care to support children's healthy development and learning by supporting child care licensing, quality improvements systems to help programs meet higher standards, and support for child care workers to attain more training and education. The parameters of the CCDF are very broad, and every state has discretion to establish detailed policies in implementation. The CCDF was reauthorized and updated with the Child Care and Development Block Grant (CCDBG) Act of 2014. With the reauthorization, 9% of funds are set-aside for infant-toddler program quality (up from 4%), but there is no equivalent set-aside for school-age programs. In Washington State the Department of Early Learning is the Lead Agency for administering and implementing the program. CCDF subsidy funds are only available for programs licensed by DEL.

Funding Model: Subject to the availability of appropriations, the CCDF is distributed as follows:

- ACF reserves the first one-quarter of one percent of the CCDF funds for providing technical assistance to grantees. The remaining funds are allocated on Discretionary, Mandatory, and Matching bases.
 - **Discretionary Fund.** Each fiscal year, Indian Tribes and Alaskan Native Villages or regional or village corporations receive 2%, and Territories receive one-half of one percent. The remaining amount appropriated to Discretionary, minus other ACF set-asides each fiscal year, is allocated by formula factoring in the State's share of children under age 5, share of children receiving free or reduced-price lunch, and the state's per capita income (averaged over three years).
 - **Mandatory Funds.** States receive about 98% of the Mandatory Funds. Indian Tribes receive 2%, which is comprised entirely of Federal funds. Mandatory Funds are based on a state's share of funding for the now-repealed AFDC-linked child care programs (AFDC/JOBS Child Care, Transitional Child Care, and At-Risk Child Care).
 - **Matching Funds.** States are eligible to receive up to 98% of the Matching Funds. These are Funds remaining from the Congressional appropriation after Mandatory funds are allocated. They are allocated based on the number of children in the state compared to the national total of children under age 13, provided the State (1) Provide Matching funds at the current Medicaid match rate (FMAP); (2) Obligate the Federal and State share of Matching funds in the year in which the Matching funds are awarded; (3) Obligate all of its Mandatory funds in the fiscal year in which the Mandatory funds are awarded; (4) Obligate and expend its (MOE) funds in the year in which the Matching funds are awarded. Matching funds may come from public funds (state general, county, local, taxes, and lottery), public Pre-K funds (for up to 30%), or privately donated funds.

Budget and Scale: CCDF allocated \$5.5 billion in FY16. Washington State received \$41.88 million in mandatory, and drew down additional matching funds for a total of \$127.27 million. The fund serves

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42,000 children or 25,000 families in Washington mainly under the program name Working Connections Child Care. DEL also uses CCDF funds for a specific Homeless Child Care Program. 37% of all children served by CCDF funds in Washington are school-age (6-13 years old).

Washington State FY2016 CCDF Allocation

Mandatory	\$41,883,444
Federal Share of Matching ²	\$37,317,141
State MOE	\$38,707,605
FY 2016 FMAP Rate	50%
State Share Matching Funds	\$37,317,141
Discretionary including Targeted Funds	\$48,073,918
Targeted Funds: Infant & Toddler Quality ³	\$2,299,622
Discretionary Funds Excluding Targeted Funds	\$45,774,296
Total Federal-Only Funds ⁴	\$127,274,503

Approximately 89% of families receiving a CCDF subsidy in Washington contributed a co-pay averaging 5% of their annual income. The other 11% are considered “Group A” or having \$0 income, headed by a child, or in protective services.

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)

Temporary Assistance for Needy Families is a federal block grant program administered by the Office of Family Assistance within the U.S. Department for Health & Human Services. It was created through the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, as part of a federal effort to “end welfare as we know it.” The objective of the funds is to help needy families achieve self-sufficiency and can encompass a wide range of activities including basic assistance (cash payments, vouchers for basic needs), employment support for parents, prevention and reduction of children born out of wedlock, and assistance for child care. Up to 30% of TANF dollars are available to be transferred to the Child Care and Development Fund (CCDF) (see above) or the block grant dollars that states receive themselves can also directly support out-of-school time programming. Direct TANF dollars are available for programs in a spending category called “Services for Children and Youth - designed to support and enrich the development and improve the life-skills and educational attainment of children and youth, including afterschool programs, and mentoring or tutoring programs”. It is most common for states to transfer funds to CCDF and less common for states to spend TANF dollars directly on programs. TANF budget has been under several short-term extensions in recent years.

Funding Model: TANF dollars consist of both the federal block grant and Maintenance-of-Efforts (MOE) funds. The MOE funds are a condition of receiving federal TANF funds, where states are required to spend a certain amount of their own funds on TANF-allowable spending categories. The funding formula is largely based on 1994 allocations under the Aid to Families with Dependent Children (AFDC, TANF’s predecessor). The state MOE requirement is set at 80% of states’ 1994 AFDC contribution. States submit a TANF plan every two to three years outlining service providers and geographies of spending.

Each state has flexibility to set policy around family eligibility for TANF though there are federal policies about the definition of financial need, a five-year time limit on receipt of assistance and cooperation with child support. Washington's WorkFirst program (a joint program of several state agencies led by Department of Social and Health Services) is the primary administrator of TANF funds.

Budget and Scale: In FY 2015, Washington State spent \$1.05 billion in TANF funds, comprised of \$442.9 million of federal block grants and \$606.3 million of state MOE dollars. Like many states, Washington spends above its MOE requirement on TANF programs.

19.9% (or \$208.8 million) of the total TANF spending was on childcare (inclusive of direct spending and \$109.3m in transfers to CCDF). \$0 were allocated to Services for Children and Youth as defined above. King County accounts for approximately 19% of WorkFirst/TANF cases in Washington State.⁷

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal discretionary grant program under the U.S. Department of Education. Signed into law in 1998, the program provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools, by serving an entire cohort of students from seventh grade through high school. The fund objectives are to promote college readiness, especially among low-income students.

Funding Model: GEAR UP offers state and partnership grants. State grants are competitive six-year matching grants that must include both an early intervention component, which is designed to increase college attendance and success and raise the expectations of low-income students, and a scholarship component. Partnership grants are competitive six-year matching grants that must support an early intervention component and may support a scholarship component designed to increase college attendance and success and raise the expectations of low-income students. The program stipulates that at least 50% of participants must be eligible for free or reduced price lunch or be at 150% or below federal poverty level.

GEAR UP grant recipients are expected to match the federal contribution dollar-for-dollar. The Washington State legislature has contributed funds toward the match requirement since 2007.

Budget and Scale: King County schools are engaged in two active GEAR UP grants. One is at Highline Public Schools in partnership with CCER, the Dream Project at the University of Washington, and Highline College. Awarded in 2013, this partnership receives annual funding of approximately \$1.15 million to support a range of activities and services including summer programs each year for 7th to 12th graders, with the objective of increasing academic-preparedness and enrollment in postsecondary education. The grant is expected to serve over 4,000 students through three cohorts of students.

A second, statewide GEAR UP grant is a partnership between the Governor's Office and the Washington Student Achievement Council. The \$27 million six-year award funds target schools across Washington to better prepare students academically, socially, and financially for postsecondary success. This includes

⁷ DSHS TANF/SFA/WorkFirst ESA Briefing Book, 2016. Available at: https://www.dshs.wa.gov/sites/default/files/ESA/briefing-manual/2016TANF_WorkFirst.pdf

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opportunities for students to attend summer camp on college campuses, including Central, Eastern, and Western Washington Universities, and the University of Washington and extended day programs for tutoring, mentoring, and advising. Only one King County school, Thomas Jefferson High School in Federal Way School District, is currently engaged in the statewide GEAR UP program.

State

Aside from administering major federal sources that can fund expanded learning opportunities, Washington State has a state-level fund for supplemental education supports. As is the case with the federal funds, this source is designed to address a wide range of needs, of which OST is a component part, not the sole focus.

LEARNING ASSISTANCE PROGRAM (LAP)

Since 1979, Washington State provides supplemental funding to school districts to support individual students who are below grade-level through the Learning Assistance Program (LAP). LAP funds may support programs in reading, writing, mathematics, and readiness, as well as programs to reduce disruptive behavior. Up to five percent of a district's total LAP allocation may be used for activities associated with Readiness to Learn (RTL) partnerships with community-based organizations to help learners at significant risk of not being successful in school. The RTL program provides support to students and their families able to reduce known barriers to learning (including family support, food, shelter, work, mental health and substance use). Each district determines student eligibility for RTL programs per their own criteria.

Districts implementing LAP services must:

- Focus first on addressing the needs of K–4 students in reading or reading readiness skills;
- Use data when developing programs;
- Provide the most effective and efficient practices when implementing supplemental instruction; and
- Approximately 50% of LAP-enrolled students must be in grades K-4 and receiving ELA or readiness services.

Regarding the effective and efficient practices, The Washington State Institute for Public Policy (WSIPP) was directed to “prepare an inventory of evidence-based and research-based effective practices, activities, and programs for use by school districts in the learning assistance program.” Among the WSIPP inventory of interventions, evidence-based LAP-eligible extended learning time interventions include “Double dose” classes, out-of-school-time tutoring by adults, and academically-focused summer learning programs. WSIPP also assessed variants of summer book programs for LAP and found them promising.

Funding Model: Districts receive LAP allocations based on the total number of students and the percent of students in poverty, as measured by eligibility for free or reduced-price lunch in the prior school year. OSPI granted districts the option to use Title I, Part A funds in lieu of LAP funds to meet the K–4 literacy first focus and then can spend their LAP funds on math, ELA for grades 5 to 12, graduation assistance, or behavior.

Enrollment and district poverty rates used in the LAP allocation recently finalized for the 2017-18 school year are shown below.

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Road Map School Districts	Total Enrollment	Poverty Rate
Auburn School District	15,913	54.3%
Federal Way School District	22,703	61.8%
Highline School District	19,378	68.7%
Kent School District	27,472	50.0%
Renton School District	15,532	51.8%
Seattle Public Schools	53,494	36.4%
Tukwila School District	2,967	74.8%

King County (non-Road Map)	Total Enrollment	Poverty Rate
Skykomish School District	54	75.9%
Enumclaw School District	4,014	31.4%
Shoreline School District	9,531	26.6%
Vashon Island School District	1,616	22.5%
Bellevue School District	20,287	18.5%
Northshore School District	21,564	15.0%
Riverview School District	3,300	14.8%
Tahoma School District	8,219	13.0%
Lake Washington School District	28,950	12.3%
Snoqualmie Valley School District	6,972	11.5%
Issaquah School District	20,320	8.3%
Mercer Island School District	4,458	<5%

Source: Final LAP CEDARS Poverty Percentages for the 2017-18 School Year (April 7, 2017)

Budget and Scale: The FY 2018 state appropriation for the Learning Assistance Program is \$326 million, or on average \$734 per student.

NO CHILD LEFT INSIDE

No Child Left Inside is a Washington State grant program administered through the Washington State Parks & Recreation Commission and funded by the state general fund. It seeks to increase participation in outdoor recreation, emphasizing at-risk youth, through outdoor environmental, agricultural, or other natural resource based education and recreation program. The program was first launched in 2008, but has been subject to fluctuating budgets and was not funded during the recession. The program was funded by the legislature in 2015.

Funding Model: Chapter 352-80 WAC Funding is distributed in a competitive grant application cycle in two tiers, a \$50,000 per program and \$125,000 per program level. Minimum funding is set at \$5,000 and \$50,001 respectively. The appropriated funding is split equally between the two tiers. Grant recipients are not required, but encouraged, to match the state's contribution including through donations of labor, cash, equipment and materials, and other grants. Preference is also given to programs that employ veterans.

Budget and Scale: In the 2015-17 biennium, State Parks received \$1 million to restart the No Child Left Inside program, which provides grants for outdoor education and recreation programs to engage youth, families, and communities. The 2017-19 biennial budget provides \$1.5 million per biennium total to continue the program. The following awards are in King County:

- Puget Sound Educational Service District (\$59,636). PSESD implements outdoor education curriculum for seven schools in King and Pierce Counties. Staff, coordinators, and Adventure Seeker teachers develop a design challenge where they will use aspects of nature to solve a problem, increase interest in local and state parks, and teach the benefits of being physically active as a career and healthy choice.
- Seattle (\$31,985). The Seattle Parks and Recreation Department Outdoor Opportunities program is designed to expose at-risk, inner-city teens to outdoor recreation, environmental education, conservation, and stewardship, while creating an environment for leadership and empowerment. The program serves Seattle teenagers, 15-19 years old, at the Camp Long and Discovery Park Environmental Learning Centers. The program offers weekly workshops, monthly overnight trips, and conservation service projects. Workshop topics include technical outdoor living skills, wildlife, nature science subject matters, and environmental careers. The teens also are offered outdoor recreation opportunities, such as backpacking, canoeing, rafting, rock climbing, snow camping, and fishing. Conservation projects include planting river banks, rehabilitating wildlife, and building trails. The program uses recreation as a vehicle for education: the science topics are discussed in remote settings on the day and overnight trips and reinforced through the local service projects. The grant will pay for an equipment trailer, two AmeriCorps staff, contracted services, minor operating expenses, and participants' stipends for job training programs.
- The Service Board (\$50,000). The Service Board program serves 60-70 teens and 15 adult mentors for 6 months of outdoor adventure, service projects, and social and environmental justice workshops. The board's mission is to mentor teens to conquer personal and cultural challenges through public service and outdoor adventure. The board selects youth from Seattle high schools with the highest rates of poverty and youth violence. Service Board programs provide a strong support network of peers and adult mentors to help youth overcome challenges and make healthy choices. Through snowboarding, hiking, and public service, the teens build firsthand connections to the outdoors and improve their physical fitness, self-confidence, leadership skills, and sense of identity and belonging. Through service projects, the teens cultivate an ethos of care for their environments and practice solution-oriented thinking about systemic challenges.
- YMCA of Greater Seattle (\$50,000). The YMCA Boys and Girls Outdoor Leadership Development program is a wilderness experiential education program designed to develop multi-cultural leadership skills in young men and women through challenging outdoor activities. The primary goal of BOLD/GOLD is to reduce and remove barriers so all youth, regardless of experience, ethnicity, or socio-economic status, can enjoy access to the outdoors through wilderness adventure, and to build leadership values and skills.

King County and Cities

The exhibit below shows that most King County cities rely on their general fund to support Educational and Recreational Activities⁸ which can include, but are not limited to expanded learning opportunity programs. A few cities, Seattle, Redmond, Mercer Island, Kent, and Bellevue, have earmarked Special Revenue funds that support these activities.

GENERAL FUND

City general funds are largely made up of property, sales and use, business and occupancy, and utility taxes. Counties primarily rely on just two sources: sales and use taxes and property taxes. The amount of funds available for local government funded expanded learning opportunities is constrained by the structure of these revenue sources, such as their maximum taxing authority and other policies. County and city budgets are also heavily reliant on the tax base, which causes the funding available for publicly funded OST programs to vary by jurisdiction. Spending for educational and recreational activities may stay within parks departments and may or may not be used for OST programs.

- **Property tax.** Initiative 747, which went into effect in 2002, limited increases in property taxes levied by counties to only 1% per year, plus revenue from new construction. This limit is on taxes collected and not on assessed value. With the 1% cap, cities and counties will increasingly feel the loss of property tax capacity in the coming years.
- **Sales tax.** After property tax, this is the most important revenue source to counties. Sales tax is susceptible to changes in the economy. Post-recession sales taxes have not generated the same level of revenue due to shifts in spending patterns. By state law, counties and cities share sales taxes collected within city limits, splitting them 85%/15% (city/county) to cover the cost of regional services. In unincorporated areas, counties keep the entire sales tax amount, but in some counties, the share of taxable retail sales in unincorporated areas is very small (for example, in King County 3.6% of taxable retail sales occur in the unincorporated areas (Office of the King County Executive, 2014, p. 6). This revenue challenge exists in many counties that have had significant annexation and incorporation activity. In 2015, counties received 28% of basic local sales tax revenue statewide and cities received 72% (Department of Revenue, 2016).
- **Business and Occupancy Taxes.** Business and occupation (B&O) taxes are levied in forty Washington cities, many of which are in King County. B&O taxes apply as a percentage to the gross receipts of a business. The percentage varies depending on the industry class. The maximum tax rate that can be imposed by a city's legislative body is 0.2%, as of 1982. Rates that were in place prior to this date are grandfathered in. Any city ordinances that impose this tax for the first time or raise rates must be by referendum; any city may levy a rate higher than 0.2%, if it is approved by a

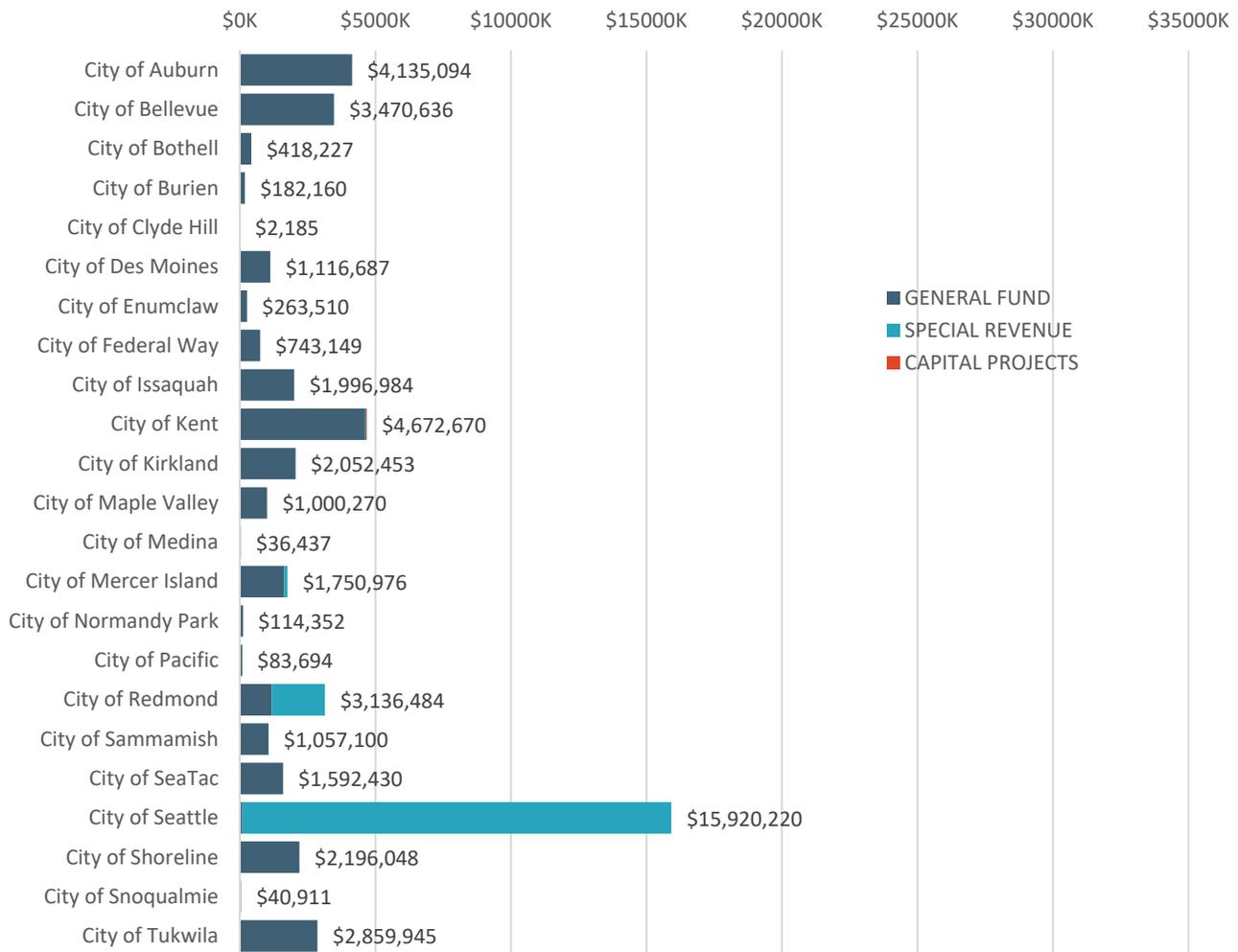
⁸ Definition from Washington State Auditor's Office "Educational and recreational activities maintained for benefit of residents and community. Include agricultural, horticultural, home economics, youth services, organized sports, games, dances, arts and crafts. For facilities use account 575POPO."

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majority of the voters. In 2008, due to concerns about businesses being multiply taxed when operating in multiple jurisdictions, the legislature determined that businesses can “allocate and apportion” their gross receipts across jurisdictions, including those that do not have a B&O tax.

- **Utility Taxes.** State law enables cities to levy taxes on natural gas, telephone, and electric utilities in an amount up to 6% of the total charges. A tax is also permitted on solid waste, water, wastewater, and stormwater utilities. Many cities in King County have utility taxes, and some have utility tax relief programs for low-income households.

City Spending for Educational and Recreational Activities (2015)



Source: LGFRS; BERK 2017 Note: Does not include recreational facilities funding; Cities with no 2015 funds reported in Education and Recreational Activities include Algona, Beaux Arts Village, Black Diamond, Carnation, Covington, Hunts Point, Kenmore, Lake Forest Park, Milton, Newcastle, North Bend, Renton, Skykomish, Woodinville, Yarrow Point

SPECIAL REVENUES

Cities and counties are usually limited in the amount of programming they can directly support with dollars apportioned from the general fund. A few exceptions have successfully raised special revenues through voter-approved levies to support programs or council action to earmark certain revenues for youth programs.

King County, Best Starts for Kids

Best Starts for Kids is a voter-approved initiative to improve the health and well-being of King County children, youth, families and communities. The property tax levy (14 cents per \$1,000 of assessed value) will generate about \$65 million per year to invest in several funding areas. The Youth Development (est. \$5.9 million) and Out-of-school Time (est. \$5.5 million) funding areas are most pertinent to expanded learning opportunities.

King County, Veterans and Human Services Levy 2012-2017

The King County Veterans and Human Service Levy connects military veterans and people who are vulnerable to programs and services that help them live healthy, productive, and meaningful lives. It supports a variety of human services including outreach, housing/homelessness intervention, behavioral health services, and family interventions. This last category includes home visiting, play and learn groups, and cultural navigation for veteran families.

City of Kent, Youth/Teen Programs Fund

This fund was created in 1994 by City ordinance to provide recreational activities for youth and teens in the City including afterschool programs, mobile technology, playground programs, the Phoenix Academy, and teen internships. This is special revenue earmarked from 5% of the utility taxes (.3% of the 6% total). It is also available for capital maintenance and improvements related to youth/teen programs.

CITY AND COUNTY OST HUBS

Where OST programs can find grants and resources within a city can depend on how a city is organized. Many cities have funds that could be allocated to OST in multiple places.

- **Parks and Recreation Departments** (ex., Redmond Teen Programs, SeaTac, Parks, Community Programs & Services)
- **Health and Human Services Departments**
- **Arts and Culture Departments** (ex., Seattle, Office of Arts and Culture; Bellevue, Planning and Community Development – Arts and Culture. Bellevue’s cultural plan adopted in 2004 includes emphasis on youth engagement in the arts, in conjunction with education. Their [Eastside Arts Partnerships grantee list](#) reflects this objective.)
- **Education and Early Learning** (ex., The Seattle Department of Education and Early Learning (DEEL) announced a \$450,000 grant program for culturally responsive summer programs that would prevent summer learning loss and improve academic outcomes for African-American/Black students and other students of color. Current awardees include Community Passageways at South Lake High School, WA-BLOC in partnership with Seattle University at Rainier Beach High School and Washington Middle School, Voices of Tomorrow at New Holly, the Urban League in partnership with Seattle Central College and Garfield High School, and the YWCA GirlsFirst.

City of Mercer Island, Youth & Family Services Fund

This fund is special revenue earmarked for the operation of the City's Youth & Family Services (YFS) Department which runs a youth development program, family assistance, and in-school counseling. YFS is largely supported by Thrift Shop sales, donations, grants, and an annual subsidy from the General Fund.

City of Redmond, Fire, Police & Parks Levy

In 2007, Redmond voters passed special property tax levies to support Fire, Police and Parks services. These levies supported the addition of firefighters and police personnel, as well as park maintenance and recreation programs. These revenues are subject to the 1% growth limitation imposed by the state legislature on property taxes.

City of Seattle Families and Education Levy

Approved in 2011, this \$235 million over seven-years property tax levy is administered by the City Department of Education and Early Learning (DEEL) in collaboration with Seattle Public Schools. In addition to early learning and health, approximately half the funds support school-age activities through schools such as summer learning programs, afterschool programs, community and school based family supports, and innovations & linkage schools. In Summer 2017, the Families and Education Levy will invest approximately \$3.0 million in high-quality summer learning programs that serve more than 2,300 of Seattle's students. This levy will be up for renewal in 2018.

Library Systems

Library systems may choose to allocate some of their funds to out-of-school time programs, often drop-in homework help or literacy programming. They are potential partners for place-based programs and may have access to more diverse funding sources than the typical CBO.

- King County Library System
- Seattle Public Library

Housing Authorities

Housing authorities may be able to leverage federal funding sources for out-of-school time programming. They also house low-income families and students in subsidized housing who may benefit the most from expanded learning opportunities. Three housing authorities operate within King County.

- **King County Housing Authority** has used its Moving to Work⁹ and private philanthropy funds to innovate with housing authority-school partnerships to improve academic outcomes for resident students. KCHA's Education Initiatives aim to break cycles of poverty through education, and includes workstreams on early learning, attendance, out-of-school time, college and career readiness, and family engagement. KCHA is committed to ensuring high-quality out-of-school time (OST) opportunities by (1) supporting on-site youth service providers with professional development and (2) promoting afterschool and summer enrichment programs to youth and families.
 - KCHA invests in youth provider staff development by coordinating a quarterly community of practice to learn from subject matter experts and share resources and experiences serving low-income, traumatized, and/or high needs children. KCHA also contracts with SOWA for technical assistance and quality improvement planning based on the YPQA.
- **Renton Housing Authority.** Sunset Area Revitalization includes a partnership with Renton Public Schools to build early learning center.
- **Seattle Housing Authority** is working closely with education partners such as Seattle Public Schools, Seattle University, community-based organizations, and others to improve educational outcomes for youth who are low-income in Seattle.
 - In 2011, SHA was awarded a Choice Neighborhood Grant from the U.S. Department of Housing and Urban Development (HUD) for the Yesler neighborhood. SHA is partnering with

⁹ Moving to Work (MTW) is a demonstration program for public housing authorities (PHAs) that provides them the opportunity to design and test innovative, locally-designed strategies that use federal dollars more efficiently, help residents find employment and become self-sufficient, and increase housing choices for low-income families. MTW gives PHAs exemptions from many existing public housing and voucher rules and more flexibility with how they use their federal funds. MTW PHAs are expected to use the opportunities presented by MTW to inform HUD about ways to better address local community needs.

Seattle Public Schools, Seattle University, local nonprofits, and others to create a cradle-through-college pipeline of learning resources for children and youth and improve academic outcomes for students living at Yesler. This is a coordinated approach to ensure low-income children in the Yesler neighborhood have access to early learning programs, tutoring, summer academic enrichment programs, college preparation mentoring, and scholarships.

- The Higher Education Project is an inter-agency community coalition providing youth and their families in Seattle Housing Authority's public housing and Housing Choice Voucher programs with services to help them pursue higher education. The coalition was formed in 2002 to develop strategies to increase the chances of middle and high school students in these programs going onto higher education, including technical and vocational schools.
- Race to the Top (Deep Dive 3). Seattle Public Schools (SPS) selected SHA for a Race to the Top, Deep Dive 3 grant to support students in Southeast Seattle who live in SHA housing. This grant fund, managed by the Puget Sound Educational Service District, is designed to raise student achievement by investing in new models of regional community-school partnerships. SPS has partnered with SHA on five schools in South Seattle that serve high numbers of SHA students. The goal of the project is to improve Southeast Seattle student attendance and suspensions/expulsions rates by leveraging the expertise and resources of SHA, the five schools and community based partners located within the schools, and at New Holly, an SHA community.

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