



STATE OF WASHINGTON'S KIDS 2016



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Our children are growing up in an exciting and profound time. Conversations about income inequality, racial justice, gender equity, climate change, living-wage jobs, and family economic security—all essential issues for child well-being—are dominating our public debates. Growing knowledge and awareness of these issues is accompanied by reignited social movements that are gaining momentum thanks to new faces, old wisdom, savvy use of new technologies and communications, and a profound sense of urgency to change the course of our future.

The data in this report helps explain the tenor of these times. It shows an alarming share of children living in Washington state—four in ten—are growing up at risk of not having the most basic of needs met, like having enough food. A lack of living-wage jobs in communities throughout the state makes it difficult to meet basic needs on one full-time income, and sometimes that is not enough given the high costs of child care and housing. The lack of economic opportunity for many children affects all other areas of their well-being—including achievement in school, overall health, the likelihood of attending college, and their career prospects as adults. And structural racism—the way that policies, practices, and programs of different institutions combine and interact to sustain poorer outcomes among communities of color—undermines progress for children and the state as a whole.

KIDS COUNT Data Center

The **KIDS COUNT** Data Center hosted by the Annie E. Casey Foundation features hundreds of additional indicators of child well-being for Washington state, its thirty-nine counties, and the rest of the nation.



It's a tool for greater public understanding of our kids and communities in all corners of the state—so that we have the information necessary to make a difference.



KIDS COUNT in Washington (www.kidscountwa.org) is a partnership between Children's Alliance and the Washington State Budget & Policy Center.

Available at
datacenter.kidscount.org



KIDS COUNT in Washington encourages users to go deeper with the data

There are 1.6 million children in Washington state. Four of every ten children is of color, from a racial and ethnic background that is either Black, American Indian/Alaska Native, Latino, Pacific Islander, Asian, or multiracial—a combination of two or more races and ethnicities.

These breakdowns provide a preliminary understanding of the experiences of children of color. To deepen that understanding, KIDS COUNT in Washington encourages readers to listen and learn from the families and communities the data represents so the full range of diversity and experience is accurately represented.

The well-being of our children is a barometer for the future. In one short generation, they will be the parents, workers, volunteers, leaders, and change-makers determining the social and economic vitality of Washington state. If we want a better future for all of us, we need better results for kids now. Getting results means giving all kids what they need to reach their full potential. And it especially means investing in kids of color and those from families with low incomes, so they can overcome the barriers created by racism and poverty and can have equal opportunity to succeed.

This report features two recommendations for strategies to remove those barriers. First, we must remove the exclusionary practices that undergird much of our country's public institutions—and replace them with measures designed to let kids of all backgrounds succeed. Second, we must focus our public investments on the success of the whole family, with the understanding that the well-being of children is inextricably tied to the well-being of their parents. In this year's report, we establish three broad and ambitious goals for Washington kids, measured by eleven indicators of well-being (see table below).

- **All young children have a healthy start in life**
- **All young children have their basic needs met**
- **All children have the opportunity to succeed in school and in life**

If we can make progress toward achieving these goals by ensuring these indicators are positive, child well-being across the board would soar, as would our state's social and economic well-being. Research shows, for example, that babies who have high quality early life experiences at home with their parents or in the care of others have healthier brain development than babies living in more stressful environments. Children who have basic needs met are poised to do better in school than children who experience the instability of being hungry or not knowing where they are going to sleep at night. And equal access to high quality educational opportunities—from preschool to higher education—provides a foundation for lifelong learning so children can reach their full potential in life, which benefits all of us.

GOALS

INDICATORS

All young children have a healthy start in life.

- **Percentage of Low Birthweight Babies**
- **Percentage of Children from Birth to Age 5 Living in Families with Incomes over 200% of the Federal Poverty Line**
- **Cost & Availability of Child Care**

All young children have their basic needs met.

- **Percentage of Children with Health Coverage**
- **Percentage of Children who are Homeless**
- **Percentage of Children who are Food Insecure**
- **Ratio of Median Income to Cost-of-Living**

All children have the opportunity to succeed in school and in life.

- **Percentage of Children Ready for Kindergarten**
- **Percentage of Third Graders Meeting Reading Standards**
- **Percentage of Students Graduating High School on Time**
- **Percentage of Students Earning a Credential within Six Years of Graduating High School**

GOAL:

All young children have a healthy start in life.

HEALTHY START INDICATORS

The well-being of our children is a barometer for the future.

A healthy start begins with the prenatal health and well-being of a child's mother, and includes a child's early months and years, when a child's brain is rapidly developing the knowledge and skills essential for future success in their relationships, school, and reaching their full potential in life. The economic security and stability of young families is critical during this time, as it reduces the risk of poverty and stress to parents and children—which can have lifelong impacts on the whole family's well-being, even when experienced for a short period of time. A high quality early learning system can support young families by providing children with learning environments that support healthy development, and giving parents affordable options for child care so they can work if they need or wish to.

Percentage of Low Birthweight Babies

Why is this indicator important?

Compared to babies born at a healthy weight, babies born at low birthweight (less than 2,500 grams, or five and a half pounds) are at greater risk of dying in the first year of life and experiencing a host of health issues as they age, including physical disabilities and impaired physical, social, and emotional development. The percentage of low birthweight babies is one of our earliest indications of the well-being of future generations.

How is Washington state doing?

Washington state has one of the lowest overall rates of low birthweight in the country, ranking fourth best out of the fifty states. The rate has effectively remained unchanged for the past ten years, hovering just over 6 percent (Chart 1.1). Babies of color—for every racial and ethnic group for which we have data—have rates of low birthweight higher than the state average (Chart 1.2), and there is significant variation by county (Chart 1.3), with the lowest rate being in Jefferson County (2.7 percent) and the highest being in Columbia County (18.4 percent).

Chart 1.1

THE OVERALL RATE OF LOW BIRTHWEIGHT BABIES IN WASHINGTON STATE REMAINS LOW

Percentage of babies born at low birthweight, Washington state, 2005 to 2014

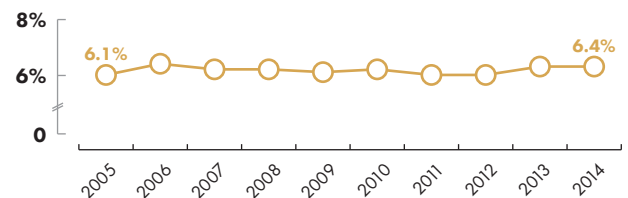


Chart 1.2

SOME BABIES OF COLOR AT GREATER RISK OF BEING BORN AT LOW BIRTHWEIGHT

Percentage of babies born at low birthweight by race and ethnicity, Washington state, 2014

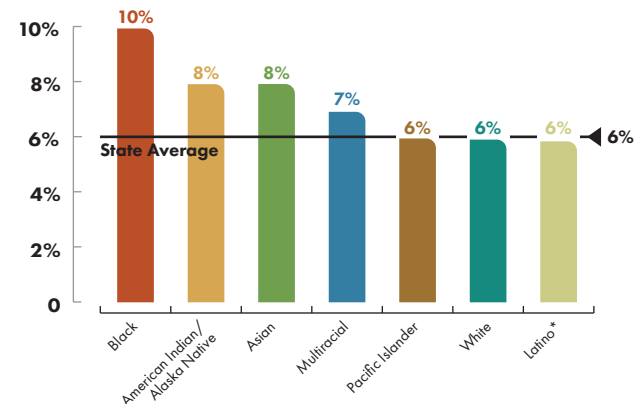
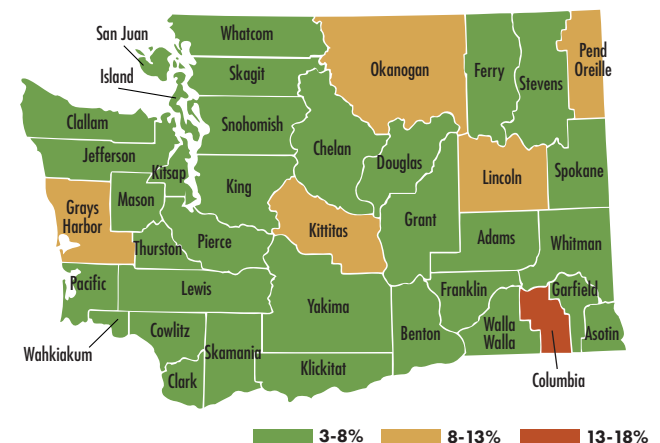


Chart 1.3

THE RATE OF BABIES BORN AT LOW BIRTHWEIGHT VARIES SLIGHTLY BY COUNTY

Percentage of babies born at low birthweight by county, Washington state, 2014



Percentage of Children Age Birth to Five Living Above 200% of the Federal Poverty Line

Why is this indicator important?

One of the most resource-intensive periods parents experience is when their children are between the ages of birth and five. Babies and toddlers require significant investment—physically, mentally, emotionally, and financially—making families with young children particularly vulnerable to stress. When parents have what they need to ensure the basic needs of their families are met, it maximizes the quality of time they can spend with their children and minimizes stress overall. The percentage of children under the age of six who are living above 200 percent of the federal poverty line (\$40,320 for a family of three) is an important indicator of the future health and well-being of families, as well as that of the state.

How is Washington state doing?

The share of children living in economically secure families has declined in recent years, dropping to 58 percent in 2014 from 61 percent in 2008 (Chart 2.1). Rates of economic security vary considerably by race and ethnicity, with Black, Latino, and American Indian/Alaska Native children having the least economic security among their peers (Chart 2.2). Children from rural counties in Washington state also have low rates of economic security compared to children living in more urban areas—at 69 percent, King County has the highest rates of child economic security, compared to just 26 percent in Adams County (Chart 2.3).

Chart 2.1

A GROWING SHARE OF WASHINGTON STATE'S YOUNGEST CHILDREN LACK ECONOMIC SECURITY

Percentage of children age birth to five living above 200% of the federal poverty line (FPL), Washington state, 2006 to 2014

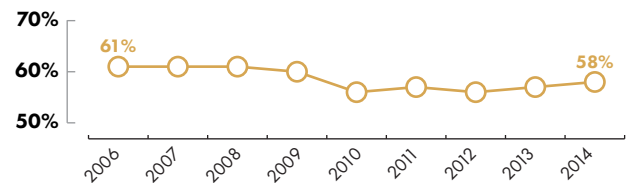


Chart 2.2

MANY YOUNG CHILDREN OF COLOR HAVE ALARMINGLY LOW RATES OF ECONOMIC SECURITY

Percentage of children age birth to five living above 200% of the FPL by race and ethnicity, Washington state, 2014

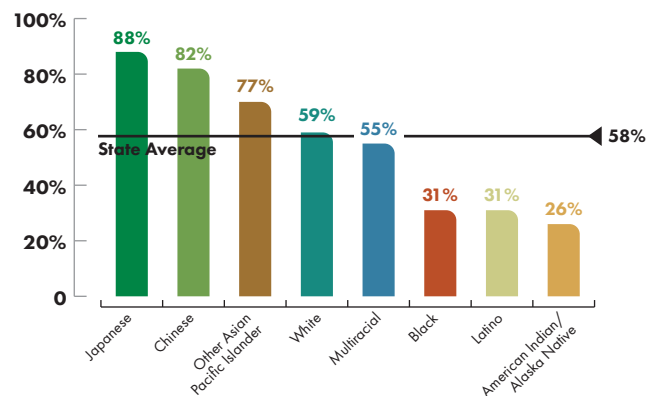
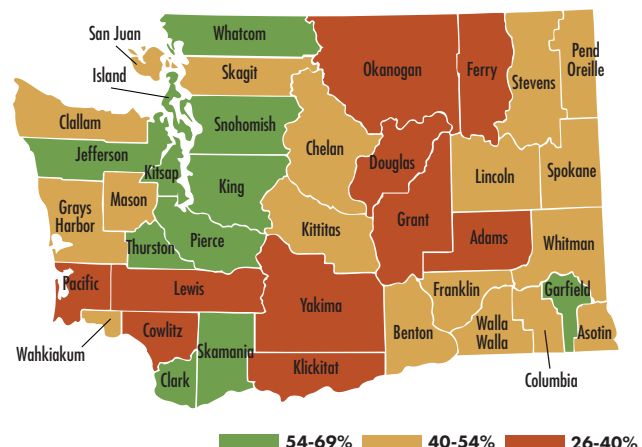


Chart 2.3

RATES OF ECONOMIC SECURITY FOR YOUNG CHILDREN VARY CONSIDERABLY BY COUNTY

Percentage of children age birth to five living above 200% of the FPL by county, Washington state, 2014



Cost & Availability of Child Care

Why is this indicator important?

High quality, affordable child care is critical to child and family well-being for two reasons: (1) It provides children with experiences that promote their physical, social, and emotional development; and (2) It supports working parents by giving them the peace of mind that their children are safe and well-cared for while they work.

How is Washington state doing?

Six of every ten (60 percent) children under age six in Washington state live in families where all parents are working (Chart 3.1). For every ten children under age six in Washington state, the average number of family child care or center slots available is five. In all but two counties (Garfield and Whitman), the number of child care slots available is less than the number of children potentially in need of care (Chart 3.3), and care for infants is especially lacking in most areas of the state.

Even if there were enough slots available, however, the cost of child care remains prohibitive for many families. The average cost of care for an infant and toddler in Washington state is nearly \$22,000 annually. Families of color tend to pay a disproportionately greater share—as much as 58 percent—of their income (Chart 3.2). For reference, “affordable” child care is defined as costing no more than 10 percent of family income.¹

Chart 3.1

SIX OF EVERY TEN CHILDREN LIVE IN FAMILIES WHERE ALL PARENTS ARE WORKING

Percentage of children age birth to six with all parents in the workforce, Washington state, 2008 to 2014

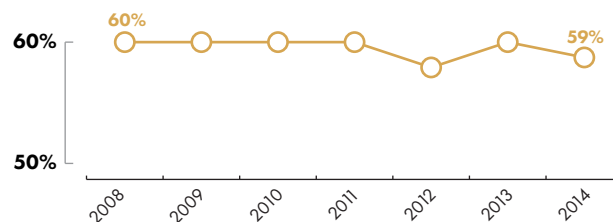


Chart 3.2

CHILD CARE POSES A GREATER FINANCIAL BURDEN FOR MOST FAMILIES OF COLOR

Child care slots for every ten children age birth to six, Washington state, 2015

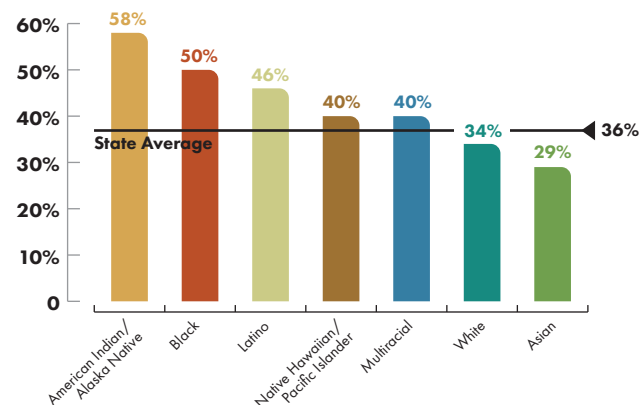
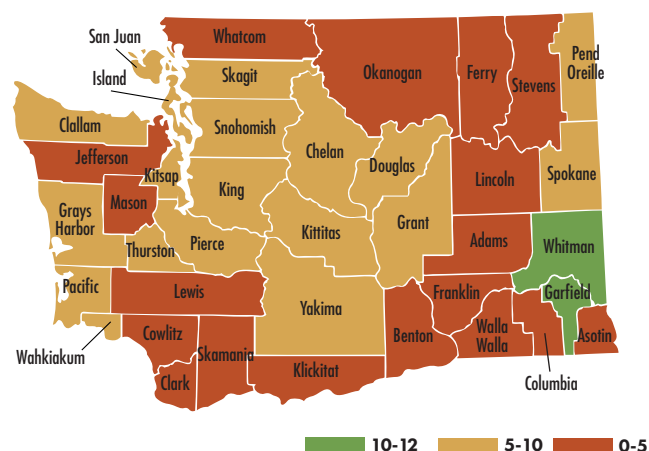


Chart 3.3

THERE IS A SHORTAGE OF CHILD CARE THROUGHOUT WASHINGTON STATE

Child care slots for every ten children age birth to six, Washington state, 2015



GOAL:

All young children have their basic needs met.

BASIC NEEDS INDICATORS 🍏

Getting results means investing in kids of color, so they can overcome the barriers created by racism and poverty.

Having basic needs met—like adequate food, safe and stable housing, and health care—is fundamental to all areas of well-being. No child should go without the basics. In Washington state, tremendous progress has been made in ensuring all children have health care coverage, although rates of coverage among American Indian children lag significantly behind their peers. Too many children experience homelessness and hunger, especially children of color, limiting their ability to fully participate in school and in their communities. The limited availability of good jobs in Washington state, combined with stagnant wages and the rise in cost-of-living, will continue to pose a major threat to the well-being of children and families, especially in communities of color.

Percentage of Children without Health Insurance Coverage

Why is this indicator important?

All parents should be able to take their children to see a doctor when they are sick, and get the routine care children need for healthy development, without the fear of how much it will cost. Children who have health care coverage are more likely to be treated for illness in a timely manner, be diagnosed early if a health condition exists, and receive care that promotes lifelong physical, mental, and oral health.²

How is Washington state doing?

Since 2008, the number of children with health insurance increased from 92 percent to 95 percent (Chart 4.1). Coverage rates for many children of color—including Black, multiracial, and Asian children—are now on par with White children, but closing gaps in coverage for American Indian, Latino, and Pacific Islander children remains a priority (Chart 4.2).

Chart 4.1

THE SHARE OF CHILDREN WITHOUT HEALTH INSURANCE IS LOW AND STEADILY DECREASING

Percentage of children without health insurance coverage, Washington state, 2008 to 2014

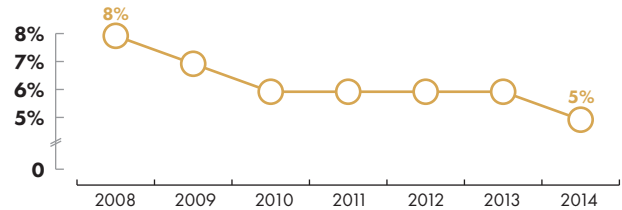


Chart 4.2

AMERICAN INDIAN CHILDREN ARE THE LEAST LIKELY TO HAVE HEALTH INSURANCE COVERAGE

Percentage of children without health insurance coverage by race and ethnicity, Washington state, 2014

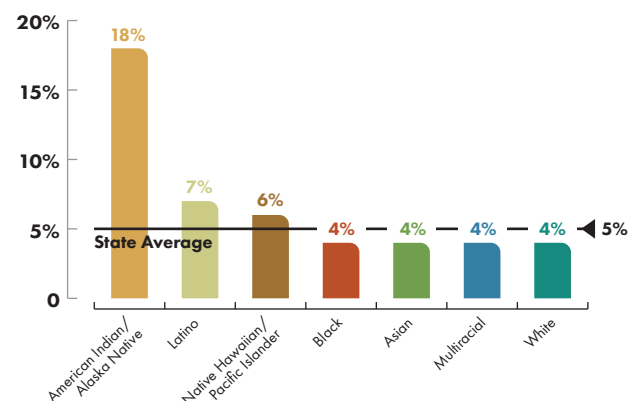
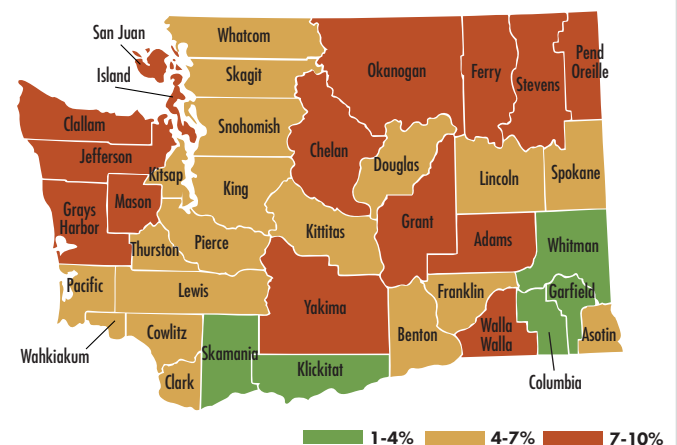


Chart 4.3

PERCENT OF CHILDREN WITHOUT HEALTH INSURANCE VARIES BY COUNTY

Percentage of children without health insurance coverage by county, Washington state, 2014



Percentage of Students Who Are Homeless & Percentage of Children Who Are Food Insecure

Why is this indicator important?

Having a safe and stable house to sleep in each night, as well as having enough food, are fundamental to a child's social, emotional, and physical well-being. Compared to children with adequate nutrition and stable housing, children who experience homelessness and hunger are more likely to experience trauma, chaos, trouble in school, and poorer health. The unpredictability of homelessness and hunger puts a child's safety at risk as well, as the stress on families can reach toxic levels that may undermine relationships between parents and children.³

How is Washington state doing?

Since schools started collecting data in 2008, the number of homeless children in Washington state has increased by nearly 15,000 (Chart 5.1). Homelessness is particularly high among children of color, with rates of homelessness two to three times greater than the state average (Chart 5.2). Rates of food insecurity in Washington state—measured here as the percentage of tenth-graders reporting they had to skip meals because there was not enough money for food—is also high, but has gone down in recent years (Chart 5.3). Children of color are the most likely to experience hunger (Chart 5.4), and there is significant variation by county—Garfield County reports no food insecurity among tenth grade students, while nearly one in four in Ferry County report food insecurity (Chart 5.5).

Chart 5.1

NUMBER OF HOMELESS CHILDREN HAS INCREASED DRAMATICALLY IN RECENT YEARS

Number of homeless students in public schools, Washington state, 2008 to 2014

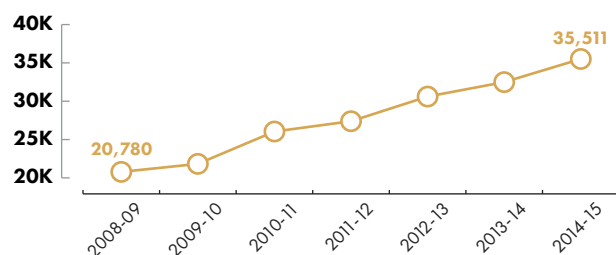


Chart 5.2

MOST STUDENTS OF COLOR ARE MORE LIKELY THAN THEIR PEERS TO EXPERIENCE HOMELESSNESS

Percentage of students who are homeless by race and ethnicity, Washington state, 2008 to 2014

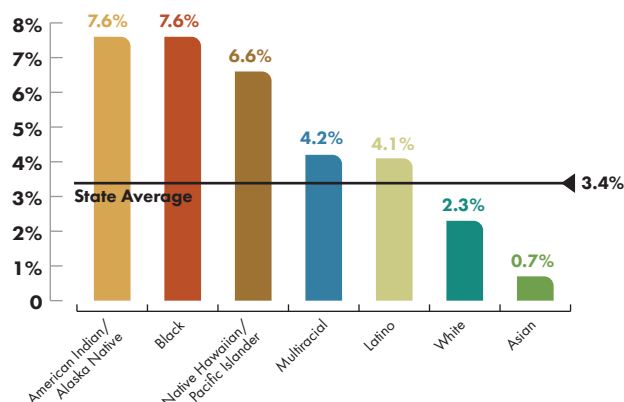


Chart 5.3

OVERALL RATES OF FOOD INSECURITY AMONG CHILDREN HIGH, BUT DECREASING

Percentage of tenth-graders who are food insecure, Washington state, 2006 to 2014

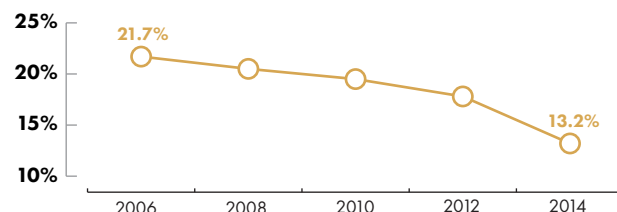


Chart 5.4

STUDENTS OF COLOR ARE MORE LIKELY THAN THEIR PEERS TO EXPERIENCE HUNGER

Percentage of tenth-graders who are food insecure by race and ethnicity, Washington state, 2014

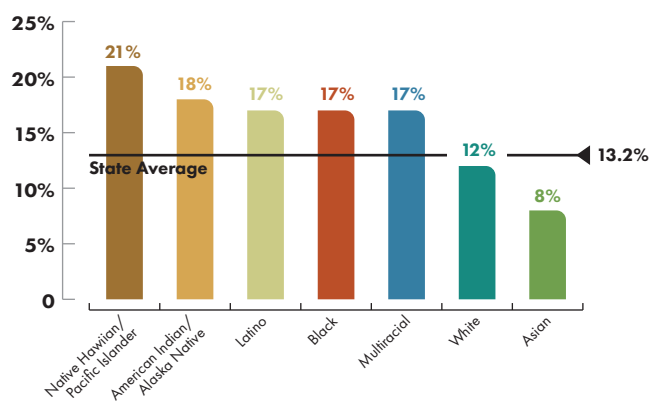
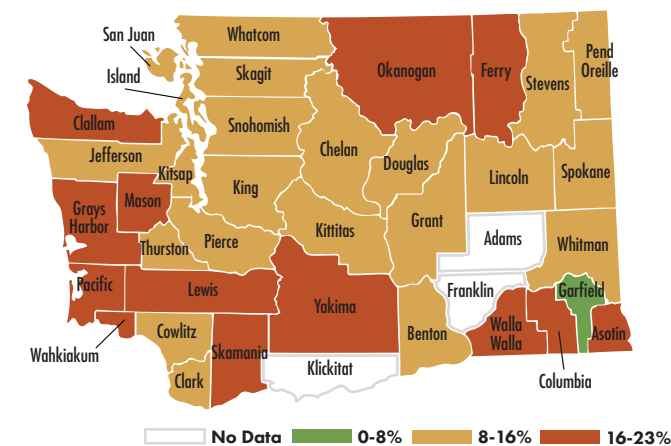


Chart 5.5

RATES OF FOOD INSECURITY AMONG CHILDREN VARY SIGNIFICANTLY BY COUNTY

Percentage of tenth-graders who are food insecure by county, Washington state, 2014



Ratio of Median Income to Cost-of-Living

Why is this indicator important?

Median household income is an important indicator of economic security in a state or region, while cost-of-living is an important indicator of how easy it is for families to meet basic needs and get ahead. When taken together, the ratio of income to cost-of-living serves as a barometer for whether an economy is working for children and families.

How is Washington state doing?

In most counties in Washington state, the median income either barely covers the cost of meeting basic needs or is not enough (Chart 6.1). A basic budget for a family of three (one adult, one infant, and one preschooler) includes the cost of food, housing, transportation, medical care, child care, and a small amount for miscellaneous expenses. It also includes the impact of any tax credits a family may receive, as well as 10 percent for emergency savings. These basics are affordable for half the families in Cowlitz County, for example, but beyond the means of the majority of families in Columbia County (Chart 6.1). The state economy tends to work to varying degrees for families of color, depending on race/ethnicity, with the majority of Latino, Black, and American Indian/Alaska Native families living at household incomes insufficient to meet their basic needs (Chart 6.2).

Chart 6.1

MEDIAN HOUSEHOLD INCOME BARELY ENOUGH TO COVER A YOUNG FAMILY'S BASIC NEEDS IN MOST COUNTIES

Ratio of median income to cost-of-living for a family of three (one adult, two children) by county, Washington state, 2014

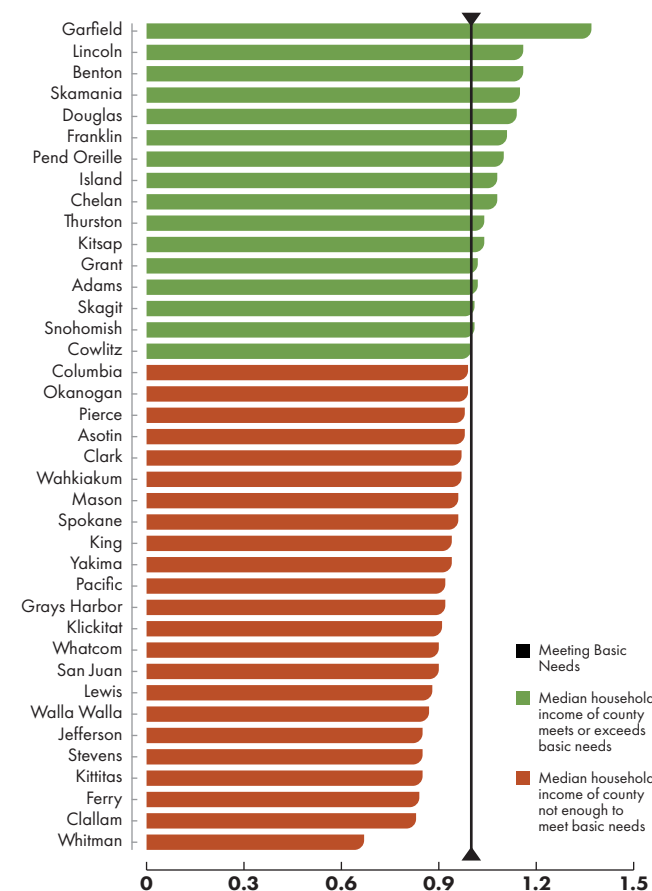
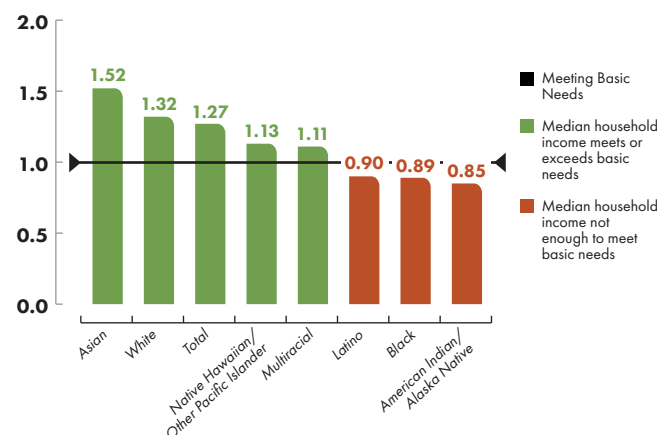


Chart 6.2

SOME COMMUNITIES OF COLOR FACE GREATER ECONOMIC HARDSHIP

Ratio of median income to cost-of-living for a family of three (one adult, two children) by race and ethnicity, Washington state, 2014



GOAL:

All children have the opportunity to succeed in school and life.

EDUCATION INDICATORS

Structural racism—the way that policies, practices, and programs combine and interact to sustain poorer outcomes among communities of color—undermines progress for children.

A high quality education system—one that empowers children to excel in school from preschool through higher education—supports students in reaching their full potential, and is essential for the future competitiveness and economic vitality of Washington state.

Percentage of Children Ready for Kindergarten

Why is this indicator important?

A child entering kindergarten should exhibit age-appropriate cognitive, social and emotional skills. Quality early learning in culturally and linguistically responsive environments, characterized by nurturing relationships and rich opportunities for play and exploration, lays the foundation for learning in elementary school. Compared to their peers, children who enter kindergarten without a solid foundation in early learning may have a harder time meeting important educational, social, or even physical milestones throughout school.⁴

How is Washington state doing?

Since the start of data collection in 2011, just four in ten children entering kindergarten are prepared in all six areas of readiness: social, emotional, physical, cognitive, literacy, and math (Chart 7.1). Stark differences along lines of race and ethnicity are apparent at this time (Chart 7.2). Rates of kindergarten readiness also vary considerably across the state—with just 11 percent of young children in Whitman County prepared in all six areas of readiness, and 88 percent in Columbia County (Chart 7.3).

Chart 7.1

ONLY FOUR IN TEN CHILDREN READY FOR KINDERGARTEN

Percentage of students demonstrating the characteristics of entering kindergartners, 2011 to 2016

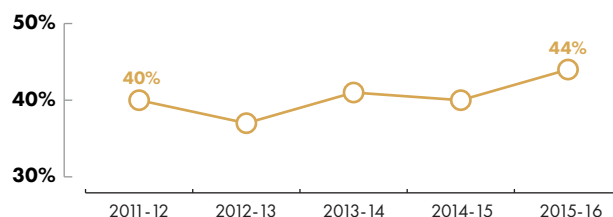


Chart 7.2

OPPORTUNITY GAP IS EVIDENT FROM THE OUTSET

Percentage of students demonstrating the characteristics of entering kindergartners, 2015-16

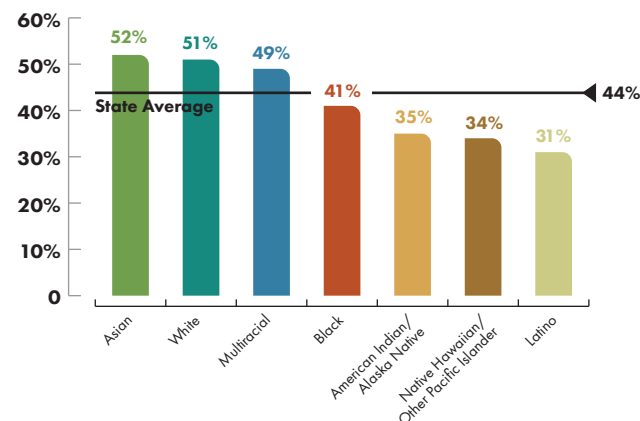
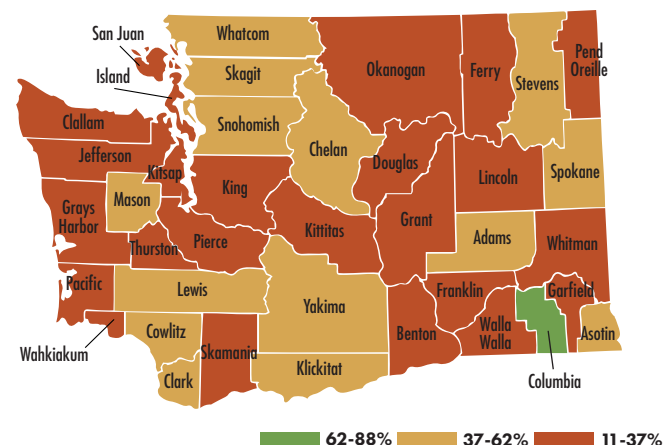


Chart 7.3

RATES OF KINDERGARTEN READINESS VARY WIDELY ACROSS COUNTIES

Percentage of students demonstrating the characteristics of entering kindergartners by county, 2015-16



Percentage of Third Grade Students Meeting Reading Standards

Why is this indicator important?

Being able to read proficiently by the end of third grade is a critical benchmark for students. Up until that time, children are learning to read; after that time, they are reading to learn. Reading proficiently by third grade is a predictor of future achievement, as well as a predictor of the likelihood of graduating on time and attending college.⁵

How is Washington state doing?

The test to assess third grade reading proficiency has changed over the years, making it difficult to evaluate trends. Former tests—the Washington Assessment of Student Learning (WASL) and the Measuring Student Progress (MSP)—showed that seven out of ten third grade students were meeting reading standards by the end of third grade, although there had not been much improvement from past years (Chart 8.1). The new test—Smarter Balanced Assessment (SBA)—measures English proficiency and language arts knowledge, and has a much lower rate of children passing: 52 percent. Children of color have much lower rates of third grade reading proficiency than the state average (Chart 8.2), and rates also vary considerably by county, ranging from 21 percent in Skamania County to 72 percent in Garfield County (Chart 8.3).

Chart 8.1

SHARE OF THIRD-GRADERS READING PROFICIENTLY DROPS FOLLOWING NEW ASSESSMENT

Percentage of third-graders meeting reading standards, Washington state, 2005 to 2015

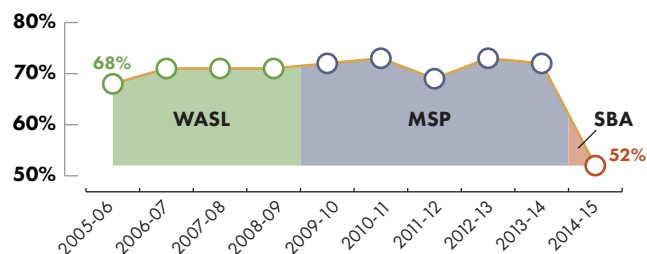


Chart 8.2

MANY CHILDREN OF COLOR HAVE RATES OF THIRD GRADE READING PROFICIENCY LOWER THAN STATE AVERAGE

Percent of third-graders meeting reading standards by race and ethnicity, Smarter Balanced Assessment Washington state, 2014-15

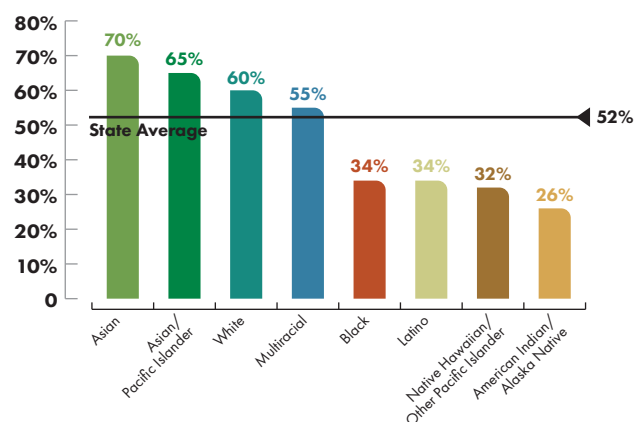
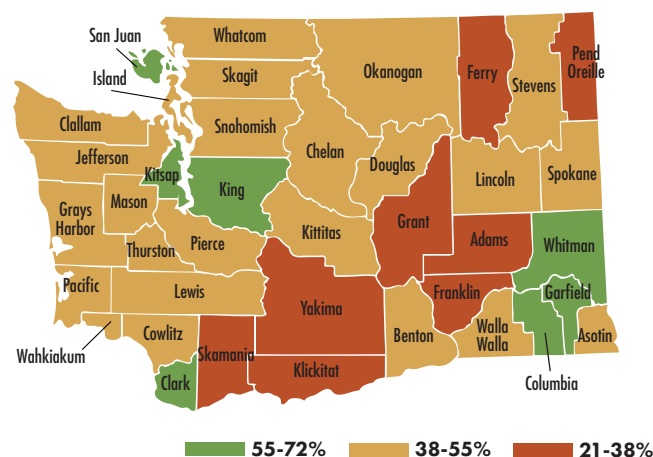


Chart 8.3

READING PROFICIENCY RATES VARY GREATLY BY COUNTY

Percentage of third-graders meeting reading standards by county, Smarter Balanced Assessment, Washington state, 2014-15



Percentage of Students Graduating from High School on Time

Why is this indicator important?

A high school diploma is the minimum amount of schooling that most students need to enter college or get a job. Graduating on time from high school—within four years—is an important predictor of college enrollment, and students who do so are less likely to drop out of college before receiving a diploma.⁶

How is Washington state doing?

On-time graduation rates for high school students—receiving a diploma within four years—have remained steady for some time, hovering around 78 percent for the last five years. There are stark differences among students of color, however. While Asian, White, and multiracial students have graduation rates at or above the state average, rates for Latino (70 percent), Black (69 percent), Pacific Islander (67 percent), and American Indian/Alaska Native (56 percent) students fall below the state average. Aggregate data about Asian youth hides serious disparities in educational outcomes for students of Cambodian, Laotian and Hmong descent. There is also significant variation across counties, with the lowest rate in Clallam County (54 percent) and the highest rate in Columbia County (95 percent).

Chart 9.1

HIGH SCHOOL GRADUATION RATES REMAIN STAGNANT

On-time high school graduation rate, Washington state, 2010 to 2015

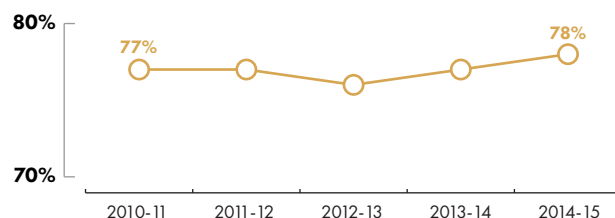


Chart 9.2

MANY STUDENTS OF COLOR HAVE LOWER ON-TIME GRADUATION RATES THAN STATE AVERAGE

On-time high school graduation rate by race and ethnicity, Washington state, 2014-15

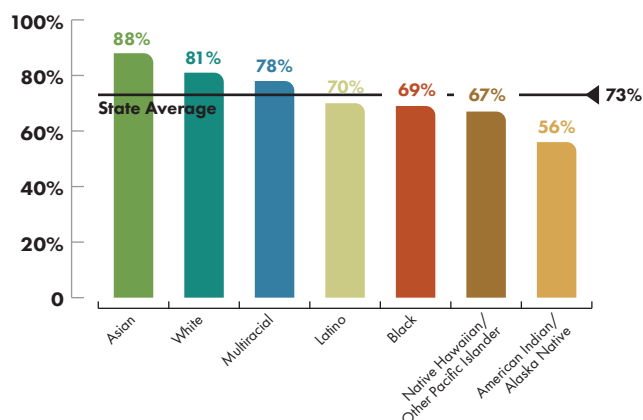
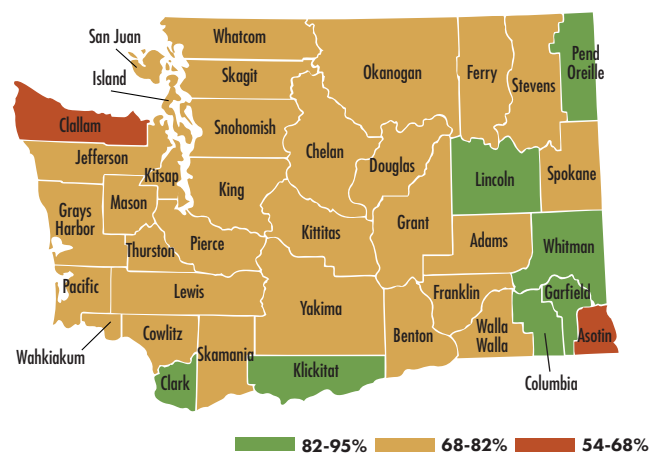


Chart 9.3

GRADUATION RATES VARY BY COUNTY

On-time high school graduation rate by county, Washington state, 2014-15



Percentage of Students Earning a Credential Within Six Years of Graduating High School

Why is this indicator important?

Earning a college credential (i.e., a college degree or a vocational certificate) is essential to compete for living-wage jobs. When a high school graduate goes on to earn a certificate credential in their early 20s, it sets them up well for a career that will allow them to meet basic needs and eventually get ahead.⁷

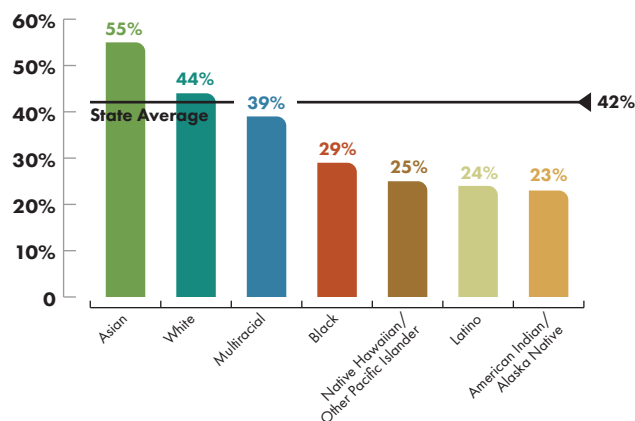
How is Washington state doing?

A recent study of high school students that graduated in 2006 showed that 42 percent went on to earn a credential within six years. Graduates of color had rates much lower than the state average, with approximately one in four Black, Native Hawaiian/Pacific Islander, Latino, and American Indian/Alaska Native graduates earning a credential within six years (Chart 10.1).

Chart 10.1

A COLLEGE CREDENTIAL IS OUT OF REACH FOR SOME STUDENTS OF COLOR

Percentage of students earning a college credential within six years of high school graduation by race and ethnicity, Washington state, 2013



NEXT STEPS

Getting Better Results for Kids

Improving the eleven indicators in this report requires changing our approach. The status quo is not acceptable if we want to achieve the goals that all kids need to thrive: a healthy start in life, basic needs met, and the educational opportunities they need to reach their full potential. Two broad strategies will help improve conditions for Washington state's kids: (1) undo structural racism, and (2) invest in policies that improve conditions for children, as well as their parents.



About Us

KIDS COUNT in Washington (www.kidscountwa.org) is a joint effort of the Children's Alliance and the Washington State Budget & Policy Center. Together, we gather and analyze the best emerging data on how kids are doing in our state, and then turn that information into action on issues like poverty, hunger, health care, and education. This report is funded in part by The Annie E. Casey Foundation. We thank them for their support and acknowledge that the findings and conclusions presented herein are those of the authors alone, and do not necessarily reflect the opinions of the Foundation.

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1.

Undoing structural racism. Racism, in the form of exclusion and discriminatory practices in housing, finance, education, and criminal justice, created the disparities shown by this data. Having been sustained over many years, these exclusionary practices will only be undone by inclusive practices. Here are five simple things all of us can do to bring about the inclusive conditions necessary to build a solid future for kids:

Read the *Race Matters* and *Race for Results* reports from the Annie E. Casey Foundation. Resources for talking about the role of race in structuring the lives of kids and families are available here: <http://bit.ly/CaseyRaceMatters> and <http://www.aecf.org/resources/race-for-results>.

Consult with leaders in communities of color to learn about the strategies that redress inequities. Talk to the people represented in the data to deepen your understanding of their experience, and learn community-driven strategies to reduce inequality and advance racial justice.

Use the KIDS COUNT in Washington Racial Equity Toolkit. Use the tool to evaluate how proposed policies would further—or undermine—the goal of racial equity. <http://kidscountwa.org/racial-equity-tool/>

Contact KIDS COUNT in Washington (www.kidscountwa.org) to find and share better data about our state's diverse communities so that parents, leaders, and policymakers can improve their understanding of the lived experience of all Washington's children.

Learn about the difference between individual, institutional, and structural racism at <http://bit.ly/RSJInit>, and consider how they show up in the lives of Washington's kids.

2.

Investing in the well-being of whole families. The well-being of children is inextricably tied to that of their parents. Indeed, family well-being, especially their economic security, is a precondition for a child to thrive. Nationally, two-generation approaches—those that focus on the economic success of whole families, as opposed to a focus on children or adults in silos—are gaining momentum. Learn more about two-generation approaches to family well-being by:

Visiting Ascend @ The Aspen Institute and the Annie E. Casey Foundation to learn more about the two-generation concept and see examples of two-generation strategies taking off around the country: <http://bit.ly/Ascend-2Gen> and <http://bit.ly/AECF-2Gen>. See the components of a two-generation approach at <http://bit.ly/B-PC-2Gen>.

HEALTH

BASIC NEEDS

COUNTY	LOW BIRTHWEIGHT BABIES	CHILDREN 0-5 ABOVE 200% FPL	CHILD CARE SLOTS FOR EVERY 10 CHILDREN AGES 0-6	PERCENTAGE OF CHILDREN UNINSURED	10TH-GRADERS WHO ARE FOOD INSECURE (%)
STATEWIDE	6.4%	58.0%	5	5.0%	13.2%
Adams	6.5%	26.4%	4	8.7%	No Data
Asotin	5.1%	46.1%	4	5.5%	16.3%
Benton	6.0%	52.9%	4	6.0%	12.3%
Chelan	6.2%	43.9%	7	8.3%	14.8%
Clallam	6.2%	44.3%	5	8.5%	17.9%
Clark	6.2%	58.0%	4	6.0%	13.7%
Columbia	18.4%	43.2%	2	1.2%	17.6%
Cowlitz	7.4%	38.9%	4	5.2%	15.6%
Douglas	6.2%	39.3%	5	4.8%	12.0%
Ferry	4.7%	33.8%	0	8.3%	22.7%
Franklin	5.9%	42.0%	4	6.9%	No Data
Garfield	4.2%	55.8%	12	2.2%	0.0%
Grant	5.5%	35.4%	5	7.4%	14.1%
Grays Harbor	8.7%	43.8%	7	7.0%	17.7%
Island	6.6%	56.3%	5	7.3%	14.6%
Jefferson	2.7%	59.1%	4	7.6%	11.9%
King	6.8%	69.2%	7	4.3%	11.8%
Kitsap	6.6%	59.1%	6	4.0%	14.6%
Kittitas	8.1%	49.4%	6	4.9%	11.8%
Klickitat	3.5%	34.8%	1	3.4%	No Data
Lewis	5.3%	38.3%	3	5.0%	20.6%
Lincoln	9.1%	48.0%	2	5.8%	8.5%
Mason	4.4%	45.8%	3	9.7%	18.9%
Okanogan	8.0%	36.8%	3	9.4%	19.6%
Pacific	5.4%	36.0%	5	4.8%	19.3%
Pend Oreille	8.0%	40.2%	5	7.7%	14.4%
Pierce	6.5%	57.2%	5	5.8%	15.4%
San Juan	3.3%	51.4%	5	8.7%	8.2%
Skagit	5.4%	48.9%	5	6.2%	13.0%
Skamania	4.5%	66.3%	4	3.3%	19.4%
Snohomish	6.1%	66.1%	5	5.4%	13.6%
Spokane	7.1%	53.7%	5	4.9%	15.8%
Stevens	6.8%	40.4%	2	8.7%	12.8%
Thurston	5.5%	59.6%	6	5.0%	13.5%
Wahkiakum	3.6%	42.6%	6	5.8%	16.0%
Walla Walla	5.6%	48.0%	4	8.9%	16.1%
Whatcom	4.9%	56.4%	4	5.4%	13.0%
Whitman	5.9%	51.3%	10	2.9%	10.8%
Yakima	6.9%	30.3%	6	10.0%	18.4%

BASIC NEEDS

EDUCATION

COUNTY	RATIO OF MEDIAN INCOME TO SELF-SUFFICIENCY WAGE	PERCENTAGE OF CHILDREN PREPARED TO ENTER KINDERGARTEN	PERCENTAGE OF STUDENTS MEETING THIRD GRADE READING STANDARDS	PERCENTAGE OF STUDENTS GRADUATING FROM HIGH SCHOOL ON TIME
STATEWIDE	N/A	44%	52%	78%
Adams	1.02	43%	33.8%	76.1%
Asotin	0.98	38%	51.8%	66.9%
Benton	1.16	36%	49.7%	78.5%
Chelan	1.08	42%	40.2%	73.6%
Clallam	0.83	35%	49.9%	54.2%
Clark	0.97	48%	55.3%	82.3%
Columbia	0.99	88%	63.2%	94.7%
Cowlitz	1.00	38%	43.3%	78.4%
Douglas	1.14	33%	52.2%	81.9%
Ferry	0.84	24%	31.5%	79.0%
Franklin	1.11	31%	28.2%	75.1%
Garfield	1.37	18%	72.0%	86.7%
Grant	1.02	36%	32.3%	73.4%
Grays Harbor	0.92	29%	41.1%	80.3%
Island	1.08	34%	51.7%	81.8%
Jefferson	0.85	36%	40.3%	76.7%
King	0.94	36%	61.7%	79.8%
Kitsap	1.04	35%	57.2%	81.8%
Kittitas	0.85	33%	54.5%	81.7%
Klickitat	0.91	40%	25.7%	83.1%
Lewis	0.88	38%	46.4%	73.1%
Lincoln	1.16	15%	45.5%	89.6%
Mason	0.96	40%	40.9%	73.8%
Okanogan	0.99	31%	42.2%	81.8%
Pacific	0.92	34%	41.5%	75.6%
Pend Oreille	1.10	23%	37.6%	85.5%
Pierce	0.98	34%	48.2%	79.6%
San Juan	0.90	27%	55.4%	75.2%
Skagit	1.01	40%	45.8%	71.9%
Skamania	1.15	28%	20.8%	79.5%
Snohomish	1.01	39%	54.7%	77.8%
Spokane	0.96	42%	53.3%	79.6%
Stevens	0.85	38%	38.7%	70.7%
Thurston	1.04	35%	54.0%	74.3%
Wahkiakum	0.97	18%	50.0%	77.1%
Walla Walla	0.87	33%	43.8%	80.0%
Whatcom	0.90	37%	49.7%	79.0%
Whitman	0.67	11%	63.2%	86.8%
Yakima	0.94	45%	34.0%	72.0%