



**2022 REPORT TO THE LEGISLATURE, GOVERNOR,  
AND THE DEPARTMENT OF CHILDREN, YOUTH,  
AND FAMILIES**

Presented by the Youth Development Workgroup

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## Executive Summary

Following [SB 5029 – 2021-22](#), the Department of Children, Youth, and Families (DCYF) hosted the establishment of the Youth Development Workgroup (YDWG). The YDWG included representatives from community-based organizations providing youth development programs, including expanded learning, mentoring, school-age child care, wrap-around supports, and integrated student support advisors, as well as representatives from DCYF, the Office of the Superintendent of Public Instruction (OSPI), and people with lived experience in state systems.

The YDWG defined youth development providers and programs as those that include mentoring, expanded learning or afterschool/summer programs, school-aged childcare, and other whole child supports that ensure the comprehensive needs of young people are addressed. Youth development programs focus on holistic outcomes by complementing school-day academics, promoting social and emotional well-being, and supporting access to postsecondary and career pathways. While youth development providers/programs may not provide basic needs services such as shelter or food outside of program time, they often function as a key referral resource to help young people and families navigate those additional services.

The YDWG advises the Legislature, the Office of the Governor, and DCYF regarding a statewide structure for youth development in Washington. With no current structure or strategy in place, this report demonstrates the need for a comprehensive, intentional, and strength-based approach to engaging young people and providing positive outcomes to support them in becoming thriving adults.

This report provides the steps to achieve a statewide structure, drawing from the voices of those most impacted – young people of Washington – and those providing the opportunities already in place – providers of youth development programs, services, and support.

Below is a summary of the recommendations from the YDWG. **The YDWG strongly urges the Legislature, DCYF, and the Governor to adopt these recommendations during the 2023 Legislative Session to ensure a comprehensive, collaborative, and sustainable structure for youth development.**

### Recommendations:

1. Create a Youth Development Advisory Council: The YDWG recommends the creation of a Youth Development Advisory Council (Council) in DCYF.
2. Create youth development state structure: The Youth Development Advisory Council shall determine the ongoing state structure for youth development in Washington.
3. Provide 2023-25 biennium funding to providers: The Legislature shall provide \$25 million annually over the 2023-25 biennium to youth development providers.

## Introduction

In the 2021 Legislative Session, a budget proviso required the exploration of a youth development structure in the state of Washington. SB 5092 Sec. 229 (24):

*(24) For the department to convene a work group that assesses and provides recommendations for creating new infrastructures and funding streams that support youth development. The work group must include representatives from community-based organizations providing youth development programs, including expanded learning, mentoring, school age child care, and wrap around supports and integrated student support.*

*The department must report its findings and recommendations to the governor and legislature by September 1, 2022. The report must include the following recommendations: (a) Programmatic changes for breaking down silos and barriers for youth programming between state agencies; (b) The appropriate program within the department to develop meaningful youth-level, research-based prevention and promotion outcomes, and to support community-based organizations providing those outcomes; (c) The establishment of a state grant program to provide quality youth development opportunities for children and youth ages five through high school graduation; and (d) Strategies to increase access to youth development programs for prioritized populations such as children of color, foster children, children experiencing homelessness, and children involved in the justice system.*

The YDWG included representatives from DCYF, OSPI, Department of Commerce, Office of Homeless Youth (Commerce), youth development program providers, and intermediaries from around the state with a range of different sizes, approaches, rural/city-based, as well as people with lived experience in identified prioritized populations. (See appendix A for the full list of YDWG members).

**Co-design is about challenging the imbalance of power held by individuals who make important decisions about others' lives, livelihoods, and bodies. Often, with little to no involvement of the people who will be most impacted by those decisions. – What is Co-Design?**

[Beyond Sticky Notes](#)

With a commitment and charge to focus on prioritized populations of Black, Brown, Indigenous, and youth of color, foster children, children experiencing homelessness, children involved in the justice system, and those in rural communities, the workgroup aligned as closely as possible with [co-design](#) principles. However, true co-design and youth engagement takes more time and intentional effort than was available in this process. All the recommendations in this report recognize the need for continued effort and commitment to co-design as the statewide youth development structure is determined.

In alignment with co-design principles, the first priority of the workgroup's research was hearing directly from youth and providers of current programs of all sizes and in all regions of the state. Through a total of 12 focus groups for providers and youth, online surveys for both providers and youth, and one-to-one youth interviews, the workgroup heard from 204 provider representatives and 285 youth ages 14-26. The recommendations in this report were created to address the concerns and needs heard directly from those most impacted by youth development – youth and the providers in the field.

Additionally, the YDWG also convened the following subcommittees:

**Lived Experience Subcommittee:** To be leaders in bringing youth voice to the workgroup; from design, every conversation, connection, outreach, and, ultimately, the report to the Legislature.

**Youth Engagement:** To recruit youth for the focus groups, survey, and decision-making opportunities.

**Provider Subcommittee:** To assess the state of youth development provider organizations and intermediaries in Washington and provide recommendations on what providers need to best serve youth.

**Systems and Resources Subcommittee:** To craft recommendations on what structures and resources are needed to best support increased access and opportunities for youth development in the state of Washington.

From the research outlined in this report and the best practices in the field, the YDWG defines youth development as:

*An intentional, strength-based approach that inclusively and equitably engages young people ages 5 to 26 within their communities in a manner that centers youth voice, experience, and leadership. Youth development is culturally responsive and fosters positive relationships and the development of skills and competencies that help young people reach the future they envision.*

*Youth development providers and programs include mentoring, expanded learning or afterschool and summer programs, school-aged childcare, and other whole child supports that ensure the comprehensive needs of young people are addressed. Youth development programs focus on holistic outcomes by complementing school-day academics, promoting social and emotional well-being, and supporting access to postsecondary and career pathways.*

## Background of Youth Development in Washington

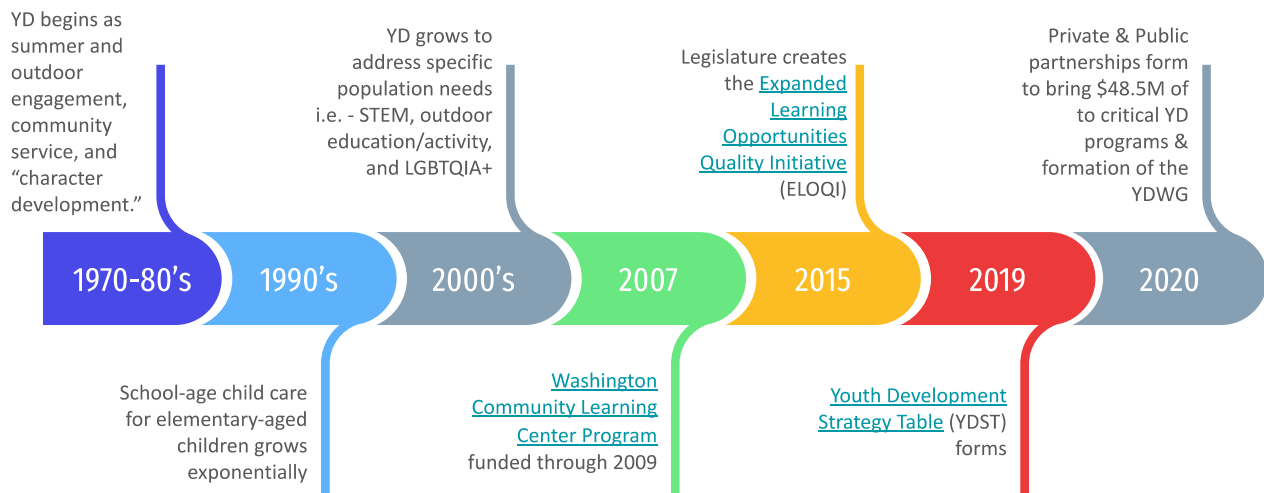
Youth development programs have been operating for decades in Washington State, from grassroots neighborhood mentoring programs to mainstream programs offered by large national organizations. Beginning in the 1970s and 1980s with focuses on summer and outdoor engagement, community service, and “character development,” the youth development field has continuously expanded to meet the needs of youth in our state. The 1990s saw exponential growth in school-age child care for elementary-aged children. From the early 2000s to present day, new grassroots, community-based organizations continue to grow to address specific population needs and interests, or issue-specific programs such as STEM, outdoor education/activity, and LGBTQIA+ focused programs.

Although Washington State has yet to have a statewide focus on youth development, Washington State has offered funding support for initiatives and pilots in the field. From 2007 to 2009, Washington offered funding for the federally funded 21st Century Community Learning Center program called the [Washington Community Learning Center Program](#). Additionally, in 2015, the state Legislature created the [Expanded Learning](#)

[Opportunities Quality Initiative](#) (ELOQI) pilot. The purpose of the pilot was to create a system of support and continuous quality improvement for the spectrum of diverse expanded learning programming.

The greatest impacts came in 2020, as the COVID-19 pandemic spread, and providers partnered with public agencies to bring \$48.5 million of the federal COVID-related education allocation. This allowed for increased funding for school-age child care, and the creation of this Youth Development Workgroup.

## Youth Development in Washington



### The Evidence Base for Youth Development

As a strength-based approach with a central focus on youth engagement and empowerment, youth development creates positive outcomes (such as greater academic success and healthy relationships), lessens risk-taking behavior (leading to fewer engagements with law enforcement and the justice system), and increases prosocial behavior, particularly in youth who identify as Black.

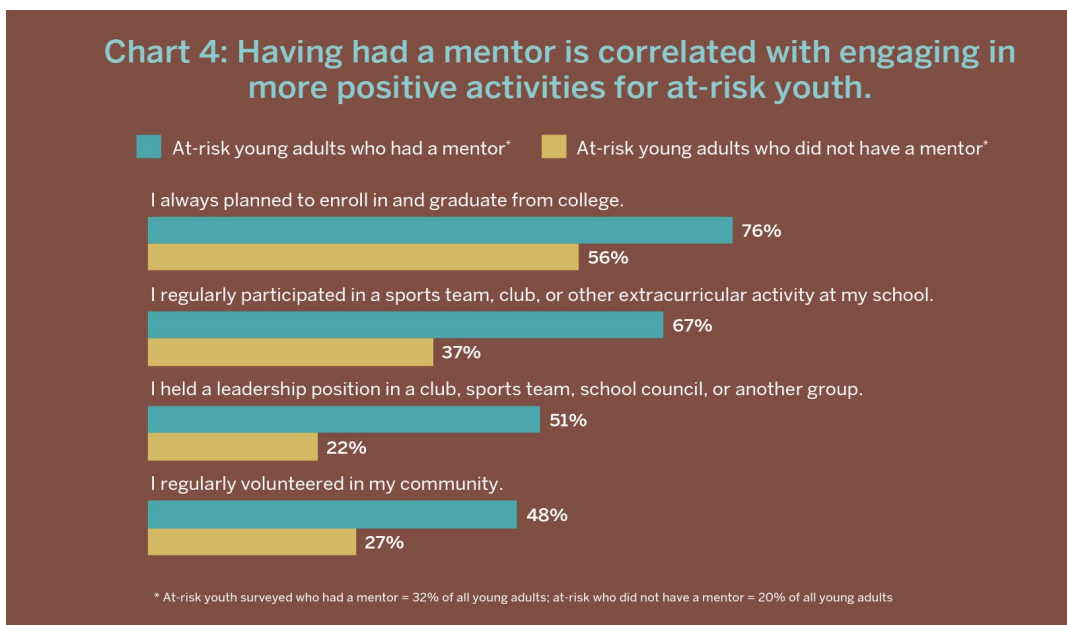
Studies in multiple areas of youth development show these positive outcomes, such as:

- The Afterschool Alliance 2021 report [The Evidence Base for Afterschool and Summer](#), synthesizes findings from nearly two dozen evaluations of afterschool and summer programs that demonstrate that afterschool and summer programs:

- **Promote academic gains and improve students’ engagement in learning and motivation to learn.** Gains in this area include engaging students in learning, promoting gains in math and reading, improving grades, and increasing school-day attendance among regularly attending students.
- **Foster key foundational skills and boost students’ well-being.** Gains in this area include building foundational skills, decreasing risky behaviors, improving physical health, supporting the overall well-being of vulnerable youth, and improving foundational skills over time.
- **Set youth up to thrive post high school.** Gains in this area include a positive impact on graduation, preparing students for college and career, developing a positive STEM mindset, building employability skills, and creating benefits that last into adulthood.

**A comprehensive study that looked at more than 200 school-based social-emotional learning programs found that program participants showed significant improvement in social and emotional skills, attitudes, and academic performance and reductions in internalizing symptoms and risky behaviors.** – Effectiveness of Youth Development Programs, [youth.gov](http://youth.gov)

- The OSPI-commissioned report on the [Washington Nita M. Lowey 21st Century Community Learning Centers Statewide Evaluation](#), shows improved academic and social skills, perseverance, self-confidence, and the ability to express themselves, as well as increased collaboration and team-building skills.
- [Mentor’s](#) report, [The Mentoring Effect](#), shares results on the first-ever nationally representative survey of young people on the topic of both informal and formal mentoring. The findings exemplify the powerful effect of mentoring as shown in Chart 4 from that report.



- Integrated Student Supports (ISS), or wrap-around services, is defined as defined as a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement. According to a [2014 study](#), ISS programs:
  - have demonstrated statistically significant increases in math and language arts test scores;
  - show a promising approach to improving student learning and development, when implemented within the context of a tiered system of support, and;
  - focus on partnering with the community to develop or coordinate supports that target academic and nonacademic barriers to achievement.

## The Challenges of Program Access

Though we know that participation in youth development programs has many positive and favorable outcomes for youth, access to youth development programs in Washington State is uneven and inequitable. Key barriers to access include fees and costs, a lack of enough quality programs, and transportation access. Afterschool Alliance [America After 3PM Report](#) shows that 64% of parents reported afterschool programs as too expensive in 2020, compared to 39% in 2014. Additionally, 49% of parents reported that afterschool programs were not available in their community in 2020. This is reflected both in studies in [Washington](#) and in the feedback the YDWG collected in which providers cited funding, cost of program participation, and lack of transportation as barriers to providing more equitable access to program participation (see appendix D).

Access to youth development programs is exacerbated when disaggregated by race. The [Afterschool Alliance 21st CCLC May 2022](#) report states that “those who regularly attended high-quality programs (including Community Learning Centers) for more than two years gained up to 20 percentiles in standardized math test scores compared with peers who were routinely unsupervised during the afterschool hours.” However, the [Afterschool Alliance Black Communities After 3PM](#) shows 58% of parents of Black youth report that afterschool programs are too expensive. The same report shows participation in afterschool activities for Black youth decreased from 28% participation to 18% from 2014 to 2020.

**A meta-analysis of youth mentoring program effectiveness concluded that mentoring is a flexible and adaptive [youth development] strategy. Mentoring can be advantageous to both preventive and promotive program goals, while also supporting the involvement of positive adult role models, older peers, and supportive group settings.** – Effectiveness of Youth Development Programs, [youth.gov](http://youth.gov)

Additionally, the [Washington Healthy Youth Survey 2021](#) shows that of the 2,471 12th graders who responded to the

question, 75% of youth who identify as white report having access to activity clubs (such as Boys and Girls Clubs and YMCA), while only 64% of youth who identify as Black, 55% of youth who identify as Hispanic, and 62% of youth who identify as American Indian or Alaskan Native report access to these activity clubs. Even greater disparities are reported for service clubs such as Scouts, CampFire, and 4H. (See appendix D).



## Investing in Youth is Economically Sound

Along with being an investment in the future of youth in Washington, investing in youth development comes with a cost-benefit win for the state. The [Washington State Institute for Public Policy Overview of Cost-Benefit Analysis](#) includes an analysis of the cost-benefits of several programs falling under the youth development umbrella. Examples of some of these benefits are (noted per participant):

- [Mentoring for Youth Post Release:](#) Benefits minus costs \$29,746
- [Mentoring for Court Involved Youth:](#) Benefits minus costs \$19,528
- [Public Health & Prevention: School Based \(CIS\):](#) Benefits minus costs \$3,435
- [Mentoring - Community Based:](#) Benefits minus costs \$4,484
- [Summer Learning Programs: Academically Focused:](#) Benefits minus costs \$5,090

Additionally, from the [Economic Impact of Communities In Schools](#), a 2012 national impact study demonstrated that every \$1 invested in Communities In Schools to help students stay in school creates \$11.60 of economic benefit when these students graduate and contribute to their communities.

## Youth Development Workgroup Community Engagement

As the youth development field grows and evolves, the Youth Development Workgroup is dedicated to ensuring the field is not only responsive to the needs of youth, but also created with youth as leaders with powerful voices in design and implementation - “nothing about us, without us”.

To accomplish this, the YDWG intentionally engaged youth from across the state. Through a series of online surveys, focus groups, and additional one-to-one interviews, the workgroup heard from 285 youth ages 14-26 across 100 zip codes in Washington. (See appendix E for the full findings).

Consistent with the commitment to center Black, Brown, Indigenous, and youth of color, intentional outreach was made to these communities. Every youth who participated was compensated for their time, expertise, and input. The majority of youth participants were Black, Brown, Indigenous, or youth of color (75%), high school aged (73%), and had some system involvement in their life (60%) (see Appendix E).

Highlights of the findings from youth engagement include:

- Social connections (such as sports and group/community activities) and interest-area specific topics (such as arts, health education, and other educational opportunities) as the main factors leading to confidence.
- Friends/peers, learning something new, and general self-improvement were youth’s main motivations for participating in programs.
- Financial costs of programs, ability to get to programs (transportation), and personal reasons (such as lack of feeling included, lack of confidence, and lack of time) as the leading barriers to participating in programs.

Additionally, the YDWG collected data from providers from across all six DCYF statewide regions through focus groups and surveys (offered in Spanish and English). The providers represented programs serving youth from early learning ages to over 18, and with program focuses on youth who are living in highly mobile communities (such as youth experiencing housing insecurity and youth in foster care), low-income, Black, Brown, Indigenous, and youth of color, and youth with system involvement (see Appendix E for full findings).

Similar to reports from youth participants, program providers noted funding and transportation as the overwhelming barriers to creating more equitable access. These barriers were also reflected in the reported resource and funding supports needed for providers to maintain and/or expand services (see Tables 5 and 6). To address these disparities, providers cited a need for more unrestricted funding and more transportation or space opportunities.

From the research and the data collected, it is clear that youth development programs provide diverse opportunities for youth to engage and continue to grow in their confidence and leadership. There are also opportunities to continue improving youth development program access and services.

***With the data directly from youth and providers along with the evidence-based data from national studies, it is clear that Washington needs a statewide strategy to provide equitable, sustainable, and consistent opportunities for our youth to thrive.***

## Recommendations

### Create Statewide Youth Development Advisory Council

**The YDWG recommends the creation of a Youth Development Advisory Council (Council).** With a primary commitment to equity and co-designing a statewide youth development structure, this Council will hold an ongoing advisory role for the coordination and sustainability of the Youth Development field. The Advisory Council is a convening and recommending body to ensure a commitment to equity and youth voice, addressing the needs of provider agencies to better reach communities most marginalized, and to create a statewide voice for stable and sustainable funding.

In the 2023-2025 biennium, the Council will be charged with:

- Identifying the state agency/agencies and community-based organization(s) intermediary to partner in leading the statewide youth development structure.
- Receiving training to understand and incorporate best practices for working with youth.
- Providing opportunities for youth and those with lived experience to strengthen public speaking and interpersonal communication skills to feel empowered on the Council.
- Identifying a co-design framework by which to align and adhere.
- Building a sustainable and consistent state funding model/formula to support youth development.

- Identifying a statewide resource hub and data tracking system that:
  - Supports families' access to youth development programs.
  - Serves to collect statewide data on outcomes to support accountability.
- Being a direct line of dual accountability for the state, providers/intermediaries, and youth.

With final approval from the Governor's office, the Council shall be composed of 23 individuals representing:

- DCYF (1)
- OSPI (1)
- Commerce (1)
- The Governor's Office (1)
- Tribal representation (3)
- Youth (ages 14-26) and people with lived experience from all six DCYF regions (6)
- Youth development providers from all six DCYF regions (6)
- Statewide-focused providers/intermediaries (4)

The majority of the Council must identify as Black, Brown, Indigenous, people of color, or people with lived experience in system involvement. Additionally, to ensure authentic power-sharing, as a collective group, the youth and members with lived experience on the Council shall have veto power on all votes, recommendations, and decisions on the statewide structure.

Priority of representation of youth shall be to those who identify as Black, Brown, Indigenous and youth of color, LGBTQIA+ youth, and youth currently in or with lived experience in system involvement.

Priority of representation of providers and intermediaries shall be given to organizations based in communities of and/or with primary services to Black, Brown, Indigenous, and youth of color, LGBTQIA+ youth, historically underserved and marginalized youth, and youth currently in or with lived experience in system involvement. Representation of providers must reflect the diversity of the field across the state and in size and focus of the programs (i.e., mentoring, wrap-around, out-of-school, etc.).

While the state agencies can put forward single representatives, to accommodate the wide scope and diverse field of youth development, appointment of provider representatives and youth will be application-based and give priority to applicants who identify as Black, Brown, Indigenous, and communities of color. Applications will be responsive to this focus and be accessible to all individuals, especially young people representing these communities and with lived experience in system involvement.

To allow for full representation, compensation will be provided to youth, people with lived experience, and to providers with an organizational budget of \$500,000 or less for their time, efforts, and work on the Council. Funding for translation, interpretation, and community outreach will also be needed.

Over the course of the 2023-2025 biennium, the Council will determine a unified statewide structure, funding model, and outcomes for the youth development field. It is recommended the Advisory Council is formed and staffed by August 2023, begins convening by September 2023, has an identified intermediary recommendation by January 2024, with the intermediary leading the granting cycle for fiscal year 2024-25.

It is important to be clear about the responsibilities of the Advisory Council. The youth development field is diverse and nimble, largely stemming from the needs of the community. With a commitment to youth having a voice and choice in the field, the Advisory Council, and ultimately the statewide structure need to allow flexibility to ensure this authentic evolution continues, while providing a unified vision and commitment to equity, closing opportunity gaps, and reducing the disproportionate representation of youth who identify as Black, Brown, Indigenous, and youth of color in our state systems. As stated above, the Advisory Council will convene and make recommendations ensuring this commitment to equity and youth-driven planning while addressing the needs of provider agencies to better reach communities most impacted by structural racism and other inequitable practices. The Advisory Council also creates a statewide voice for stable and sustainable funding.

## Create Youth Development State Structure

**The YDWG recommends the Advisory Council determine the ongoing state structure for youth development in Washington.** The statewide youth development structure must be co-designed with youth and those with lived experience and in concert with the fragile youth development infrastructure that currently exists in the state. Based on data from direct outreach and feedback from youth and providers gathered from the YDWG, the youth development state structure must:

- Maintain and continue the Youth Development Advisory Council as outlined above.
- Advocate and work to reduce barriers to youth accessing programs and services to support their academic, social-emotional, and other needs.
- Determine the annual budget or funding formula to allow for sustainable and secure funding to providers of all sizes and capacities in all regions of the state, with priority given to programs preventing the disproportionate representation of Black, Brown, Indigenous, youth of color, and LGBTQIA+ youth in state systems.
- Reduce barriers for youth accessing programs and/or providers (such as addressing transportation issues, language barriers, etc.).
- Reduce barriers to providers accessing funding (such as providing avenues for license-exempt providers to access funding; working to establish, maintain, and deepen relationships with partners (state, school districts, etc.); aligning reporting requirements with informative and relevant data to providers and youth, etc.).
- Convene youth development providers and programs to allow for peer learning, sharing of resources, and enhanced capacity.

- Continue the maintenance of the resource hub identified by the Council to provide a statewide program locator system, and collect and report on data.
- Resource and/or advocate for other supports providers need to advance equitable outcomes for youth (such as professional development, coordination, community voice, quality, etc.).

As heard from providers, crucial to the state agency and intermediary partnership is the ability to broaden opportunities and reduce barriers for providers accessing funding. Currently, inequities in funding exist in the field, with grassroots, highly representative, often smaller (budget and capacity) organizations not having the staff nor capacity to compete for funding. Establishing an intentional partnership between a state agency and an intermediary will allow for more flexibility in funding and reporting requirements. Models such as the Youth Development Nonprofit Relief Fund, MENTOR Washington, and Career Connect Washington can inform the statewide youth development structure.

Additionally, it is critical youth have a voice in the determination of funding recipients. With direction from the advisory board, the state agency and intermediary will convene a separate peer and youth review panel for each biennial grant process. The reviewers must be from all regions of the state and include youth and those with lived experience and representatives with a deep knowledge of the youth development field. The review panel will provide recommendations to state agency/intermediary to make final determinations and grant awards.

The main goal of a statewide youth development strategy is to support and enhance the work already happening in the field, as it is often responsive to community needs. With this in mind, overarching to the recommendations above, the YDWG recommends that the statewide strategy:

- Consistently address who else can be at the table – leave the opportunities open for new/varied providers and approaches (i.e., sports programs, parks and recreation, etc.).
- Ensure all required outcomes and/or mandates are created from providers and youth participants to be reflective of data and measurements that advance the field, reducing barriers of access (particularly for smaller, rural, and/or Black, Brown, Indigenous, and communities of color based programs).
- Work across multiple state agencies (such as, but not limited to, DCYF, Office of Homeless Youth, and OSPI) while continuing to evaluate and include others as opportunities to collaborate surface.
- Ensure the continued focus on social-emotional learning and mental health of youth.
- Be authentically engaged in the field to both create partnership opportunities and understand any potential gaps in the field.
- Look for expanded partnership opportunities such as school districts and local governments.

## 2023-2025 Funding for Youth Development in Washington

**The YDWG recommends the Legislature provide \$25 million annually over the 2023-25 biennium to youth development providers.** While the Advisory Council determines the ongoing funding formula for the youth

development field, we cannot lose the ground and momentum gained to support youth in Washington. As outlined previously, the pandemic allowed for creative, flexible, and responsive funding as well as new state and provider partnerships.

For this interim biennium, funding to providers can either go directly from a state agency, or an intermediary can assist in providing access and technical assistance to providers to obtain the funding. With examples such as the COVID-related [Summer Program Fund](#) between OSPI and School's Out Washington, and the [Nonprofit Youth Development Relief Fund](#) between Commerce and School's Out Washington, we have recent examples of intermediaries being helpful in the funding process. As seen in Appendix E, these programs were able to provide funding to programs while being responsive and accessible. These partnerships also allowed us to see how far funding was able to go, and where we fell short. Based on these measures, the YDWG recommends \$25 million annually to support creating positive and thriving futures for the youth of Washington.

In a commitment to co-design, a peer review panel will review, score, and make recommendations on the grantees. This panel shall consist of compensated youth from all six DCYF regions, and representatives with deep knowledge of the youth development field from all six regions. It is recommended that youth compensation rates reflect those already in place at DCYF and providers be compensated at a rate of \$250 - \$500 stipend. The grants will go directly to providers for the full biennium. Administrative funding will need to be provided to the intermediary organization and/or state agency.

Priority of the 2023-25 biennium grants shall be to smaller, rural, and/or providers serving majority Black, Brown, Indigenous, and youth of color, LGBTQIA+ youth, and youth currently in the system or at-risk of entering child welfare/foster care and/or juvenile rehabilitation.

## Conclusion

As an intentional, strength-based approach, engaging young people within their communities in a manner that centers youth voice, experience, and leadership, youth development is leading the way to positive outcomes to support thriving adults. With the variety of programs and opportunities such as mentoring, expanded learning, afterschool and summer programs, school-aged child care, and other whole child supports that ensure the comprehensive needs of young people, the state of Washington is poised to be a leader in providing holistic outcomes for young people.

As a field, youth development complements school-day academics, promotes the social and emotional well-being of young people, and supports access to postsecondary and career pathways. This comprehensive and holistic approach is unique to the youth development field. With representatives from a wide variety of youth development providers across the state, people with direct lived experience, and representatives from state agencies, the YDWG is dedicated to ensuring these opportunities are available to all youth in Washington.

To address access disparities, particularly for youth who identify as Black, Brown, Indigenous, and youth of

color, create consistent and sustainable opportunities for youth, and to provide dependable resources for families and providers, we need an inclusive and strategic statewide structure for the field.

This report outlines the research and evaluation exemplifying the role of youth development in supporting young people becoming thriving adults. With direct feedback from those most impacted, the recommendations reflect the needs and opportunities to ensure a statewide structure which compliments and enhances the extensive work already being done in the field.

The YDWG would like to express gratitude for the opportunity to share the importance of the youth development approach and field for the young people in Washington. The Workgroup appreciates the opportunity to provide understanding, guidance, and recommendations for a holistic approach to supporting young people into thriving adulthoods.

## Appendix A: Youth Development Workgroup Members

Youth Development Workgroup Membership		
Name	Title	Organization
Tom Pennella (Workgroup Lead)	Youth Development Administrator	DCYF
Courtney Canova	Youth Voice	Passion to Action
Courtney Whitaker	Associate VP of Youth Development	YMCA of Greater Seattle
David Beard	Policy and Advocacy Director	School's Out Washington (SOWA)
Dixie Grunenfelder	Executive Director of Student Engagement & Support	OSPI
Elizabeth Whitford	Executive Director	School's Out Washington (SOWA)
Faaluaina Pritchard	Executive Director	Asia Pacific Cultural Center
Francesca Matias	Administrative Program Specialist for Youth Engagement	OSPI
Holly Newman Dzyban	Director, Grants Development	Big Brothers Big Sisters Statewide
James Miles	Executive Director	Mentor Washington
Jeannie Nist	Associate Director	Communities In Schools
Jessica Werner	Executive Director	Youth Development Executives of King County (YDEKC)
Jolynn Kenney	Vice President of Innovation & Program Transformation	Big Brothers Big Sisters
Katya Miltimore	Executive Director	Boys and Girls Clubs of Washington State Association
Mary Sprute	Policy Advisor	DCYF
Matt Davis	Systems Change Manager	Office of Homeless Youth - Commerce
Rene Murry	Director of Public Policy & Advocacy	Youth Development Executives of King County (YDEKC)
Sam Martin	CEO	SDM Consulting
Taku Mineshita	Acting Director Adolescent Programs	DCYF



## Appendix B: Definitions

- **Youth Development:** Youth development is an intentional, strength-based approach that inclusively and equitably engages young people within their communities in a manner that centers youth voice and leadership. Youth development is culturally responsive, fosters positive relationships, and the development of skills and competencies that help young people reach the future they envision. (Youth Development Workgroup)
- **Youth Development Provider/Program:** Youth development providers/programs include mentoring, expanded learning or afterschool/summer programs, school-aged childcare, and other whole child supports that ensure the comprehensive needs of young people are addressed. Youth development programs focus on holistic outcomes by complementing school-day academics, promoting social and emotional well-being, and supporting access to postsecondary and career pathways. While youth development providers/ programs may not provide basic needs services such as shelter or food outside of program time, they often function as a key referral resource to help young people and families navigate those additional services. (Youth Development Workgroup)
- **Community Schools:** Full-service community schools work collaboratively with students' families and leverage community-based resources to provide a tailored set of coordinated services and programs to a school community. Community schools meet student social, emotional, mental health, and academic needs through after school and summer learning and enrichment opportunities, as well as mental and physical health services. (U.S. Department of Education)
- **Expanded Learning:** Expanded learning opportunities (ELOs) are structured learning environments that occur outside of the traditional school day through *before- and afterschool, summer, and extended-day, -week, -year programs*. These programs offer more personalized learning opportunities for students in areas such as the arts, civic engagement, science, technology, engineering, and math (STEM), as well as mentorship and general academic support. ELOs offer a safe place for students to be outside of school hours where they can supplement and support their education. (National Conference of State Legislatures)
- **Integrated Student Supports:** Integrated student supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement. (Child Trends)
- **Out-of-school time (also know as Afterschool):** Out of School Time (OST) is a supervised program that young people regularly attend when school is not in session. This can include before- and after-school programs on a school campus or facilities such as academic programs (e.g., reading or math focused programs), specialty programs (e.g., sports teams, STEM, arts enrichment), and multipurpose programs that provide an array of activities. (United State Centers for Disease Control and Prevention)
- **Social Emotional Learning:** Social and Emotional Learning (SEL) is the process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life. (Washington Office of Superintendent of Public Instruction)

- **Wraparound supports:** Refers to those services that help youth facing challenges become self-sufficient and thrive. These might include: education and workforce training, vocational rehabilitation, health and mental health services, food, housing, transportation, childcare, mentoring, and counseling. It is critical to coordinate these services and supports across systems, customizing them for each youth. Young people also need to be consistently supported by a caring, competent adult to help them navigate programs and services. (American Youth Policy Forum)

## Appendix C: Washington Healthy Youth Survey 2021

### Statewide - Grade 12

#### Race/Ethnicity and Activity Clubs Available in Community (Boys and Girls Club, YMCA)

Activity Clubs Available in Community (Boys and Girls Club, YMCA)

Race/Ethnicity	No	Yes	Total
White non-Hispanic	24.8% ± 5.2% 317	75.2% ± 5.2% 961	100.0%  1,278
Hispanic	45.5% ± 6.7% 265	54.5% ± 6.7% 317	100.0%  582
American Indian or Alaskan Native non-Hispanic	37.9% ± 18.3% 11	62.1% ± 18.3% 18	100.0%  29
Asian or Asian American non-Hispanic	25.0% ± 9.0% 47	75.0% ± 9.0% 141	100.0%  188
Black or African-American non-Hispanic	36.1% ± 12.7% 22	63.9% ± 12.7% 39	100.0%  61
Native Hawaiian or other Pacific Islander non-Hispanic	40.0% ± 17.2% 12	60.0% ± 17.2% 18	100.0%  30
Other non-Hispanic	40.0% ± 11.8% 18	60.0% ± 11.8% 27	100.0%  45
Multiracial non-Hispanic	27.5% ± 7.9% 71	72.5% ± 7.9% 187	100.0%  258

**Washington State  
Healthy Youth Survey Online Analysis - 2021**

**Statewide - Grade 12**

**Race/Ethnicity and Service Clubs Available in Community (Scouts, Camp Fire, 4-H)**

		Service Clubs Available in Community (Scouts, Camp Fire, 4-H)		
		No	Yes	Total
Race/Ethnicity	White non-Hispanic	30.4% ± 5.5% 387	69.6% ± 5.5% 884	100.0%  1,271
	Hispanic	55.5% ± 6.1% 321	44.5% ± 6.1% 257	100.0%  578
	American Indian or Alaskan Native non-Hispanic	55.2% ± 17.6% 16	44.8% ± 17.6% 13	100.0%  29
	Asian or Asian American non- Hispanic	34.7% ± 9.3% 66	65.3% ± 9.3% 124	100.0%  190
	Black or African-American non- Hispanic	51.7% ± 15.0% 31	48.3% ± 15.0% 29	100.0%  60
	Native Hawaiian or other Pacific Islander non-Hispanic	46.7% ± 18.9% 14	53.3% ± 18.9% 16	100.0%  30
	Other non-Hispanic	61.4% ± 13.8% 27	38.6% ± 13.8% 17	100.0%  44
	Multiracial non-Hispanic	40.4% ± 8.8% 103	59.6% ± 8.8% 152	100.0%  255

## Appendix D: Youth Focus Groups, Interviews, and Survey

### Method

S.D.M. Consulting recruited youth for this study through several community organizations throughout the state of Washington. There were 15 youth participants recruited for informational interviews, 77 youth participants for focus groups, and 193 youth participants for informational surveys.

Questions for the survey and interviews were developed with Youth Thrive in mind – a framework by the Center for the Study of Social Policy. It is based on evidence that helps youth, their families, and their provider networks meet the needs of youth by promoting healing, supportive relationships, and positive growth using the 5 Protective and Promotive Factors. The 5 promotive factors are Resilience, Adolescent Development, Cognitive and Social Emotional Competence, Social Connections, and Concrete Supports. We developed questions that helped to get information about these aspects of a youth's life to capture their programmatic interests for youth development activities and services. Once questions were developed, we received multiple rounds of feedback from the YDWG and implemented suggestions to improve the survey. Questions for the focus groups were adapted from this survey to 5-6 questions based on the survey and interview questions to suit an approximately 50-minute session and allow multiple participants adequate time to engage and share their experiences.

### Focus Group Procedure

Each focus group started with S.D.M. Consulting giving a brief presentation on the youth development work in Washington State and the importance of the youth voice as a part of this process. After the presentation, youth introduced themselves and engaged in a quick icebreaker, then they were put into small breakout groups of up to 10 participants with a facilitator and a notetaker. The facilitator asked questions and engaged the group in different ways including using Jamboard, audio, and chat features available on the virtual platform Zoom.

### Informational Interview Procedure

Each interview began with the facilitator introducing themselves and giving a bit of background on the youth development work as well as giving the participant an opportunity to introduce themselves. The facilitator ensured the participant understood the rights and risks associated with the questions and asked the participant to confirm they are comfortable and would like to continue. The facilitator asked the questions and sometimes follow-up questions to get answers for the interview. Each interview lasted approximately 30 minutes.

### Survey Procedure

Participants who completed the survey accessed it at will through the Washington State DCYF community engagement website. Participants read through the initial section and indicated their understanding of the rights and risks associated with the questions and agreed to continue the survey. The youth completed each

section of questions, then submitted their answers. The survey took approximately 20-30 minutes to complete.

### Focus Group Questions

- What kind of activities/services would you like to be available to you?
- What motivates you to participate in activities/services?
- What activities/programs make you feel confident in yourself?
- In the last two years, what barriers to participating in programs/services have you had?  
What programs/services would be helpful to you right now?  
What programs/services would be most helpful to you to transition into adulthood?

### Survey Questions

- What kind of activities do you like? (Check all that apply)
  - Sports
  - Arts
  - Video Games
  - Interest groups/clubs
  - Other:
- In the last two years, what kind of activities/services have you participated in? (Open response)
- What kind of activities/services would you like to be available to you? (Open response)
- What motivates you to participate in activities/services? (Check all that apply)
  - Friends/peers
  - Incentives
  - Parents
- Do you have people in your life who believe in your success? (Choose 1)
  - Yes
  - No
  - Not sure
- Do you have people in your life who listen to you? (Choose 1)
  - Yes
  - No
  - Not sure
- Do you have a safe place to process your emotions? (Choose 1)
  - Yes
  - No
  - Not sure
- Do you have a system for managing conflict in your life? (Choose 1)
  - Yes

- No
- Not sure
- What activities/programs make you feel confident in yourself? (Open response)
- How do you define a support network? (Open response)
- Who can you rely on for support? (Open response)
- In the last two years, which programs/services have supported your educational needs? (Open response)
- In the last two years, which programs/services have supported your social needs? (Open response)
- In the last two years, which programs/services did you enjoy participating in? (Open response)
- In the last two years, what barriers to participating in programs/services have you had (Check all that apply)
  - Transportation
  - Cost
  - Parent/Guardian Support
  - Other:
- What programs/services would be helpful to you right now? (Open response)
- Do you know how to access healthcare services? (Choose 1)
  - Yes
  - No
  - Not sure
  - Other:
- Do you have access to counseling services? (Choose 1)
  - Yes
  - No
  - Not sure
  - Other:
- Do you have access to medical services? (Choose 1)
  - Yes
  - No
  - Not sure
  - Other:
- Do you go to the doctor at least once per year? (Choose 1)
  - Yes
  - No
  - Not sure
  - Other:
- Do you have an adult in your life who you feel comfortable talking to? (Choose 1)
  - Yes
  - No

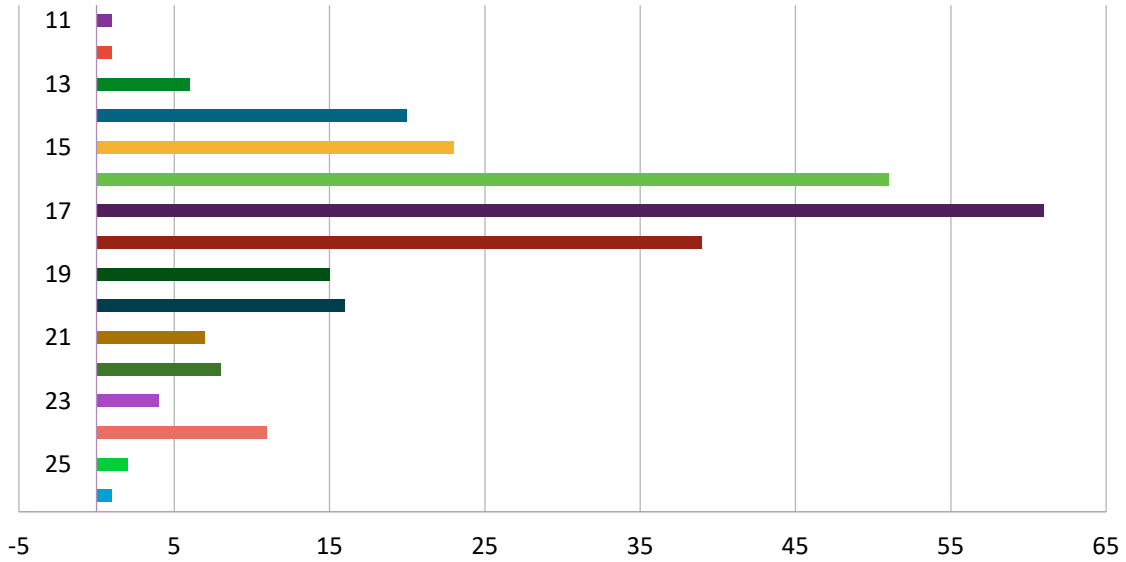
- Not sure
- Other:
- How old are you? (Open response)
- What is your current or most recently completed grade level? (Open response)
- What is your zip code? (Open response)
- Please select any of the following race/ethnicity identities that apply to you. (Check all that apply)
  - American Indian/ Indigenous/ Native American/ Alaskan Native/ Tribal
  - Asian/ Aisan American/ Pacific Islander/ South Asian
  - Black/ Black American/ African American/ African
  - Latinx/ Latine/ Hispanic
  - White/ European/ Caucasian
  - Other:
- Please select the following identities that apply to you. (Check all that apply)
  - Girl/Woman
  - Boy/Man
  - Trans Girl/Woman
  - Trans Boy/Man
  - Generqueer/Gender nonconforming
- Sexual Orientation/Identity (Check all that apply)
  - Straight
  - Lesbian
  - Gay
  - Bisexual
  - Queer
  - Other:
- Which of the following have you experienced? (Check all that apply)
  - Foster Care
  - Homelessness or housing insecurity
  - Out of home care with a relative or other non parent adult
  - Substance abuse/ dependence
  - Food insecurity
  - Juvenile Restoration
  - CSEC
  - None of the above
  - Other:
- How have you done academically in the current or most recent shool year? (Choose 1)
  - Mostly As
  - Mostly Bs
  - Mostly Cs



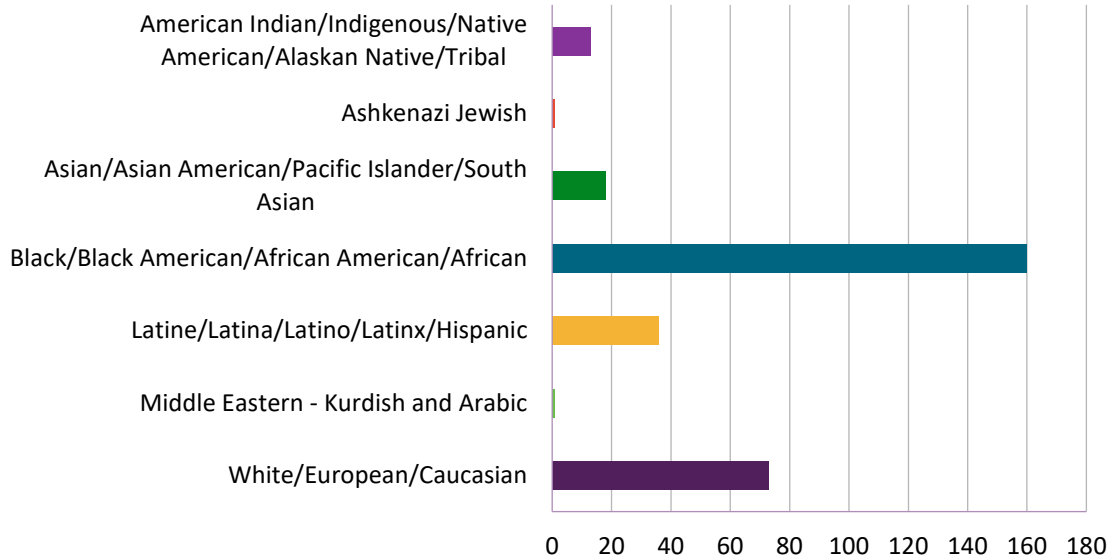
- Mostly Dc
- Mostly Fs

**Demographics of Youth Participants**  
(Focus Groups, Surveys, Interviews)

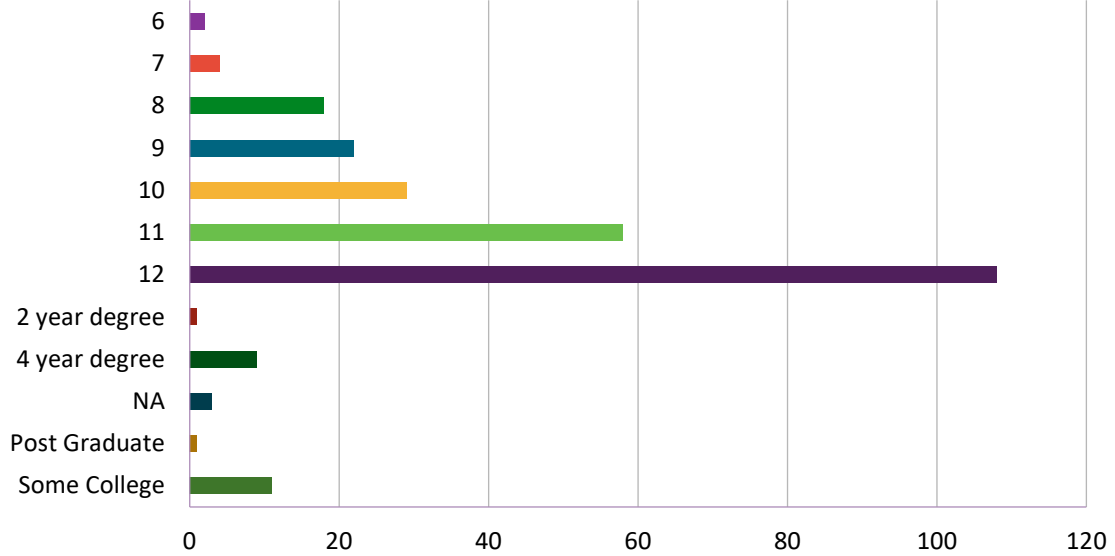
Age of Youth - Youth Survey



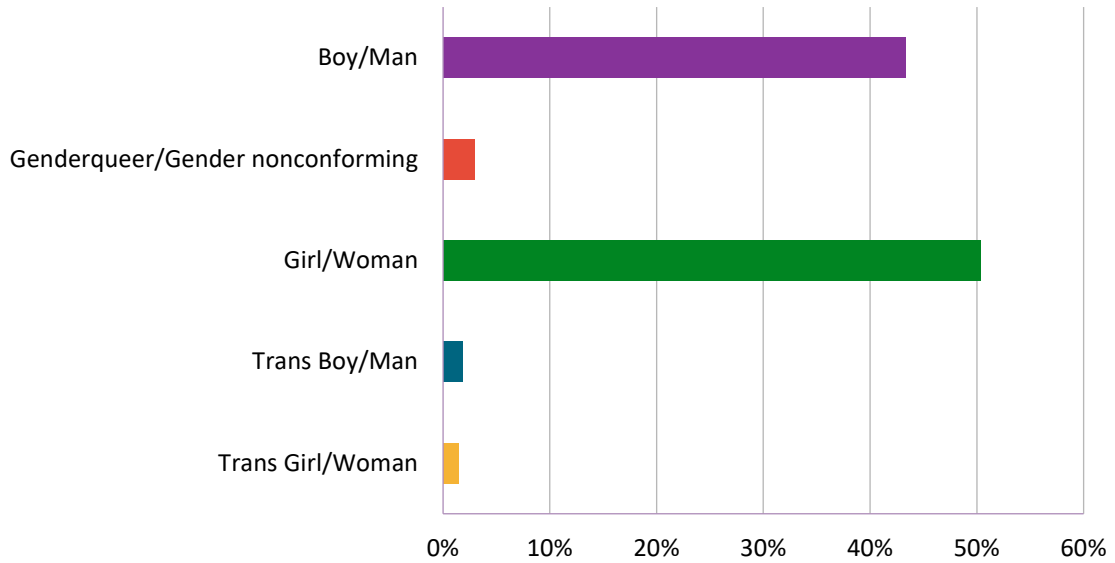
Race/Ethnicity - Youth Survey



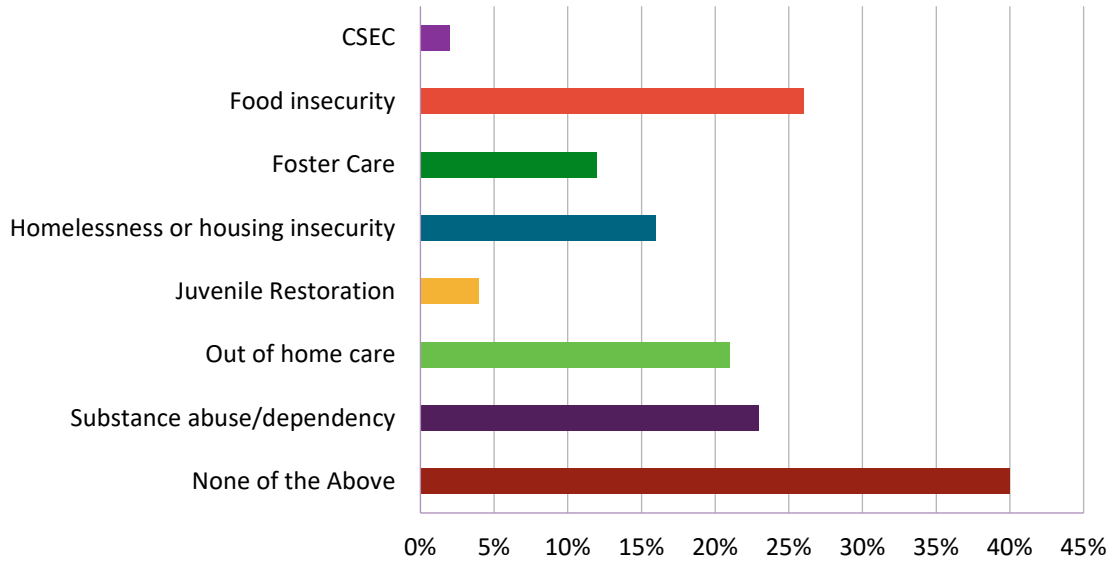
### Grade Level - Youth Survey



### Gender - Youth Survey

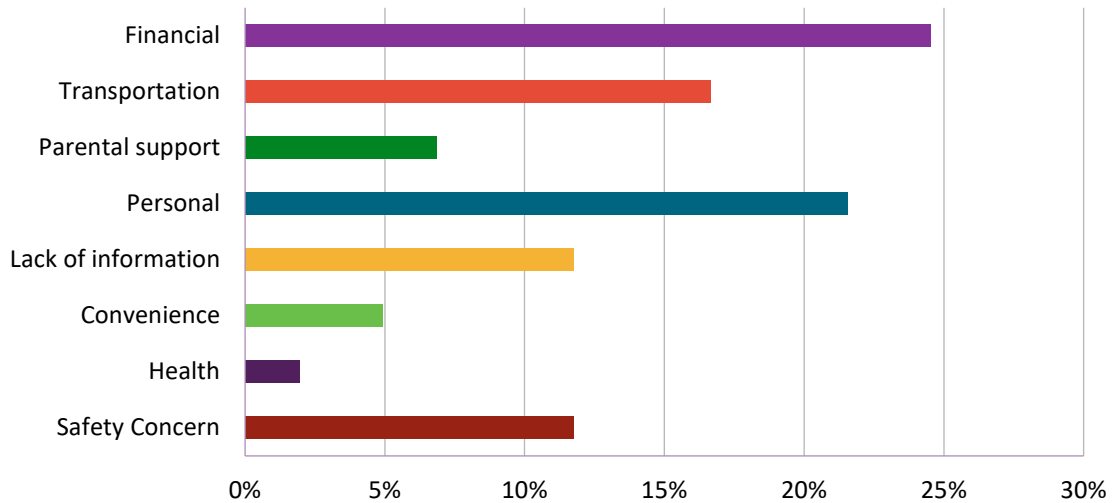


### System involvement - Youth Survey

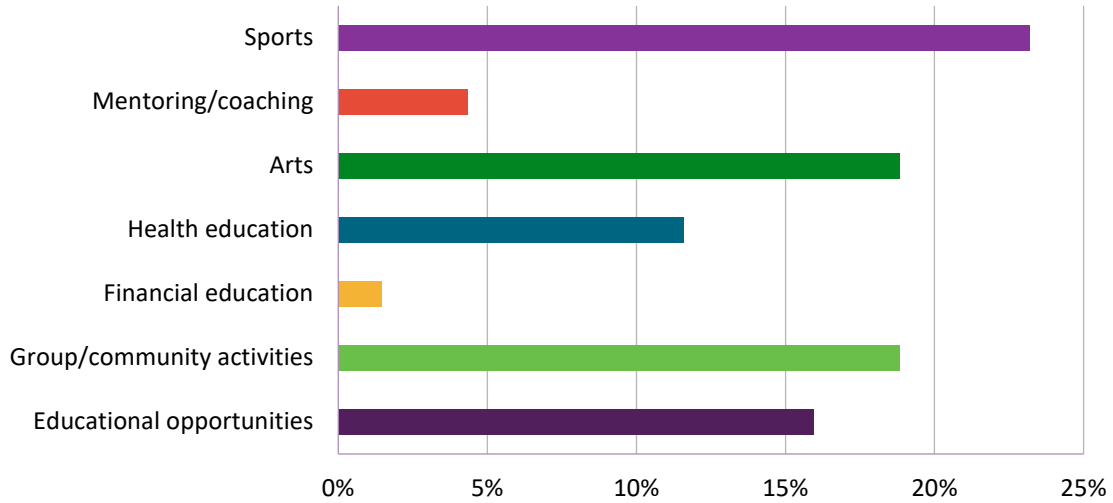


### Youth Focus Group Results

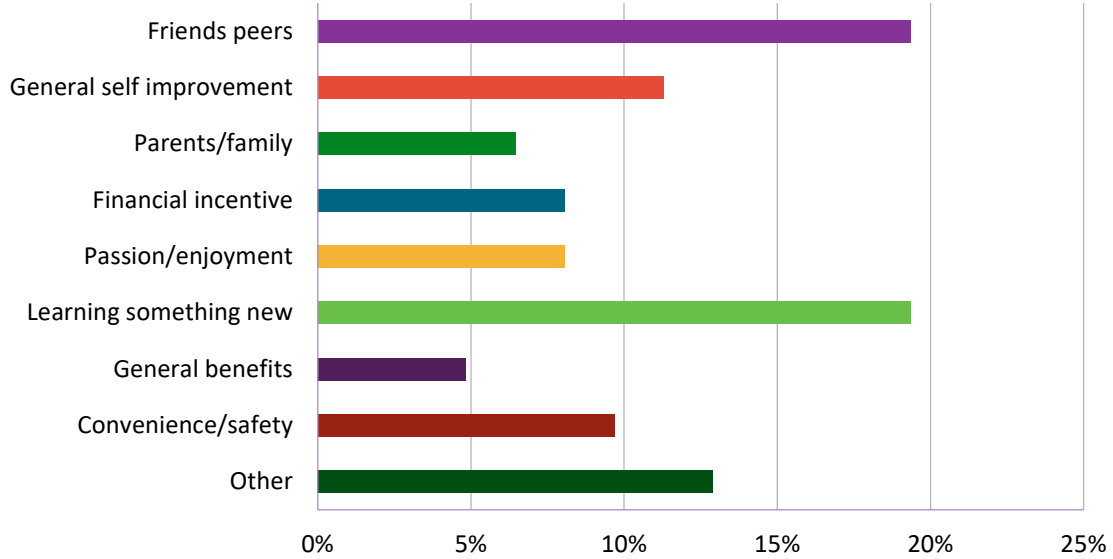
#### Barriers to activities of interest - Youth Focus Group



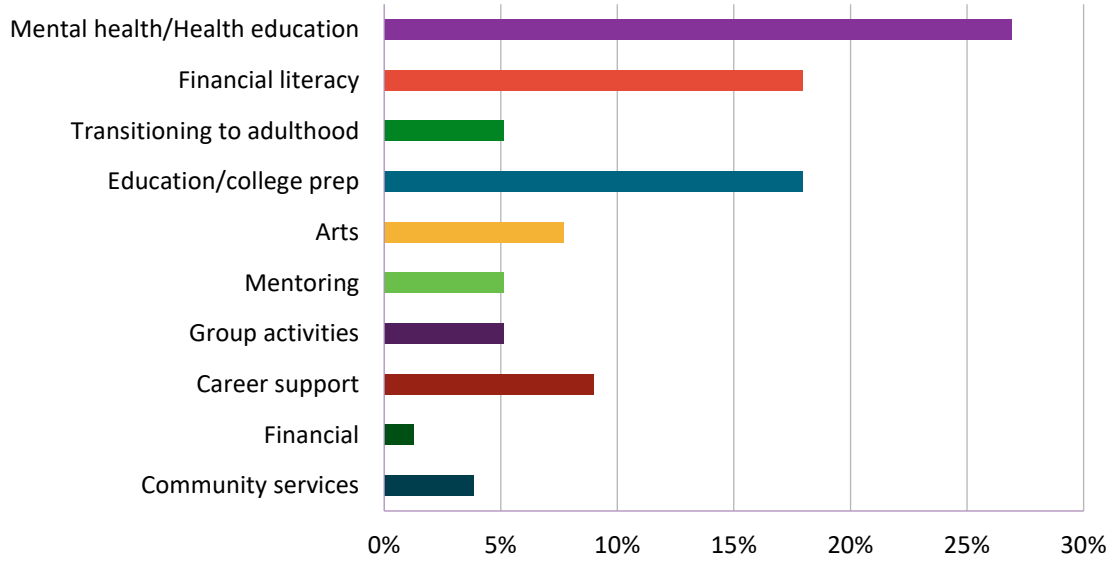
### Activities that make you feel confident - Youth Focus Group



### Motivation to participate - Youth Focus Groups



### Desired Activities - Youth Focus Groups



## Appendix E: Provider Focus Group & Survey

### Method

The YDWG recruited leadership from youth development programs and providers through social media, direct email communications, and listservs. For both focus group participants and survey respondents, the YDWG focused on hearing from providers representing a variety of regions, communities, and modalities of services. Providers from across all six DCYF statewide regions participated in the focus groups and surveys. With peer facilitators from each region, a total of 56 people participated in the eight provider focus groups, including one focus group in Spanish. A total of 150 providers participated in the online survey.

Questions for the survey and focus groups were developed by the provider subcommittee of the YDWG.

### Focus Group Procedure

The provider focus groups were conducted via Zoom and were led by a peer leader from the local region of the state. Each focus group began with an overview of the YDWG and the purpose of the focus group. Participants introduced themselves and their organization in the chat. To hear from all participants, each question was asked aloud and put in the chat. Each participant was given one to two minutes to respond to each question. The order of respondents for each question was established at the beginning of the focus group, and the facilitator roasted the first person to respond to each question. Each focus group lasted approximately 60 to 90 minutes and was capped at 10 participants.

### Survey Procedure

Participants who completed the survey accessed it at will through the Washington State DCYF community engagement website. The provider representative completed each question, then submitted their answers. The survey took approximately 10 to 15 minutes to complete.

### Focus Group Questions

- How do young people have a voice and choice in your program and/or organization?
- What barriers does your program face to providing more equitable access to young people in your community?
- What types of overall funding and resource support do you need to maintain or increase your services?
- If you could envision the State of Washington having a Youth Development strategy, what would it look like?
- Anything else?

### Survey Questions

1. What are the most important goals or outcomes of your program for participants? (Rank order)
  - a. Educational or academic outcomes
  - b. Physical development outcomes

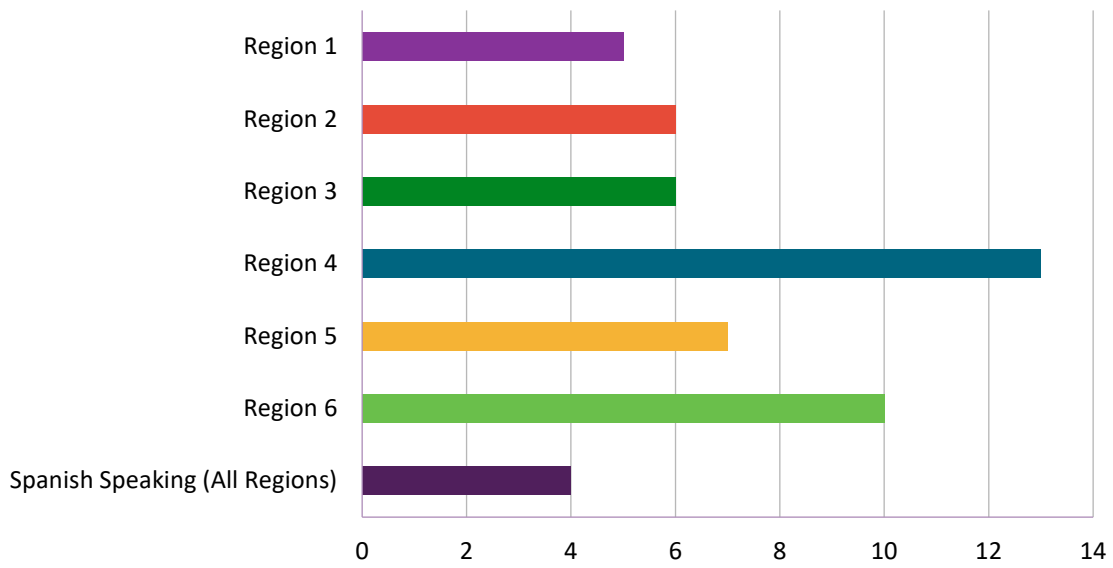
- c. Social and emotional outcomes
  - d. Workforce development outcomes
  - e. Other:
2. What barriers does your program face to providing more equitable access to young people in your community? - Check all that apply.
    - a. Funding limitations
    - b. Hiring issues
    - c. Program space
    - d. Transportation
    - e. Other:
  3. What barriers do you think young people have in accessing programs in your community? - Check all that apply.
    - a. Financial challenges
    - b. Lack of program options that meet their interests
    - c. Lack of time to participate
    - d. Transportation challenges
    - e. Youth have to work during program time
    - f. Youth have to take care of family members
    - g. Other:
  4. What types of overall funding and resource support do you need to maintain or increase your services? - Check all that apply
    - a. Funding
    - b. Professional development
    - c. Recruitment tools
    - d. Space/location
    - e. Transportation options
    - f. Other:
  5. How is your program funded? - Check all that apply
    - a. Fee for Service
    - b. Funding from School or School District
    - c. Government contracts or grant programs
    - d. Grants from foundations or corporations
    - e. Private Donors
  6. How does your program partner with your local area's schools or school districts to support young people? What do you wish was different about your partnerships? (Open response)
  7. Does your youth development program use any of the following tools to improve quality or inform programming? - Check all that apply
    - a. Early Achievers Quality Rating Improvement System (QRIS)
    - b. OSPI's Social and Emotional Learning supports and standards
    - c. Quality Mentoring

- d. Youth Program Quality Assessment (YPQA) and continuous improvement process
  - e. Other:
8. Does your program currently interact with Washington State Departments (for example: OSPI and DCYF)? - Check all that apply.
- a. Department of Commerce/Office for Homeless Youth
  - b. Department for Children Youth and Families (DCYF) - non-child care-related funding
  - c. DCYF Child Care Subsidy and/or other licensed child care funding
  - d. Health Care Authority (ex. Community Wellness and Prevention Initiative)
  - e. Office for the Superintendent of Public Instruction (OSPI)
  - f. Other:
9. Do you receive funding or support or any of the following Departments? - Check all that apply
- a. Department of Commerce/Office for Homeless Youth
  - b. Department for Children Youth and Families (DCYF) - non-child care-related funding
  - c. DCYF Child Care Subsidy and/or other licensed child care funding
  - d. Health Care Authority (ex. Community Wellness and Prevention Initiative)
  - e. Office for the Superintendent of Public Instruction (OSPI)
  - f. Other:
10. Please share a brief success story about a participant or group of participants in your program (3-4 sentences maximum) (Open response)
11. Is there anything else you'd like to share? (Open response)
12. Geography served - Check all that apply.
- a. A community
  - b. City
  - c. County
  - d. Region
  - e. Other:
13. Populations served - (ie- specific demographics of students or a specialized focus on a particular group of students) (Open response)
14. Ages served - Check all that apply - Check all that apply.
- a. Elementary School
  - b. Middle School
  - c. High School
  - d. Post-Secondary/Reengagement/Opportunity Youth
15. Person completing the survey: Role - Check all that apply.
- a. Direct service/front-line staff
  - b. Management/site-level coordination
  - c. Executive Director/chief executive officer
16. Person completing the survey: Race (Open response)
17. Person completing the survey: Gender (Open response)

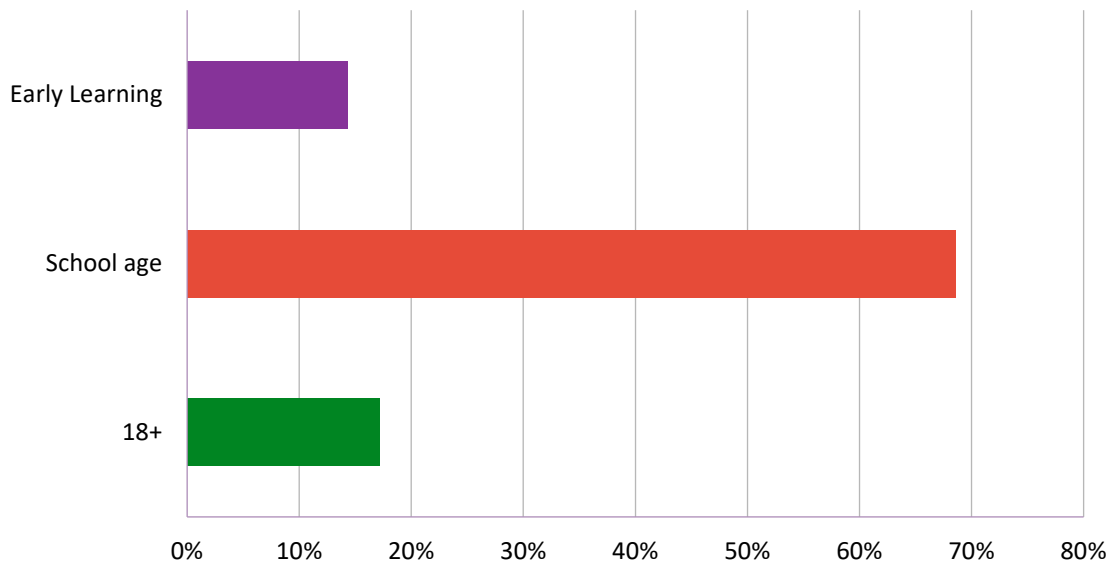


### Provider Focus Group Demographics

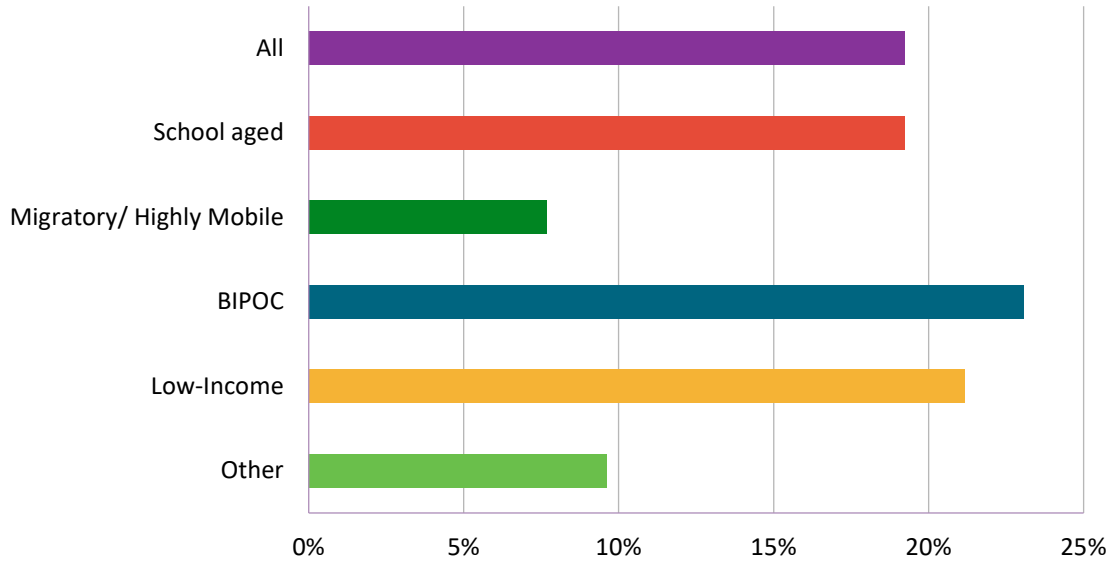
Provider Focus Group participation by region



Ages served - Provider Focus Groups

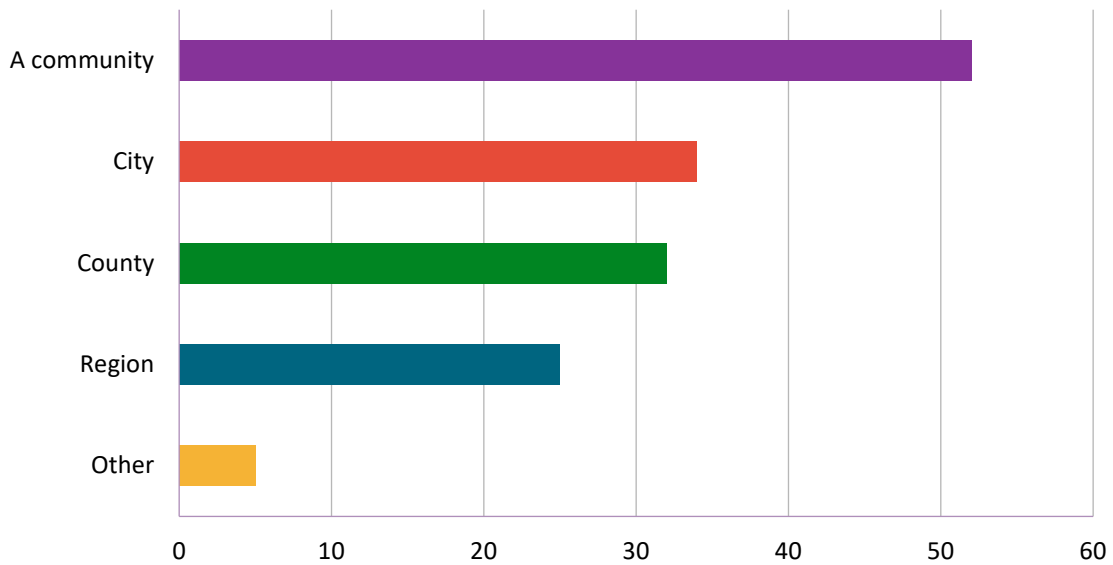


### Populations served - Provider Focus Groups

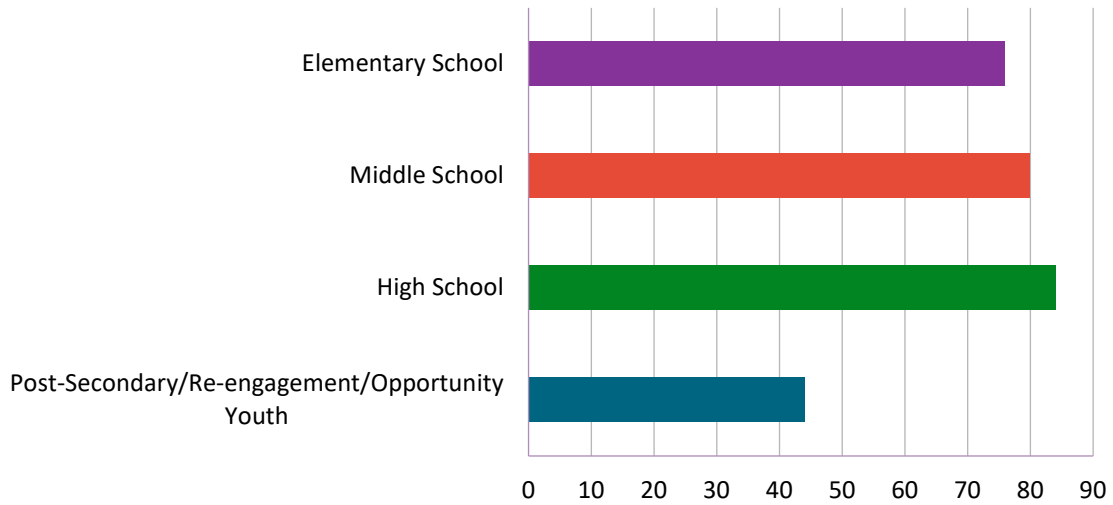


### Provider Survey Demographics

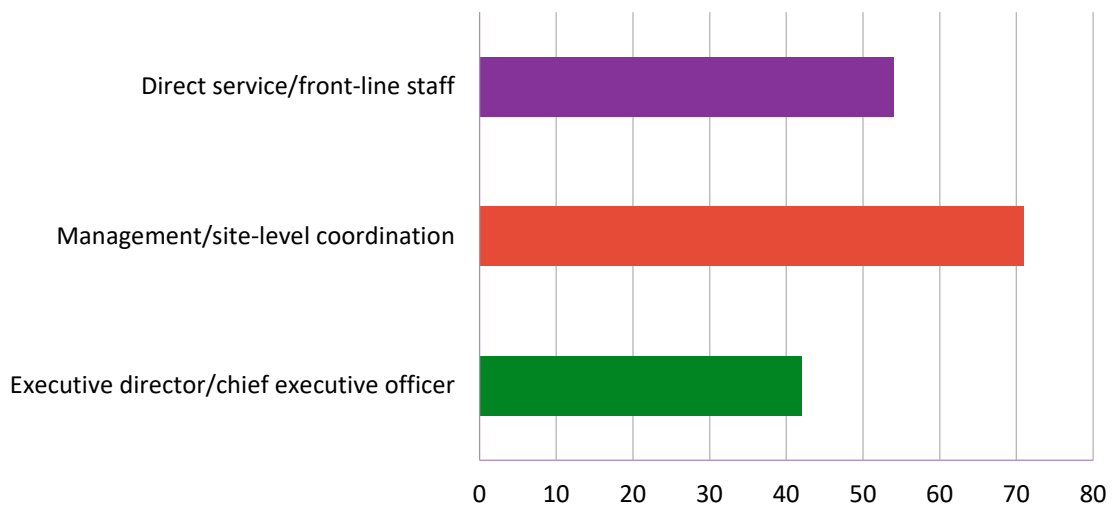
#### Geography Served - Provider Survey



### Ages Served (check all that apply)- Provider Survey



### Role of person completing the survey - Provider Survey

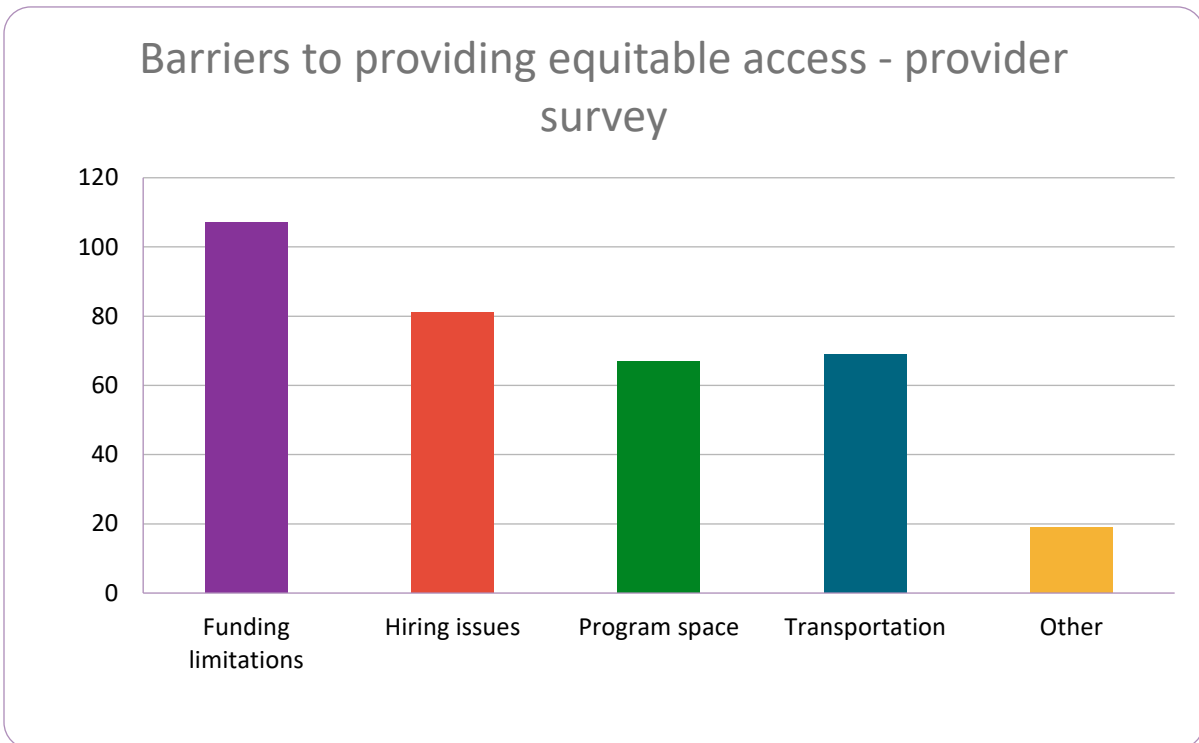


### Provider Responses

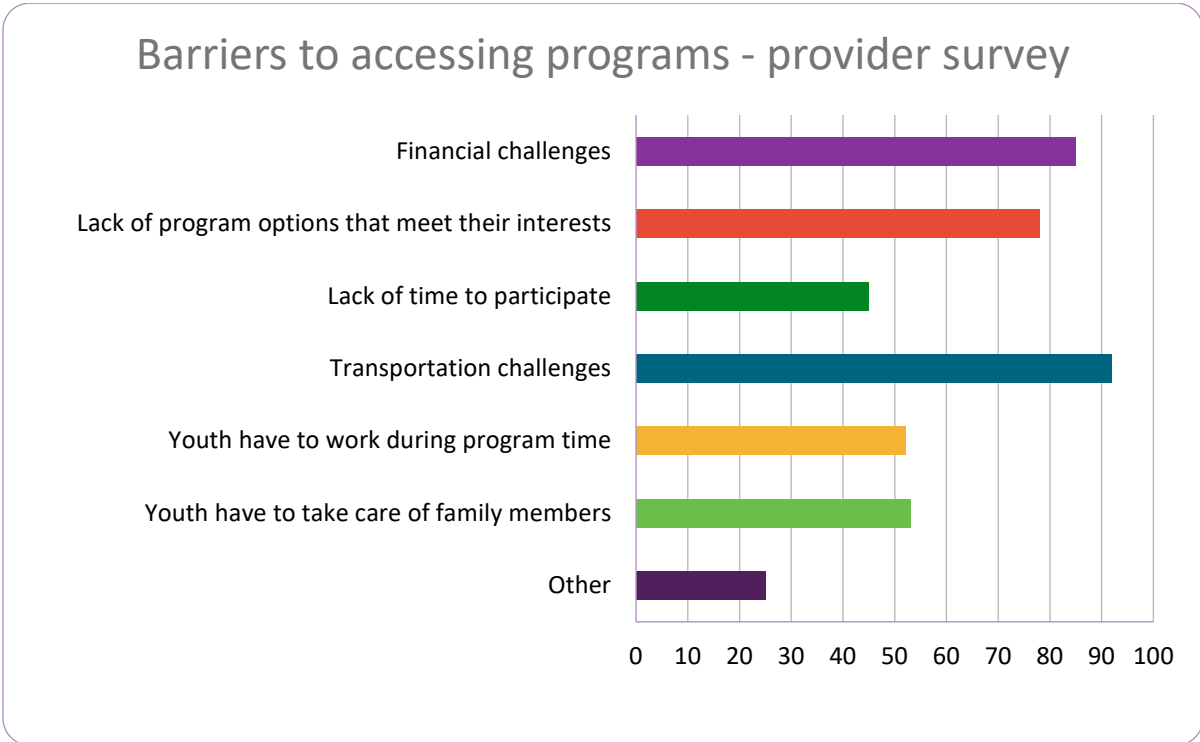
What are the most important goals or outcomes of your program for participants? (Rank order of importance)



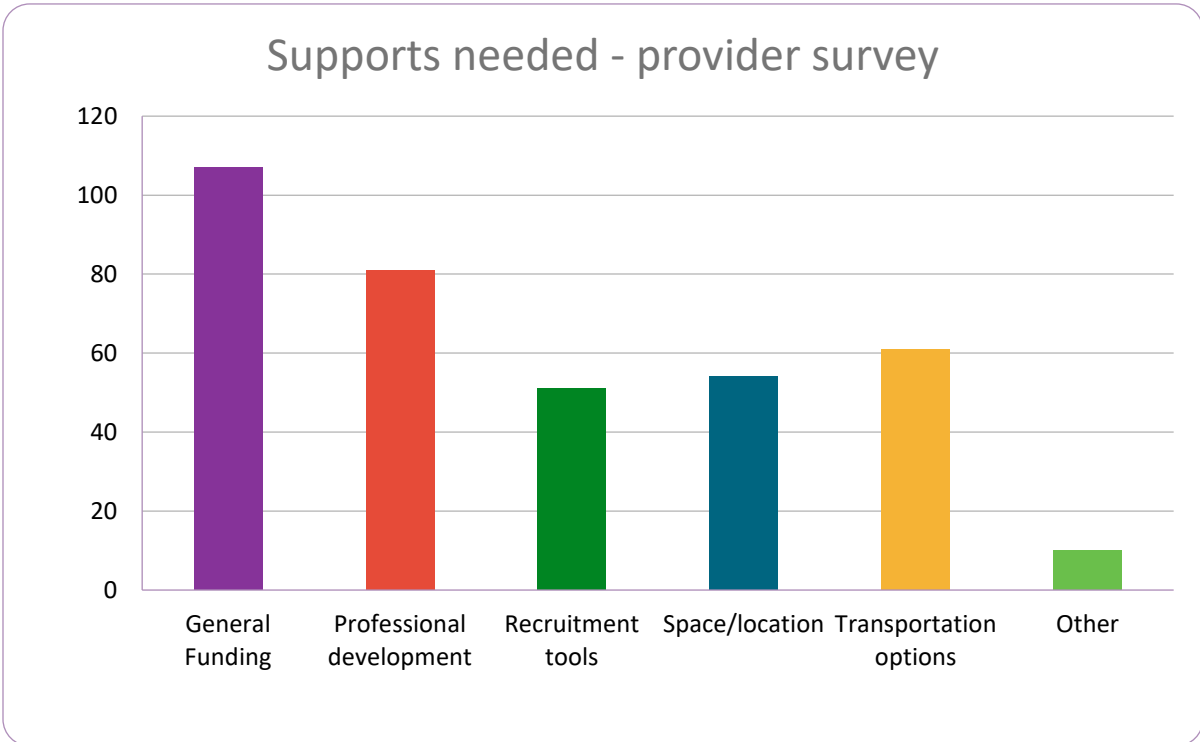
What barriers does your program face to providing more equitable access to young people in your community? Check all that apply.



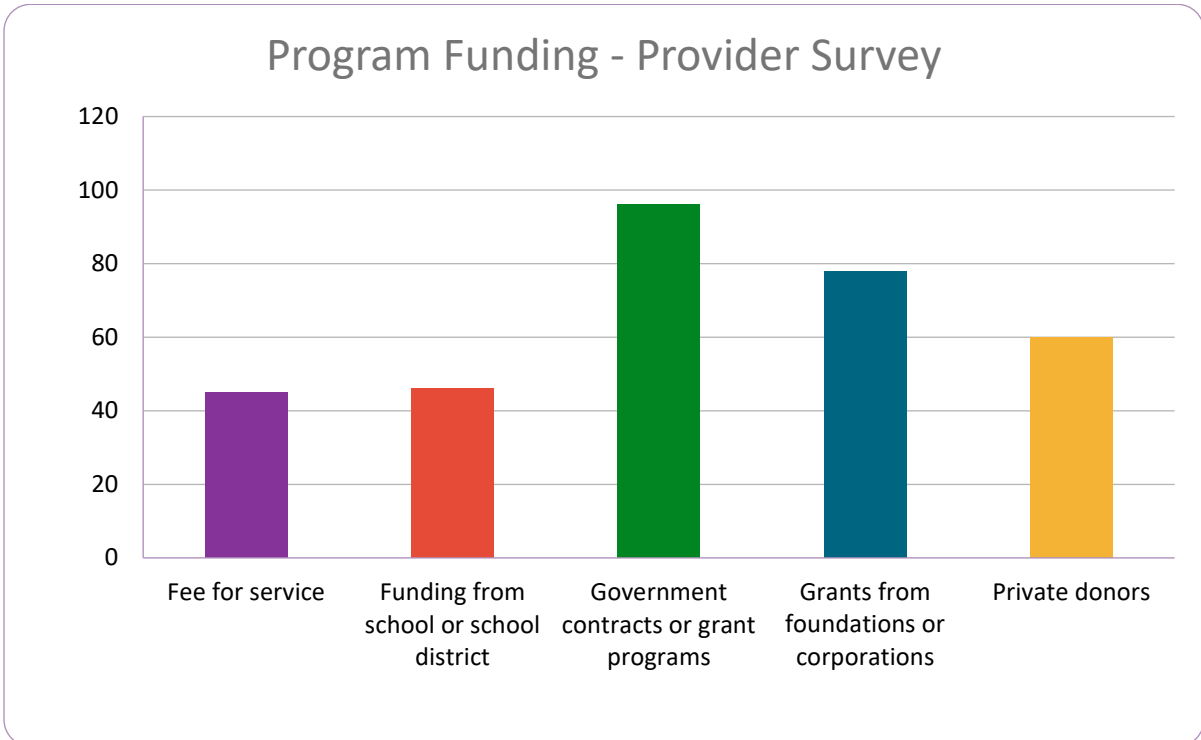
What barriers do you think young people have in accessing programs in your community? Check all that apply.



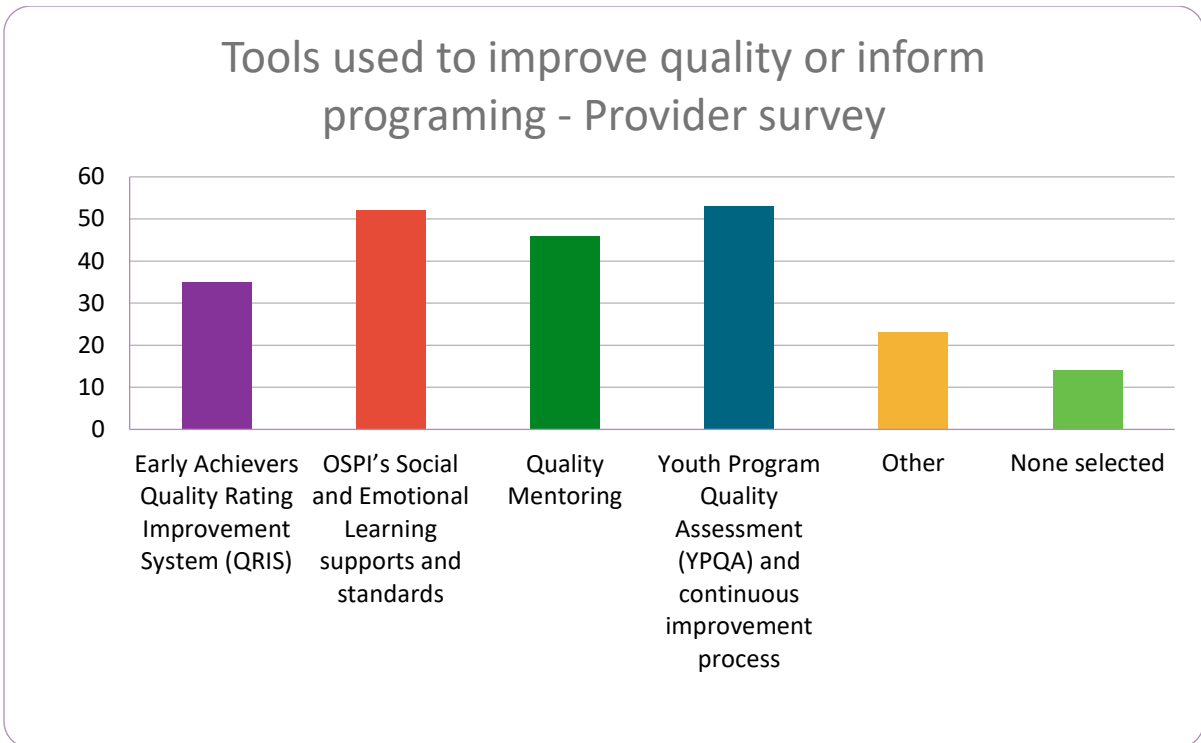
What types of overall funding and resource support do you need to maintain or increase your services?



How is your program funded?

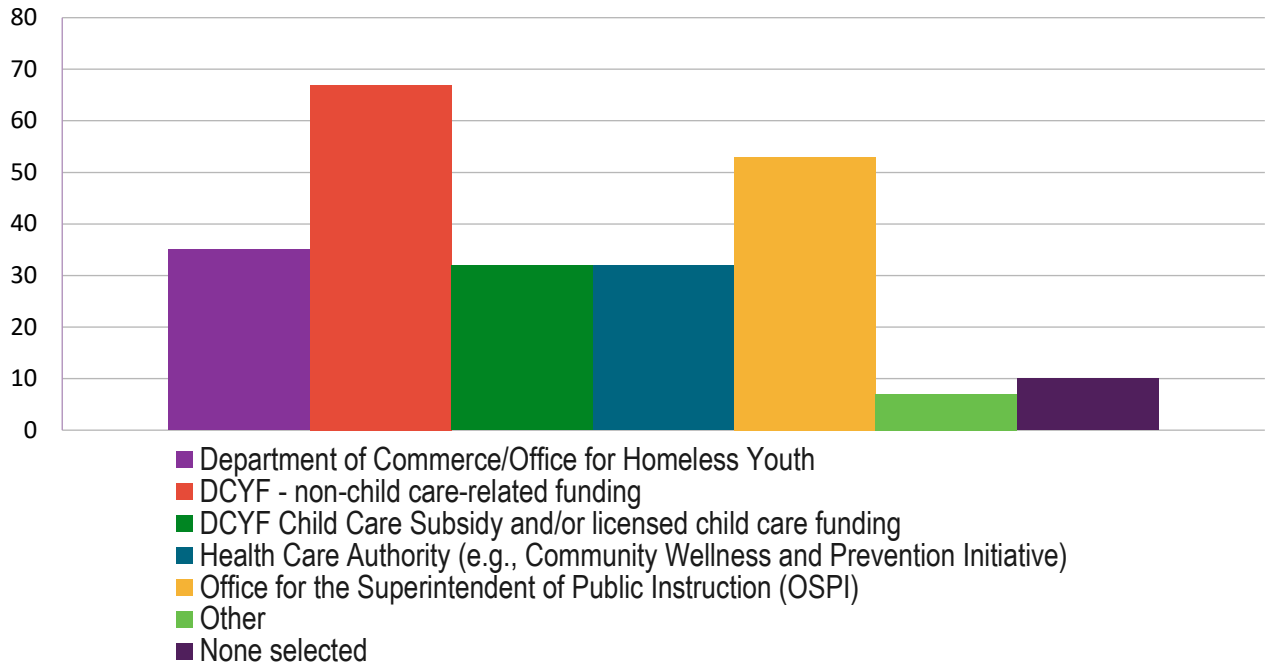


**Does your youth development program use any of the following tools to improve quality or inform programming?**



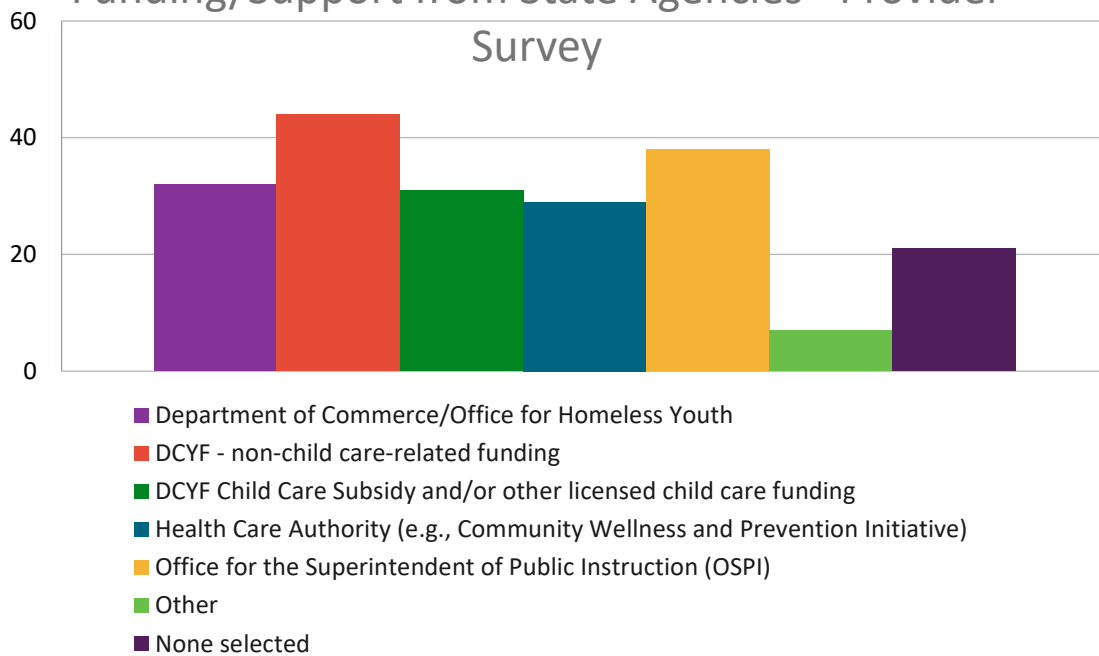
**Does your program currently interact with Washington State Departments (for example, OSPI and DCYF)? Check all that apply.**

### State Agency Interaction - Provider Survey



**Do you receive funding or support from any of the following Departments? Check all that apply.**

### Funding/Support from State Agencies - Provider Survey



## Appendix F: Award Amount Considerations

An analysis of previous funding efforts for youth development programs between 2020-2022 gives us some guidance around need and demand that can be supported with state funding. In 2020 to 2021, School’s Out Washington (SOWA) partnered with the Washington State Department of Commerce (Commerce) to administer the Nonprofit Relief Fund, a total of \$14.7 million to 467 youth development programs, funded primarily by federal COVID-related CARES Act funding. In the summers of 2021 and 2022, SOWA partnered with OSPI to administer the Summer Fund, \$5.5 million to 201 youth development programs operating summer programming, with federal COVID-related Elementary and Secondary Emergency Relief Fund (ESSER) funding.

	Applications Received	Applications funded	% Funded
<b>Youth Development Nonprofit Relief Fund</b>	612	467	76%
<b>Summer Fund 2021 and 2022 combined</b>	710 <sup>1</sup>	201	28%

	Total requested	Total awarded	Award range	Average award size
<b>Youth Development Nonprofit Relief Fund</b>	N/A (award amount based on program size)	\$14,697,000	\$5,000 - \$50,000	\$22,000
<b>Summer Fund 2021 and 2022 combined</b>	\$20,932,857	\$5,575,000	2021: \$5,000 - \$25,000 2022: \$10,000 - \$45,000	2021: \$16,000 2022: \$33,000

The Summer Fund is projected to benefit a total of 17,100 youth in summers 2021 and 2022. Had we been able to fund all applicants, over 50,000 Washington State youth could have benefitted.<sup>2</sup> Most programs braided these funds with other sources of funding (i.e., local government (primarily in King), private philanthropy, and fees) to be able to deliver that benefit to youth.

### Insights regarding funding amount based on these two funding streams:

<sup>1</sup> Counts all applications (which includes 2 from some organizations who applied each year).

<sup>2</sup> In an effort to keep the Relief Fund fast and low barrier to address pressing COVID impacts, awards were unrestricted and not tied to numbers of youth served. As such, SOWA did not collect projections around numbers of youth impacted for that Fund.



- *\$5.5 million in the Summer Fund did not provide enough resources to support the need.* Being able to fund only 28% of applicants left many well-qualified, well-aligned programs out. Many programs were well positioned to provide critically needed summer programming for youth furthest from educational justice but did not receive funding because the overall funding pool was inadequate.
- *Award sizes were generally small.* Funding tied to delivering programming year-round will need to grow. While public funding for youth development is extremely limited in Washington State, there are a few publicly funded grant opportunities available, particularly in King County. Typical award sizes for ongoing public funding streams include:
  - King County Best Starts for Kids (BSK) Expanded Learning Grants: Max: \$100,000 per year for a single organization; \$300,000 per year per collaborative; Average is \$84,000 per year per grantee.
  - King County BSK Youth Development Grants: Max \$125,000 per year.
  - Federal 21<sup>st</sup> Century Community Learning Centers: usually between \$250,000 and \$500,000 per year.
- *A large application pool should be expected (1,000 plus) unless the focus is narrowed.* Both of these funds had narrower foci than a full youth development funding program. Relief Fund applicants had to be existing nonprofits that had been significantly impacted by COVID. Summer Fund applicants had to be running in-person group summer programming over multiple days/weeks and include outdoor and physical activity. We can reasonably expect that the number of applicants would be considerably larger than the Relief Fund for a statewide youth development funding program designed to support programming year-round and be accessible for the broader sector.

### **Implications for 2023-2025 Funding Stream**

The legislatively created YDWG is recommended \$25 million a year for the next biennium to provide supports to youth aimed at improving academic and social-emotional outcomes, which continue to be challenging in the wake of the COVID-19 pandemic. As an example of what this funding can do; a funding pool of \$25 million would allow for 700 awards at an average award size of approximately \$35,000 per year, potentially benefitting as many as 60,000 Washington youth, or a somewhat more focused award for 500 programs with an average award size of \$50,000 per year, more deeply benefitting 40,000+ Washington youth.<sup>3</sup>

### **Considerations for Geographic Equity**

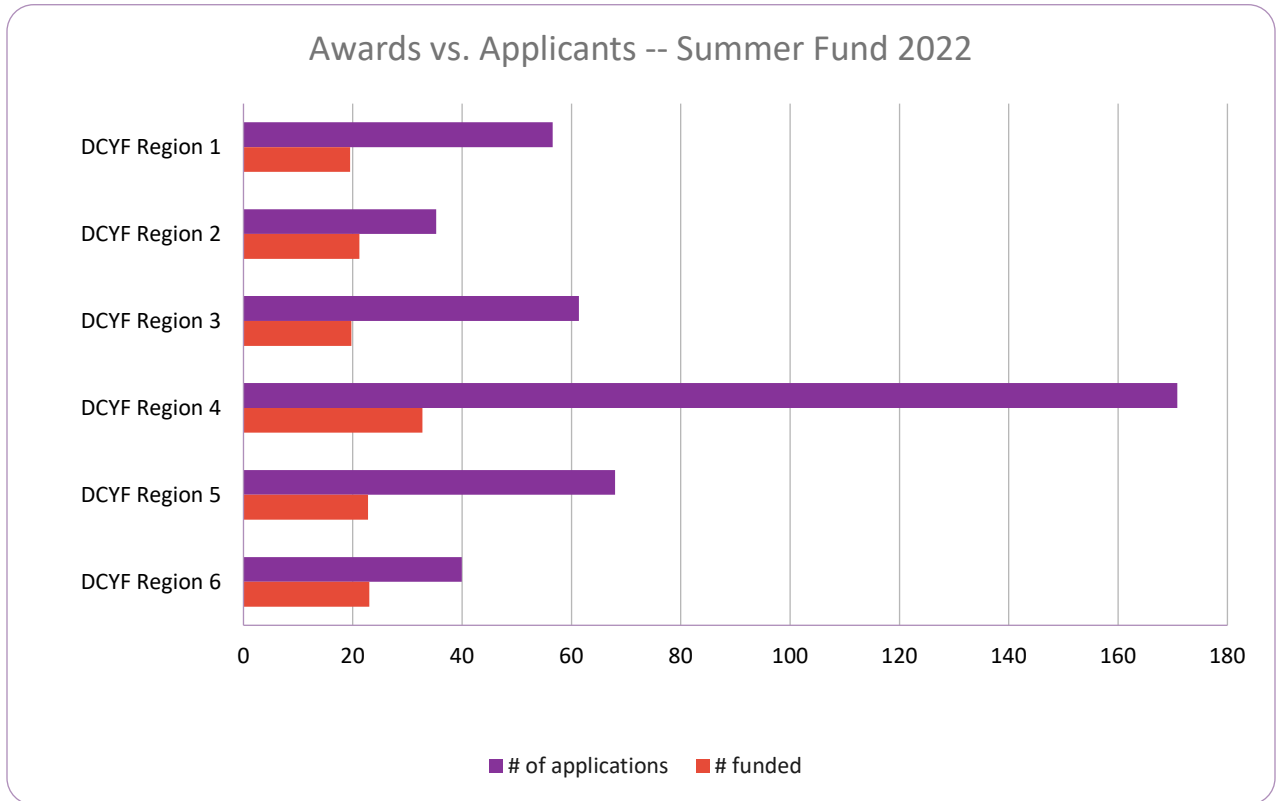
While there are no parts of our state that have adequate funding or availability of high-quality youth development programs, the geographic differences statewide are stark. The reality is that there are more youth development programs in the Puget Sound area—especially in King County, even relative to population size. This was evident in the disproportionately high number of requests for funding SOWA received from Seattle and King County-based organizations when compared to other regions of the state for both the Relief Fund and the Summer Fund. For example, 50% of the 2021 Summer Fund applications were from King County. On the other hand, King County is home to 32% of the state’s youth who identify as Black, Brown, Indigenous,

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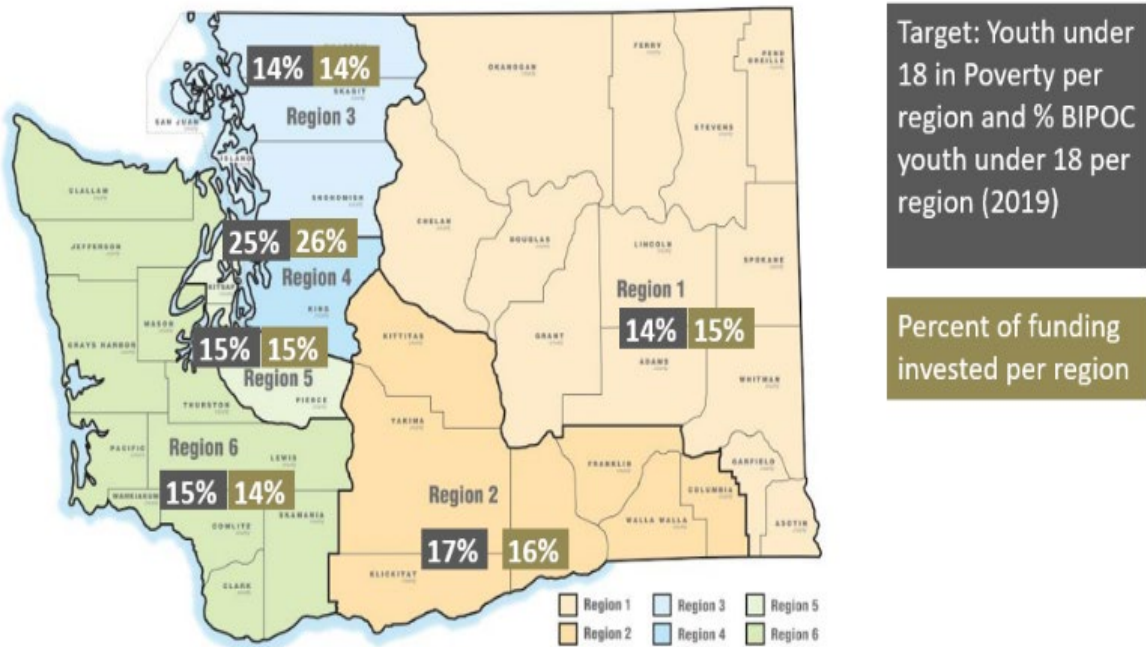
<sup>3</sup> Youth projection based on youth served per award for the Summer Fund

and youth of color, and 18% of the state’s youth in poverty. This disparity is connected to lower availability of local and private funding for youth programs in other areas of the state.

To address this, SOWA and its state agency partners allocated grant funds across the state based on the population of Black, Indigenous, and youth of color and youth in poverty in each region of the state. A similar approach to considering equity, including geographic equity, can help address significant gaps in access for Black, Brown, Indigenous, and youth of color and low-income youth in less-resourced regions of our state.



# Targets and Actuals for Geographical Distribution of Funding—Summer Fund 2022



Source: [Annie E. Casey Foundation’s Kids Count Data Center](#)