



Equitable Access to High-Quality Youth Development

Community Partner: Schools Out Washington

PROJECT DESCRIPTION

Describe the specific need within the K–12 system

Youth development programs have provided afterschool, summer, mentoring, and wraparound supports to Washington children and youth for over 100 years. Unfortunately, the unmet demand remains high, especially in rural communities. Research on before and after school activities shows that while most parents and guardians agree that afterschool programs support young people's healthy development, not all families can easily afford the costs associated with these activities.¹ Financial constraints can pose challenges for families, limiting their ability to enroll their children in extracurricular programs. Financial challenges also exist for providers, who often must increase rates to support the cost expenses necessary to run a high-quality program, further reducing opportunities for families who are low-income or those facing financial hardships.

Regular participation in youth development programs has been linked to lower dropout rates² and a narrowing of achievement gaps,³ particularly among students identified as low-income. Additionally, afterschool programs can serve as a prevention measure, helping to reduce youth crime and improve behavior.⁴ Physical activity before and after school can benefit students by increasing their overall physical activity and improving their grades and test scores.⁵

Schools provide an incredible opportunity for students to access both academic instruction as well as engaging experiences with their peers and trusted adults. However, young people spend about 20% of their time in school, which means 80% of their time is spent outside of school. The Office of Superintendent of Public Instruction (OSPI) believes one strategy to support the well-being of our youth is investing in a targeted and systemic approach for high-quality youth development programming that encourages positive social and emotional development, physical activity, and opportunities to access high-quality enrichment activities that support the development of young people.

¹ Afterschool Alliance. (viewed 8 September, 2024). America After 3PM.

<https://www.afterschoolalliance.org/AA3PM/#challenges>.

² Smink, J. (viewed 8 September, 2024). *A Proven Solution for Dropout Prevention: Expanded Learning Opportunities*.

The Expanded Learning & Afterschool Project. <https://www.expandinglearning.org/expandingminds/article/proven-solution-dropout-prevention-expanded-learning-opportunities>.

³ The Expanded Learning & Afterschool Project. (viewed 8 September, 2024). *The Achievement Gap is Real*.

<https://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>.

⁴ Council for a Strong America. (viewed 8 September, 2024). *From Risk to Opportunity: Afterschool Programs Keep Kids Safe when Juvenile Crime Peaks*. <https://www.strongnation.org/documents/693>.

⁵ Centers for Disease Control (CDC). (27 July, 2022). *Physical Activity Before and After School*.

<https://www.cdc.gov/healthyschools/physicalactivity/pa-before-after.htm#print>.

What is the solution?

This proposal aims to create a statewide infrastructure to support high-quality youth development programming. Working through a statewide intermediary with experience developing community driven processes, grants to youth development providers will be targeted to address the need, focusing on areas where access to youth development is limited. Grants and supports will also be focused on serving youth who are furthest from educational justice.

The comprehensive, community-driven application process will ensure that the state is investing in developing and expanding high-quality programming while also expanding capacity and serving targeted populations least likely to have access to youth development opportunities in their communities.

Organizations eligible for funding are those who provide:

- Learning acceleration.
- Social-emotional learning.
- Mentorship.
- Connection to non-school-based resources.
- Support related to postsecondary access and career pathways.
- Arts programming, including but not limited to the performing arts, visual arts, literature, fine arts, craft arts, creative writing, architecture, and music.
- Cultural programming.

The process established by this program will aim to provide:

- Equity in:
 - Size and type of organizations receiving the grants;
 - Geographic distribution of grant funding throughout all six Department of Children, Youth, and Families (DCYF) regions as well as the nine educational service district (ESD) regions of the state; and
 - Distribution of grant funding to urban, suburban, and rural areas.
- Prioritization of grants to:
 - Support youth from historically underserved communities; and
 - Youth development providers that represent the historically underserved communities of the youth that they serve.
- Distribution of grants to nonprofit entities, entities sponsored by a nonprofit organization, Tribes within Washington state, and city or county parks and recreation entities.
- A feedback loop with state agencies, the Legislature, youth, and communities to support data collection, outcomes monitoring, and efficacy of state resources used to support high-quality youth development.

How state investment in community partnership meets this need

A statewide coordinated approach will allow for the state to:

- Identify gaps in opportunities and service delivery and provide targeted resources to the areas and youth who need them most.

- Conduct data collection, analysis, and outcomes monitoring in a meaningful way, focusing on both academic and nonacademic measures.
- Support an increased public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors.
- Build capacity for community organizations including trainings, technical assistance, program support, and financial support.
- Support dual capacity building across schools and local partners to support school district needs assessments, community partnerships, coordination of supports, integration within (and outside of) the school, and a data-driven approach.

OSPI is proposing to work with School's Out Washington (SOWA) as the statewide intermediary organization to administer these funds because of the organization's field expertise, equity lens, grant-making experience, and capacity to lead a complex process on a reasonable timeline. The process was designed to break down barriers to funding for grassroots organizations around the state that directly support youth of color, youth experiencing poverty, and other highly impacted youth populations. Funding this request will provide an opportunity to strengthen youth development opportunities statewide through strengthened partnerships between schools, community-based organizations (CBOs), businesses, and families to leverage resources and meet the demand of families and youth across the state.

Describe existing or previous state investment in this work

Through multiple efforts, Washington state has invested in youth development efforts using both state and federal resources. These include:

- Between 2020 and 2021, utilizing federal funds from U.S. Department of Treasury (Coronavirus Aid, Relief, and Economic Security Act [CARES Act]) and the Washington State Disaster Relief Fund, the Department of Commerce awarded \$14.7 million in multiple awards to 440 organizations across the state to help nonprofits keep their doors open and manage programmatic and financial challenges including lost revenue and increased expenses to adhere to new safety measures. Awards were distributed across all areas of the state with a focus on organizations serving priority populations that have been disproportionately impacted by COVID-19 (youth of color, youth who identify as LGBTQ+, youth who are part of migrant and immigrant families, youth with disabilities, and youth experiencing poverty, among others).
- In 2022, using federal Elementary and Secondary School Emergency Relief (ESSER) funds, OSPI awarded \$4.4 million in contracts to 139 programs to support summer enrichment youth development programming.
- In 2024, the Legislature invested \$100,000 for OSPI to develop and implement capacity-building supports for community-based youth development targeting programs that serve youth between the ages of 11–19. This funding has established some of the foundations for this budget request.
- The Department of Commerce also received additional funding in the 2024 Supplemental Operating Budget to support various youth development initiatives, including, but not limited to:
 - Hands-on math experiences (\$45,000)
 - Nonprofit technical assistance (\$300,000)

- LGBTQ+ youth support (\$625,000)
- Youth wellness zones (\$1,000,000)
- 4-H initiatives (\$120,000)
- Sexual assault prevention (\$150,000)
- Theater arts education programs (\$250,000)
- Gang prevention programs (\$230,000)

SUPPORTING DATA AND EVIDENCE OF POSITIVE IMPACT

Research examining the effect of participation in afterschool programs found that the more consistent students' participation in afterschool programs, the greater the gains in their math achievement. Among students identified as low-income, the higher the levels of participation in afterschool programming, the smaller the math achievement gap is between them and their higher-income peers.⁶

A meta-analysis by the Collaborative for Academic, Social, and Emotional Learning (CASEL), reviewing close to six dozen studies of afterschool programs, found that students who participated in an afterschool program exhibited significant improvement in their feelings and attitudes and indicators of behavioral adjustment. Students in programs also saw reductions in drug use and problem behavior, such as aggression, noncompliance, and conduct problems (Durlak, 2010).⁷

FISCAL DETAIL

Operating Expenditures	FY 2026	FY 2027	FY 2028	FY 2029
Fund 001-1 (Program 05X)	\$10,000,000	\$10,000,000	\$10,000,000	\$10,000,000
Total Expenditures	\$10,000,000	\$10,000,000	\$10,000,000	\$10,000,000
Biennial Totals	\$20,000,000		\$20,000,000	
Staffing	FY 2026	FY 2027	FY 2028	FY 2029
FTEs	1.5	1.25	1.25	1.25
Average Annual	1.38		1.25	
Object of Expenditure	FY 2026	FY 2027	FY 2028	FY 2029
Obj. A	\$140,000	\$111,000	\$111,000	\$111,000

⁶ Afterschool Alliance. (November, 2017). *What Does Research Say about Afterschool?*

https://afterschoolalliance.org/documents/What_Does_the_Research_Say_About_Afterschool.pdf.

⁷ Durlak, J.A. Weissberg, R.P., et. all. (19 March, 2010). A Meta-Analysis of After-School Programs that Seek to Promote Personal and Social Skills in Children and Adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

<https://doi.org/10.1007/s10464-010-9300-6>.

Obj. B	\$68,000	\$56,000	\$56,000	\$56,000
Obj. C	\$9,755,000	\$9,817,000	\$9,817,000	\$9,817,000
Obj. E	\$10,000	\$8,000	\$8,000	\$8,000
Obj. G	\$10,000	\$8,000	\$8,000	\$8,000
Obj. J	\$17,000	\$0.00	\$0.00	\$0.00
Revenue	FY 2026	FY 2027	FY 2028	FY 2029
	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Biennial Totals	\$0.00		\$0.00	

ASSUMPTIONS AND CALCULATIONS

Expansion, reduction, elimination or alteration of a current program or service:

This is not an expansion, reduction, elimination or alteration of a current program or service. However, these funds can serve as a pass-through model for any youth service organization while maintaining high-quality services, connection to schools and state agencies, capacity building, and technical assistance. Washington-based organizations will be encouraged to apply.

Detailed assumptions and calculations:

OSPI Administrative Costs

OSPI requests \$168,000 in fiscal year 2026 and \$157,000 in fiscal year 2027 ongoing to support a 1.0 full-time equivalent (FTE) Program Supervisor. Fiscal year 2026 includes \$11,000 in one-time costs to prepare for the creation of a 1.0 FTE position. This position would serve as the OSPI lead overseeing the contract with a statewide intermediary organization, attend meetings between OSPI and the statewide intermediary organization to ensure deliverables are being met, and provide technical assistance and support to youth development organizations and school districts.

OSPI requests one-time funding of \$49,000 in fiscal year 2026 to support a 0.25 FTE Data Analyst. This position would be responsible for providing data collection, analysis, and support in coordination and collaboration with the Washington State Education Research and Data Center (ERDC), statewide intermediary organization, and grant recipients.

OSPI requests \$28,000 in fiscal year 2026 and \$26,000 in fiscal year 2027 ongoing to support a 0.25 FTE Administrative Assistant. This position would provide support to the Program Supervisor and Data Analyst.

Contract with Statewide Intermediary Organization

OSPI requests \$9,755,000 in fiscal year 2026 and \$9,817,000 in annual ongoing funding beginning in fiscal year 2027 to contract with a statewide intermediary organization to

administer targeted and systemic youth development opportunities through strengthened partnerships between schools, community-based organizations, businesses, and families across the state.

Funding would be used to support the following:

- Implementation of a targeted youth development capacity building grant program;
- Project leadership and partnership development with OSPI, other state agencies, and cross-sector leaders;
- Strategy development informed by youth, program providers, and cross-sector leaders;
- Development and implementation of a Request for Proposals (RFP) and a low barrier application process with diverse community reviewers;
- Marketing of the RFP and storytelling about grantee successes;
- Subcontracting with awardees and ongoing contract management and monitoring;
- Management of grantee convening, professional development, and capacity-building supports; and
- Supporting grantee reporting and program evaluation.

Workforce assumptions

Fiscal Year 2026 (Total = \$245,000)

Program Supervisor: 1.0 FTE

- Salary: \$96,990
- Benefits: \$46,524
- Goods/Services: \$6,678
- Travel: \$6,678
- Equipment: \$11,130

Data Analyst: 0.25 FTE

- Salary: \$28,994
- Benefits: \$13,883
- Goods/Services: \$1,670
- Travel: \$1,670
- Equipment: \$2,783

Administrative Assistant: 0.25 FTE

- Salary: \$13,551
- Benefits: \$8,326
- Goods/Services: \$1,670
- Travel: \$1,670
- Equipment: \$2,783

Fiscal Year 2027 (Total = \$183,000 Annually)

Program Supervisor: 1.0 FTE

- Salary: \$96,990
- Benefits: \$46,654
- Goods/Services: \$6,678
- Travel: \$6,678

Administrative Assistant: 0.25 FTE

- Salary: \$13,551
- Benefits: \$9,109
- Goods/Services: \$1,670
- Travel: \$1,670

Historical Funding

There is no funding in the budget at the carry-forward level to continue this project into the 2025–27 biennium.

Fiscal Year 2026

- FTE = 0.00
- Total Funds = \$0.00
- Near General Fund = \$0.00
- Other Funds = \$0.00

Fiscal Year 2027

- FTE = 0.00
- Total Funds = \$0.00
- Near General Fund = \$0.00
- Other Funds = \$0.00