

Youth Development
Strategy Table

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MEMBER GUIDELINES



The **Youth Development Strategy Table** (YDST) is a coalition of public, non-profit, and community stakeholders working to establish a focused state-level youth development effort to sustain early learning gains, improve academic and social-emotional outcomes, and prevent deep-end system involvement.

The YDST exists to work collectively to:

- Advance the most critical goals and priorities in the youth development field.
- Address the needs of youth experiencing the greatest disparities in educational, health, and social-emotional outcomes, including youth in foster care, adjudicated youth, and young people experiencing homelessness.
- Center our commitment to ending racial inequity and improving outcomes for children of color.
- Create opportunities for funding for and leadership by community-based organizations (CBOs).
- Facilitate cross-sector collaboration (public, private, CBO) and create efficiencies between sectors to incentivize collaboration.

The youth development field includes three primary types of programs:

- **Expanded Learning Opportunities (ELOs):** Expanded learning amplifies classroom-based instruction, builds critical life and career skills, improves academic performance, and inspires youth to discover their passions. Afterschool, summer, school-age child care, and out-of-school time programs are ELOs.
- **Mentoring:** Quality mentoring is the presence of a stable consistent adult. These relationships help to support long-term health, social-emotional learning, and academic outcomes.
- **Wrap-Around Supports:** Wrap-Around Supports focus on assessing and meeting the social-emotional and non-academic barriers of individual students, often in partnership with school leadership and staff. It is a collaborative process that integrates student supports by establishing a network of community services and programming for students directly and by leveraging partnerships and resources.

The YDST includes representatives from advocacy organizations, community-based organizations providing direct services to children and youth, philanthropy, and public agencies across the state of Washington.

Ways to be Involved in YDST:

- Attend the monthly Full Table meetings for critical updates and input gathering
- Join a committee (see below)
- Complete surveys, attend focus groups, and respond to information requests to help us advocate for programs and kids

Why be a member?

Member benefits:

- Increased statewide advocacy coordination, capacity, and power
- Participate in critical initiatives to influence public funding and policies (non-voting member).
- Access to free information, training, and networking

How to join:

- Membership is open to any organization that agrees with the Youth Development Strategy Table operating framework and principles
- Complete the Membership Form
- Members will be asked to recommit as a member annually.

YDST COALITION ORGANIZATION

Full Coalition

- Individuals who are unable to lobby but want to be involved and members

Members

- Weigh in on priorities
- Engage in advocacy and lobbying

Legislative Committee

- Chair + Co-Chair
- 8-10 members who have experience lobbying experience

Leadership Committee

- 8-10 members representing a diverse set of organizations (geographically, racially, number of kids served)

Executive Committee

- SOWA Staff: Strategy and Partnerships Director, Policy and Advocacy Manager, Executive Director and 1-2 members of the YDST Leadership Team, preferably the leadership from the Legislative Committee.
- Provides guidance and input into YDST coalition and policy issues

YDST committee roles and expectations

YDST Committees strive to represent the full membership of YDST. Individuals serving on YDST Committees work towards the YDST beliefs and principles, rather than on behalf of their individual organizations. The YDST beliefs and principles are as follows:

1. Young people deserve culturally and developmentally supportive services, opportunities, and supports to transition successfully to adulthood.
2. Young people are full of strength and potential to be championed, not problems to be solved.
3. The relationship between young people and their environment is reciprocal and dynamic.
4. Young people need to experience connection to family, school, and community.
5. Young people have both the need and the ability to contribute positively and meaningfully to society.
6. Youth development programs are critical partners to ensure that children and youth have access to needed supports.

YDST committee terms

Committee members serve 2-year terms aligned with the state legislative biennial budget cycle. Committee membership is both an individual and organizational commitment; therefore, seats are not held if a member leaves their organization of employment during their term.

LEADERSHIP COMMITTEE

Participants

Maximum of 8 members. Representation from across the YD field, including direct service providers, BIPOC leaders, geographic diversity, and representation from both statewide and small CBOs. Planning Committee approved by YDST General Membership on a biannually.

Meeting Cadence

Monthly and an annual retreat.

Goals

Oversight of all YDST functions; YD state vision.

Tasks

- Facilitate monthly meetings;
- Coordinate committees and workgroups;
- Work with the Legislative Committee to finalize legislative policy priorities;
- Establish feedback loops with YDST members; and
- Establish points of contact with stakeholders and elected officials.

Other

- Steering committee will lead recruitment to ensure representation from across the field within YDST membership and committees.
- Committee coordinates YDST activities to work towards a long-term vision of a state-level funding stream for youth development and a statewide long-term vision for youth development.

LEGISLATIVE COMMITTEE

Participants

Open to YDST members with a focus on individuals whose responsibilities include advocacy and/or contract lobbyists for YDST organizations. Committee Chair selected by Committee.

Meeting Cadence

Monthly during the interim, weekly lobbyist calls during session.

Goals

Develop YDST legislative priorities for adoption by YDST membership, coordinate YDST advocacy efforts across the youth development field during legislative session

Tasks

- Gather input from full YDST to shape legislative priorities for the YDST;
- Develop recommended legislative agenda and present to full YDST for approval;
- Coordinates with Advocacy Week Planning Committee; and
- Develops advocacy strategy during the interim and legislative session to further YDST legislative priorities.

Other

- Committee members support advocacy efforts to improve access to youth development programming and enhance the youth development field and agree to address not only causes directly connected to the individual or organizational member's personal or professional interest but the broader field.
- Committee members are responsible for governing their own potential conflicts of interest and deciding when it is or is not appropriate to participate and/or engage in subcommittee work, particularly around legislative advocacy.

EXECUTIVE COMMITTEE

Participants

SOWA Staff: Strategy and Partnerships Director, Policy and Advocacy Manager, Executive Director.

Meeting Cadence

Bi-weekly or more as needed during session.

Goals

Cultivate a healthy culture for YDST to thrive and grow.

Tasks

- Provide support and direction for YDST Leadership Team and Legislative Committee Chairs.
- Support includes: admin support, marketing and communications oversight, budget tracking and documentation.
- With support of Leadership and Legislative Committee, plan events such as Advocacy Day and advocacy trainings.
- Connect with new and potential members of YDST (onboarding).

Other Resources

Links to the legislative process

Below are helpful tools to help understand the legislative process and visiting the legislature in Olympia.

- a. [Information](#) for Visiting the Capitol Campus in Olympia
- b. A Citizen's Guide to [Effective Legislative Participation](#)
- c. [How a Bill Becomes Law](#) and a more detailed dive into the [Legislative Process](#) in Washington
- d. [How to Read a Bill](#) in the Washington Legislature

Advocacy and messaging:

YDST has developed several trainings to support advocacy, public sector education efforts, and messaging for providers, youth, and other stakeholders. Part of the artistry is telling authentic stories and showing the most compelling data you/your program has access to (ex. educational outcomes, social-emotional outcomes, school attendance data, child/youth program satisfaction, parent satisfaction and engagement with the program, etc.).

YDST facilitators welcome the opportunity to work with you on effective advocacy best practices and would love to hear how we can improve our own efforts as advocacy is often art, not science.

Make art with us!

Glossary

Dept. of Children Youth and Families (DCYF)

DCYF is a Washington state public agency that includes oversight and funding for parts of the youth development field including child care, juvenile rehabilitation (juvenile justice), foster care, and an increasing focus on prevention.

Expanded Learning Opportunities (ELOs)

Expanded learning programs amplify classroom-based instruction, build critical life and career skills, improve academic performance, and inspire youth to discover their passions. Afterschool, summer, school-age child care, and out-of-school time programs are other names for ELOs.

Integrated Student Supports

The purpose of the Washington Integrated Students Supports Protocol, as outlined in the legislation, is to: support a school-based approach to promoting the success of all students, fulfill a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded; encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environment of schools and school districts; and Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors; and support statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development, and advocacy to implement high-quality, evidence-based, student-centered, coordinated approaches throughout the state. All districts must now use the protocol when making determinations regarding LAP funding (see below), and ISS is very similar to the Multi-Tiered Systems of Support (MTSS) framework that districts are moving towards in identifying and triaging academic and non-academic programs and interventions.

Learning Assistance Program (LAP)

The Learning Assistance Program (LAP) is a supplemental state-funded program designed to assist students in grades K–12 who score below standard in English language arts (ELA) and mathematics. The goal of LAP is to provide additional services to students focused on accelerating student growth to make progress toward grade level and addressing barriers preventing students from accessing core instruction. Youth development programs can access this funding via a school district/building.

Mentoring

Quality mentoring is the presence of a stable consistent adult. These relationships help to support long-term health, social-emotional learning and academic outcomes.

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet unique needs.

Office of Superintendent of Public Instruction (OSPI)

OSPI is Washington’s statewide public education agency that includes oversight and funding for schools and parts of the youth development field including 21st Century Community Learning Centers, and some mentoring and school-based wrap-around support programs and funding streams.

School-Based Wrap-Around Supports

Wrap-Around Supports focus on assessing and meeting the social, emotional, and non-academic barriers of individual students, often in partnership with school leadership and staff. It is a collaborative process that integrates student supports by establishing a network of community services and programming for students directly and by leveraging community resources.

Social-Emotional Learning (SEL)

Social Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. Whole child education includes social and emotional development must be considered as a part of overall instruction.

Youth Development (YD)

Youth development is an intentional, strength-based approach that inclusively engages children and youth within their communities, schools, organizations, peer groups, and families in a manner that is culturally responsive; recognizes, utilizes, and enhances young people’s voice and leadership strengths; and promotes positive outcomes for young people by providing equitable opportunities, fostering positive relationships, and furnishing the support for young people to reach the future they envision. Youth development programs emphasize the importance of meeting young people where they are physically, academically, socially, and emotionally—to help them build the relationships, competencies, and confidence they need to thrive.

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Youth Development Work Group (YDWG)

The Youth Development Work Group was created by the legislature in the 2021 session and will make recommendations to the legislature regarding increased state support and funding for the field. DCYF staffed this process in conjunction with OSPI and other stakeholders. See Recommendations here.