

Youth Action Plan Task Force
Draft Progress Report

Prepared for

The King County Council and County Executive

By the Forum for Youth Investment

September 2014

Youth Action Plan Task Force

Progress Report to the King County Council and County Executive

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I. **Mandate: Develop a Youth Action Plan for the County**

On January 21, 2014, the Metropolitan King County Council approved legislation calling for **the development of a Youth Action Plan (YAP)** that will set King County’s priorities for serving its young people, from infants through young adults. The Youth Action Plan will guide and inform the County’s annual investment in services and programs serving these populations.

A thorough and well-crafted child and youth action plan is more than a blueprint for county staff. It is a tool for policymakers and leaders to use as a call to action, generating community excitement and rallying key players – including early childhood and youth development experts, youth and families, and business and philanthropic leaders – to support community and systems change.

As required in the legislation, King County’s Youth Action Plan is being developed by an appointed Task Force comprised of representatives from a broad range of organizations and entities with substantial expertise and knowledge relevant to infants, children and youth. The Task Force encompasses a wide range of views and experiences, reflecting the diversity of its members’ geographic, racial and ethnic backgrounds.

As outlined in the legislation, the Task Force is responsible for delivering well-informed recommendations with related rationales to the County Executive and the Council by April 15, 2015 on the following topics:

1. Identification of the **mission and vision** of the YAP, and whether the Executive’s stated vision that “infants reach adulthood healthy and safe, academically and vocationally succeeding, and socially and civically engaged” reflects the recommendations of the task force.
2. A **bill of rights for King County's youth**, akin to the youth bills of rights adopted by jurisdictions in California and elsewhere around the country.
3. Whether King County should establish a single **point of accountability for children and youth services, programs and policies**, along with recommendations on what form, model or structure that point of accountability should take, and on its role and duties.
4. Identification of what **age range** the YAP will address, and **whether families are included** in the plan.
5. Identification of **improvements, efficiencies, gaps and opportunities** to take promising practices to scale, along with areas for better integration or coordination of services, programs and policies for children and youth within and outside of King County government.
6. Recommendations on King County’s **role and involvement with early childhood learning** programs and initiatives.

7. Identification of the **barriers within and outside of King County government** that prevent children, youth and families from realizing their full potential, and recommendations on how to eliminate those barriers.
8. Recommendations on the **update to the King County Strategic Plan, and on social justice and equity goals**, as related to youth.
9. Identification of the children, youth and family **programs, methodologies and service models that the county should prioritize** to achieve outcomes and meet policy goals;
10. Recommendations on the **county's funding of services and programs** for youth, including the prioritization of existing and potential new resources to achieve recommended outcomes;
11. Identification of an **evaluation and reporting structure**, process and implementation timeline for the youth action plan.

II. Responsibility: Build on the History and Background

The mandate to create a Youth Action Plan is the latest in a series of planning and improvement efforts aimed at assisting children and youth that King County has funded and participated in since the 1960s. This work includes the distribution of federal funds as well as local programming and funding.

Today, King County spends over \$162 million annually on a wide range of programs that influence youth at all stages of development, from birth to young adult. These services and programs are provided across King County government by several departments and agencies that contract with dozens of community-based organizations and local nonprofit organizations who, in turn, work in collaboration with each other, the County and other governments to serve children, youth and their families. The community-based organizations and local nonprofit organizations include those with particular foci or priorities: geographical; specific cultural and ethnic populations; gay, lesbian and transgender youth and young adults; and justice-involved or at-risk youth.

King County has not just provided resources, it has demonstrated leadership. The County has adopted policies to directly guide or substantially influence services and programs aimed at children and youth, such as the Juvenile Justice Operational Master Plan, the Human Services Framework Policies and the Strategic Plan.

In 1992 King County established the Children and Family Commission. The purpose of the Commission was to define King County's mission, role and goals in provision of services to children, youth and families, acting in an advisory capacity to the County Executive, Superior Court and the County Council. The Commission was defunded and dismantled

in 2011, due in part to declining revenues and the County's constrained fiscal environment. The absence of the Children and Family Commission has left a significant gap in advising the Executive, Superior Court and the County Council on matters involving children, youth and families, especially as related to building linkages between the County's service systems, communities and schools.

The impetus for the Juvenile Justice Operational Master Plan or JJOMP developed in 1998 was to avoid expanding the juvenile detention facility through cross-agency collaboration, implementing best practices, and testing promising programs. The work of the JJOMP resulted in the King County juvenile justice system partnering with communities and families to reduce juvenile involvement in the justice system, youth in make responsible choices, serve the needs of at-risk youth, and addresses the concerns of victims. Since its inception, JJOMP has become an established framework for continuously identifying critical needs in the juvenile justice system and collaboratively solving them.

King County government has been developing and implementing a performance and accountability system that focuses on results since 2008. The purpose of this system is to improve King County government's ability to measure how it is operating and performing, to plan for the future and to report on its performance across all of the services delivered to citizens. A cornerstone of that performance and accountability system is the County's Strategic Plan, adopted by the Council in July 2010 via Ordinance 16897. The plan calls for improved customer service, greater efficiency in government and more robust partnerships across the region.

In 2013, the Executive transmitted the Health and Human Services Transformation Plan, which establishes a path to achieve an outcome-driven system where health and human service providers, consumers, funders and policymakers are called to work together and are mutually accountable through contracts and compacts. These contracts and compacts include shared priorities, strategies and measurements for assuring health and human service outcomes. The Health and Human Services Transformation Plan has begun to create a more collaborative, transparent and effective health and human services system in King County. That work uses a collective impact approach as a frame for collaborative efforts that bring partners together to develop shared agreements on the process and outcome measures that lead to change; on the activities that demonstrate progress on outcomes; and on understanding the resources necessary to bring about change.

The framework of the Transformation Plan shares common attributes with a number of current youth-focused community-based initiatives. It focuses on a common set of shared outcomes that are being developed transparently, collaboratively and strategically in partnership with

multiple stakeholders. The Plan is also being driven by results achieved through collective accountability and the use of data to align efforts across organizations.

It is imperative that the Youth Action Plan build on this rich legacy. The Task Force must ensure that the County's adopted policy goals – as included in the Juvenile Justice Operational Master Plan, Human Services Framework Policy, Equity and Social Justice Initiative, the Health and Human Services Transformation Plan, and the Strategic Plan – are reflected throughout the process. It is expected that the development and implementation of the Youth Action Plan will be accomplished transparently, collaboratively and strategically, in partnership with children- and youth-serving community providers, consumers, philanthropic organizations, separately elected officials including the Council, other jurisdictions and school districts.

III. Progress Summary: Task Force Efforts and Next Steps

The Task Force, as constituted in May 2014, consists of 25 members who are supported by a team of County staff and local and national consultants. Full Task Force meetings are open to the public. Logistical information is posted on the YAP webpage (www.kingcounty.gov/yap), along with biographies of Task Force members and the consulting team, meeting notes and materials.

This Task Force, like other such bodies across the country brought into being by executive or legislative mandate¹, has been charged with a Herculean set of tasks to be accomplished within an ambitious timeline. The Task Force has met three times as a full group, and held 10 sub-group “Strategy Team” meetings. Meetings, however, are a weak indicator of progress. More impressive is the fact that members have completed so many of the concrete tasks outlined in the detailed work plan developed in a relatively short timeframe. As an added challenge, the Task Force is executing the exacting tasks required by legislation within the broader context of a collective impact approach.

This section summarizes the actions taken and planned by the Task Force to fulfill the requirements of the legislation using a collective impact approach. Through collective impact, people and organizations from different sectors agree to solve social problems by following a common agenda, aligning their efforts and using shared measures of success. As the nonprofit consulting group FSG notes, collective impact “is more rigorous and specific than collaboration,” for it requires a structured, sustained process among participants.

¹ In Alexandria, Va. <http://www.alexandriava.gov/CYFCC> and the State of Colorado http://www.leg.state.co.us/CLICS/CLICS2013A/csl.nsf/fsbillcont3/FC660877A3B97CAA87257AFC005D9D76?Open&file=1239_e nr.pdf similar plans have been called for in legislation.

The sections that follow provide detailed descriptions of the deliberations, decisions and efforts taken by the Task Force and its Strategy Teams to accomplish or lay the groundwork for their tasks.

Aggressive Timeline

The April 15, 2015 submission deadline set by the Council required the development of an aggressive timeline for the Task Force, staff and consultants. To date, this timeline has been met and met with enthusiasm. There has been active participation of Task Force members not only in full meetings but in smaller Strategy Teams and active representation of the YAP work by Task Force members as they engage in the broader community. They are fully bringing their resources, capacity and knowledge to the effort.

The agendas for the remaining Task Force meetings focus on information review, deliberation and formation of recommendations for the Youth Action Plan. Meeting success hinges on work done between meetings by the Strategy Teams and consultants.

Progress toward Completing the Ordinance Requirements

At the time of the writing of this Progress Report, the Task Force has completed certain tasks and gathered critical data to inform the completion of remaining tasks. Among the completed tasks include the establishment of the vision, mission and age focus of the Youth Action Plan as required by the legislation. The remaining ordinance requirements are underway as detailed in the chart below. Broadly speaking, the time for gathering data will come to a close with the completion of a series of community conversations and a survey of King County youth in the fall. When that stage closes, the hard work of the Task Force to deliberate on the ordinance questions and come to some level of consensus on recommendations for how the County and its partners should proceed will commence in earnest. The months of December and January will include work in Strategy Teams and Task Force retreats to review and discuss findings and recommendations. The months of February and March will involve the drafting of the Youth Action Plan, including posting the draft plan for public comment.

The ordinance requirements are specific, but the Task Force and consultants found that they fit fairly neatly into stages of work that will help the Task Force move from formation as a group to a final action plan. The Progress Summary Chart below organizes the ordinance requirements within the five stages used by the Forum for Youth Investment in its work with collective impact initiatives across the country. The items in italics were added by the Forum as necessary first tasks.

Progress Summary: Ordinance Requirements Completed Organized by Five Process Stages

	Legislative Requirements	Actions Taken May – August 2014	Actions Planned September 2014 – April 2015
	<i>(Additional Process Steps Added)</i>	✓ Task Completed → Task in progress ○ Task defined	
Take Shape	<i>Establish rules & practices.</i>	✓ Established operating guidelines.	
	<i>Recruit Action Teams.</i>	✓ Divided into Strategy Teams.	
	<i>Map existing partnerships.</i>	✓ Mapping Moving Trains survey completed and analyzed.	
Take Aim	<i>Affirm core principles & framework for creating plan.</i>	✓ Agreed on core principles. ✓ Agreed to use age and outcome dashboard across Strategy Teams.	
	Identify YAP mission & vision.	✓ Mission articulated in ordinance. Vision decided by Task Force.	
	Identify age range served & whether families are included.	✓ Decision made to use 0-24 and pay attention to families in data	
	Recommendations for creating Bill of Rights for Youth.	→ Researched other Youth Bill of Rights to identify best practices.	→ Conduct online youth survey → Get youth leader input on needs. → Task Force makes recommendations.
Take Stock	Identify what is needed to take promising practices to scale.	→ Info gathering underway by Programs and Services Team and Partnerships Team.	○ Strategy Teams bring options memos to full Task Force for review and discussion.
	Identify barriers to youth success within/outside of government.	→ Explored applying for a Performance Partnership Pilot flexibility waiver from federal government.	→ Explore topic in Community Conversations. ○ Programs and Services Team to bring recommendations to full Task Force for review and discussion.
Target Action	Recommend county role & involvement with early childhood (EC) learning.	✓ Early childhood data & program info collected. → Initial discussions held with EC program leads in County.	○ Task Force to explore and make recommendations on how to build in and be supportive of Early Childhood Planning efforts already underway.
	Decide whether single point of accountability needed & specify form.	→ Options discussion started w/ Partnerships Strategy Team.	○ Strategy Team to prepare options for Task Force review and discussion.

	Recommend updates to County Strategic Plan and Social Justice and Equity goals <i>and HHS Transformation Plan.</i>	<ul style="list-style-type: none"> ✓ Plans reviewed by consultants to identify key areas for review. ✓ Met with leaders of each plan. 	<ul style="list-style-type: none"> ○ Full Task Force to be asked to review certain sections for consistency with YAP.
	Identify programs, methodologies & models county should prioritize.	<ul style="list-style-type: none"> ✓ Mapped current programs into youth outcome areas. 	<ul style="list-style-type: none"> ○ Programs and Services Team to bring criteria to full Task Force that reflects community input and root cause analysis.
	Recommend funding priorities.	<ul style="list-style-type: none"> ➔ Inventoried programs & funding sources. 	<ul style="list-style-type: none"> ○ Task Force to make recommendations on approach. ○ Task Force to explore conflict of interest with members regarding ability to make recommendations on specific programs.
Track Progress	Identify an evaluation & reporting structure & process.	<ul style="list-style-type: none"> ✓ Identified performance measures already used. ✓ Identified indicators that could be used as baselines. 	<ul style="list-style-type: none"> ○ A small group of the Task Force with evaluation experience to create recommendations on indicators, reporting structure & process to bring to full Task Force.

IV. Task Force Guidelines, Principles, Vision and Framework

The Youth Action Plan Task Force held its kick-off meeting on May 21, 2014, at the Mercer Island Community Center. The meeting focused on setting expectations for the work ahead, reviewing the mission of the Task Force, discussing the vision statement for the YAP and introducing the concept of working groups, called Strategy Teams. The Task Force committed to the Operating Guidelines on the right.

Operating Guidelines for Task Force Members

1. Commit to continuous attendance (designees must attend all sessions)
2. Do the work inside and outside Task Force meetings
3. Stay updated and come prepared
4. Speak to the interests of all (and identify conflicts of interest)
5. Apply your expertise and networks
6. Listen intently, speak thoughtfully and attend to the interest of the whole
7. Consider feedback in all forms
8. Voice your issues and offer proposals
9. Strike a balance between gathering input and moving forward
10. Confirm decisions as we go (aim for consensus but use exception of one if needed)

Vision, Framework & Core Principles

*A compelling **vision statement** for a Youth Action Plan addresses all important aspects of young people’s lives, articulates a desired end state that reflects key values, and is succinct. A strong vision statement is unifying and actionable.*

The Task Force was asked to identify the vision of the YAP and determine whether the Executive’s stated vision, as cited in the legislation – that “infants reach adulthood healthy and safe, academically and vocationally succeeding, and socially and civically engaged” – reflects the recommendations of the Task Force. The Task Force evaluated this vision statement as well as other visions and frameworks used by the County, including the King County Strategic Plan, the Health and Human Services Transformation Plan and the King County Equity and Social Justice principles.

Based on the expertise, perspective and values articulated by its members, the Task Force made two important changes to the YAP vision statement:

1. Incorporated *equity* into the statement
2. Emphasized *current* success for children and youth, not only future success

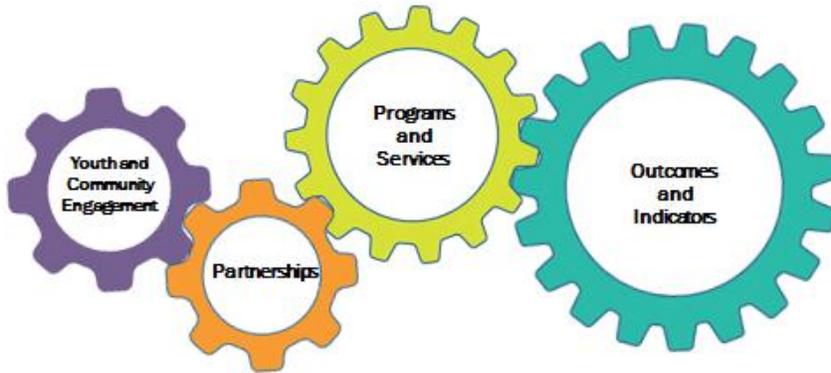
The Task Force maintained the broad age range and set of outcomes stated in the Executive’s vision. The Task Force decided on the following vision statement for the Youth Action Plan:

YOUTH ACTION PLAN VISION STATEMENT

King County is a place where everyone has equitable opportunities to progress through childhood safe and healthy, building academic and life skills to be thriving members of their community.

This vision is unifying and actionable. Establishing consensus around the vision demonstrates that a diverse group of stakeholders share that vision and understand their role in helping to fulfill it. Furthermore, the vision serves as the cornerstone to determine desired outcomes and implement strategies to achieve them. As the community’s work progresses, all efforts will be guided by this shared vision.

*An effective Youth Action Plan **framework** provides the Task Force with a consistent way to organize the many elements of the work needed to navigate the planning process, including information collection, stakeholder participation, strategy planning and evaluation. This framework is transferable from the recommendations of the Task Force to the future implementation of recommendations by King County.*



The Forum for Youth Investment shared its standard “3 Gear” framework to help communities improve youth outcomes, and described the process it has used to support task forces in other

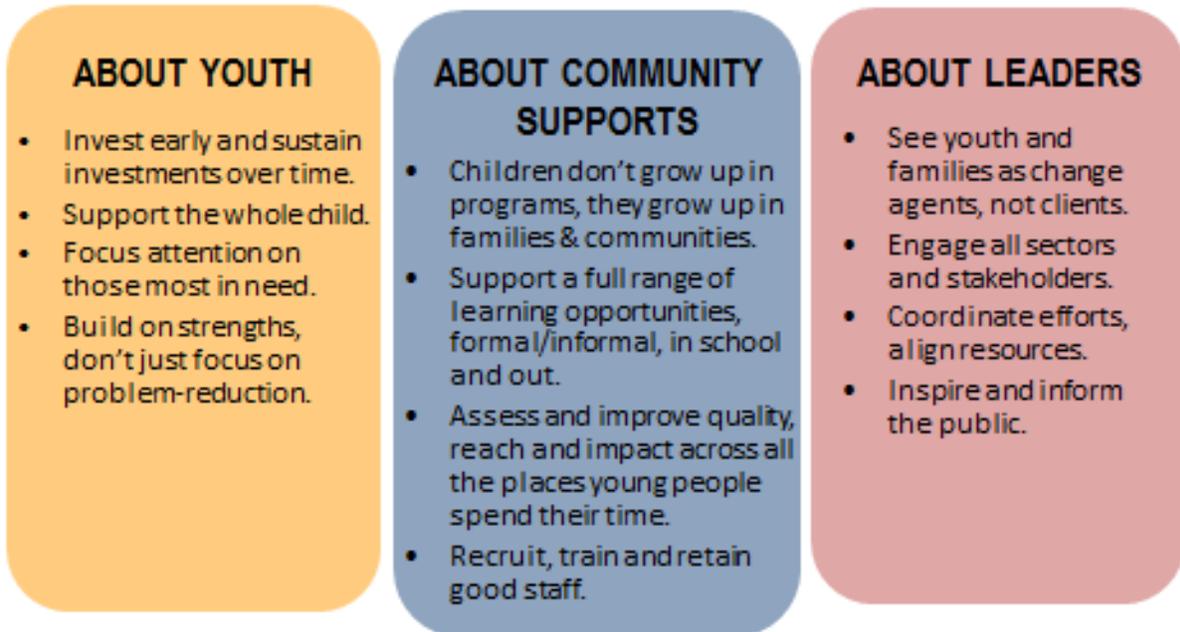
communities. Research on youth development and on successful coalitions and partnerships shows that improving child and youth outcomes requires a coordinated, high-quality set of family, school and community supports. To put into place the complex array of supports that help achieve improved child and youth outcomes, leaders across all sectors must work in partnership.

Research further indicates that the best partnerships are informed by and engaged with the target population, so that the perspectives of children, youth and families drive the work. So the Task Force modified the Forum’s 3-Gear framework by adding a fourth gear to highlight the importance of youth and community engagement as a driving mechanism for informing and aligning the work of the partnerships that have been created to improve the quantity, quality and coordination of programs and services in the county.

In preparation for making the recommendations called for by the legislation, the Task Force has been collecting data and organizing work in each of these areas to better understand and assess the current landscape in King County.

Task Force members agreed on a set of **core principles** that support their work and that are representative of their shared beliefs.

Core Principles



In a pre-meeting survey and in subsequent discussions, Task Force members were asked to evaluate the core principles (using a scale from 1 to 5) based on two separate questions: 1) how important is the principle, and 2) how well is King County living up to the principle? Overall, the Task Force members reported that all of these principles were between “very important” and “urgently important,” but that the County was only doing “poor” to “fair” at adhering to the principles. These results are common. The exercise affirmed that the timing is right for the County to tackle the hard questions laid out in the ordinance. Given the Task Force’s great interest in ensuring the Youth Action Plan parallels King County’s Equity and Social Justice Principles, the group may revisit these core principles and make additions at future meetings.

Core Principles : Task Force Members' Average Ratings		
How important is it that King County...		How well is King County working to...
Average Rating	KEY 1 = not at all important/not addressing 2 = somewhat important/not well 3 = moderately important/moderately well 4 = very important/very well 5 = urgently important/excellently	Average Rating
4.55	Invest in youth early and sustain those investments over time?	2.90
4.15	Support the “whole child”?	2.89
4.05	Focus attention on the children and youth who are most in need?	3.43
4.33	Build on the strengths of children and youth, and not just focus on problem-reduction?	3.00
4.3	Ensure children and youth don’t grow up in programs, but that they grow up in families and communities.	3.13
4.00	Support a full range of learning opportunities for children and youth (formal/informal, in school and out of school)?	2.90
3.59	Assess and improve the quality, scale and impact of all settings where children and young people spend their time?	2.85
4.10	Recruit, train and retain good staff in its child and youth community supports?	2.85
4.00	See children, youth and families as change agents, not clients?	3.1
4.27	Engage all sectors and stakeholders, especially those that are disproportionately impacted?	2.9
4.23	Coordinate efforts and aligning resources for children, youth and families?	2.57
4.00	Inspire and inform the public?	2.43

V. The Strategy Teams

King County Ordinance 17738 provides guidance and direction to the Task Force on what the Youth Action Plan should contain. The legislation calls for recommendations on several matters and the rationale for the recommendations. In order to deliver on its charge under Ordinance 17738, the Task Force formed four Strategy Teams. Each Team is responsible for a specific area of work that parallels the framework described on page 10.

- Youth/Community Engagement Strategy Team
- Partnerships Strategy Team
- Programs and Services Strategy Team
- Child and Youth Outcomes Strategy Team

Each Strategy Team is composed of six to seven Task Force members, a King County staff member, and a member of the consulting team. (See Appendix A for details on each team’s composition and leadership.) Between May and August, the Strategy Teams took stock of the landscape for children and youth in their respective subject areas. Strategy Team members responded to questions and research compiled by the consultants, analyzed data, and contributed their own knowledge, experiences and resources. During the July 23 Task Force meeting, the Strategy Teams presented their findings to each other and began looking at the interconnections and defining approaches for the work ahead.

Youth/Community Engagement Strategy Team

Members: Collectively, the Youth/Community Engagement Strategy Team members are familiar with planning and executing community engagement events, have relationships with grass-roots leaders, organizations and entities, and have experience collaborating with youth.

Focus: One of the key directives of the YAP legislation is ensuring that the voices of youth are present throughout the planning process. The Team was asked to develop a series of engagement opportunities where young people can present their perspectives and where the “communities within the community” can speak directly to Youth Action Plan issues. These stakeholders will provide important insights to help understand the root causes of the complex issues facing young people.

Mandate: This Team is paying close attention to the following elements of Ordinance 17738:

- a. *Recommendations contained in the youth action plan are developed with input from: Youth; and the departments of community and human services, public health, adult and juvenile detention, judicial administration, natural resources and parks and public defense.²*
- b. *The task force shall also consult with non-King County governmental entities and agencies.³*

² King County Ordinance 17738, Line 183-188.

³ King County Ordinance 17738, Line 244-245.

- c. *Recommendations on a bill of rights for King County's youth akin to the youth bills of rights that many jurisdictions in California and elsewhere around the country have adopted.*⁴
- d. *Identification of the barriers within and outside of King County government that prevent children, youth and families from realizing their full potential and recommendations on how the county might proceed eliminating those barriers.*⁵
- e. *Recommendations on the update of the King County Strategic plan and social justice and equity goals as it relates to youth.*⁶
- f. *The task force shall conduct community, stakeholder and consumer information meetings throughout the development of the recommendations and proposed youth action plan in order to keep interested parties informed and up-to-date on the work of the task force.*⁷

At the May 21 meeting, the Task Force addressed the public comment protocol. The Task Force meetings are open to the public, with time reserved for verbal or written comments from non-Task Force members at the end of each meeting. When there is public participation, facilitators look for ways to engage attendees. However, the Task Force understands that the most effective way to engage citizens is to go to them. Thus, the Team is developing robust opportunities to reach the public in communities around the County. The information garnered at these meetings will be included in the final report and will help shape the Task Force's final recommendations.

Progress: The Youth/Community Engagement Team has met three times and worked on these tasks:

1. Planning a Series of Community Conversations

Community Conversations are public events designed to gather broad community input to inform the recommendations of the Task Force. In Alexandria, Va., for example, more than 300 residents participated in three public forums last year to help create the city's Child and Youth Master Plan. At each forum, adults and youth explored the key challenges facing the city's youth, covering everything from health and education to civic engagement and cultural competence. They broke into work groups to examine data, identify priority issues, discuss the factors behind those issues and suggest solutions. The city's Children, Youth and Families Collaborative Commission used the discussions and recommendations in developing the Plan. Given the resources available, four Community Conversations are planned throughout King County. Careful consideration has been given to the locations of the conversations. They will

⁴ King County Ordinance 17738, Line 199-200.

⁵ King County Ordinance 17738, Line 213-215.

⁶ King County Ordinance 17738, Line 216-217.

⁷ King County Ordinance 17738, Line 251-254.

be held throughout the month of October in Kirkland/Northeast King County, Kent/South King County, South Seattle, and Snoqualmie/Rural East King County. Each two-hour Community Conversation will include the following elements:

- A “Data Walk” – Data on King County child and youth outcomes and indicators will be posted throughout the event area. Participants will begin the event by taking a “Data Walk” to get a sense of the challenges faced by the County’s young people.
- A brief overview of the purpose of the Youth Action Plan and ongoing ways to stay involved.
- Small group discussions to identify root causes of the issues illustrated by the data.
- Large group exercise clustering the identified root causes into common cause clusters, or areas of biggest concern.
- Small group discussions regarding possible solutions to the common causes and input on what is working or could work.

In order to ensure the Community Conversations capture the diversity of communities throughout King County, significant outreach will be done to reach and engage all potential stakeholders. The Strategy Team members identified and took assignments for outreach to the key constituencies (shown in box at right) in order to encourage participation at the Community Conversations. These key constituencies reflect various sub communities within King County that will require targeted outreach.

In preparation for the Conversations, on October 1, the entire Task Force as well as other community volunteers will be trained in facilitating Community Conversations. All Task Force members are expected to participate in at least one Community Conversation and leverage their networks to recruit participants.

The Strategy Team recognizes that it is important to create an environment for limited English

Language speakers to feel welcome, give input and be heard. The Team is working with community conveners to determine what languages are the most common in the County and explore what interpretation capacity is available, given limited resources. It will be important to

Key constituencies
<ul style="list-style-type: none"> • Families/children with disabilities • Immigrant & refugee communities • Communities of color • Gender • LGBTQ • Representatives across the socioeconomic spectrum • All school age groups • Grandparents • Teen parents • Youth in systems/disconnected youth (e.g., foster care, mental health, chemical dependency, juvenile justice) • Teachers • PTSAs • Homeschooled youth • Homeless youth • Rural youth/families • Boards, commissions , consulting entities cited in the ordinance • Youth councils • Early childhood providers • Parents

recruit a “critical mass” for small group discussions in specific languages and for interpretation of the results from the larger Community Conversation sessions.

2. *Exploring a Youth Engagement Strategy*

Enlisting youth leadership and voice is key to the YAP development process and requires multiple strategies. In addition to reaching youth through the Community Conversations, the Task Force will receive input through an online survey targeted at young people. A group of youth leaders from across King County was consulted, beginning with a kick-off meeting on August 21 facilitated by Jairus Cater, a Forum for Youth Investment youth engagement expert. The discussion focused on shaping the design of an online survey of youth and identifying strategies to mobilize youth participation in the survey and in the Community Conversations. (See the draft of the youth survey questions in Appendix B.)

The focus of the survey is two-fold: to hear how youth want to be engaged in local government and have their voices heard in the public sphere; and to hear what issues are of most concern to King County’s youth. The decision to use an online survey to reach youth was based on the strong and diverse presence of youth using the Internet and social media as a means of communication. As of September 2012, 95 percent of U.S. teens (ages 12 to 17) were on line and 81 percent used some form of social media.⁸ Relevant to the Engagement Team’s work, younger adults across the country are just as likely as older adults to be engaged in many political activities, and are much more likely to be politically active on social networking sites.⁹

3. *Researching a Youth Bill of Rights and Best Practices for Youth Engagement*

The ordinance calls for recommendations on a Youth Bill of Rights. The consulting team is compiling research on best practices for Youth Bills of Rights, as well as other options for youth engagement strategies that the Task Force might consider in making its recommendations to the County. The report about best practices will be shared with the Task Force in the late fall. It will draw on published research in this area, the consulting team’s experience in the field, and feedback from King County youth leaders through in-person meetings, results from the youth survey, and youth participants in the Community Conversations. The final Youth Action Plan will reflect key elements of the youth engagement research and findings from the youth survey. This information can serve as a foundation for future work to develop a Youth Bill of Rights, and explore how a Youth Bill of Rights might support or integrate with existing collective impact efforts that focus on young people.

Next Steps

September 2014

- Administer online Youth Survey from approximately September 15 to October 15.

⁸ <http://www.pewinternet.org/fact-sheets/teens-fact-sheet/>

⁹ <http://www.pewinternet.org/2013/04/25/civic-engagement-in-the-digital-age/>

October 2014

- Host Community Conversations throughout King County.

November 2014

- Compile data from Community Conversations.
- Compile youth survey findings for Task Force review/consideration at December 3 Task Force meeting.

Beginning December 2014

- Task Force deliberates youth engagement recommendations to include in YAP based on survey findings, report on best practices and existing youth groups.

Partnerships Strategy Team

Members: King County’s landscape of partnerships and collective impact efforts is complex. Collectively, the Partnerships Strategy Team has relationships with a broad spectrum of countywide partnerships, collaborations, networks and coalitions that focus on issues related to children, youth and families.

Focus: This Team is working to more deeply understand the potential partners, structures and plans that are in place to improve some aspect of child and youth outcomes, to better inform its recommendations about creating an effective accountability system for the Youth Action Plan. Building that system correctly will be essential for successful implementation of the Youth Action Plan. The Partnerships Strategy Team is responsible for gathering information about the nature of those partnerships so that every effort can be made to maximize their involvement.

Mandate: This Team is paying close attention to the following elements of Ordinance 17738:

- Review promising community initiatives and best practices, including those using a collective impact model, occurring in King County and across the nation.¹⁰*
- The task force shall also consult with non-King County governmental entities and agencies.¹¹*
- Identification of improvements, efficiencies, gaps, opportunities to take promising practices to scale and areas for better integration or coordination, or both, of services, programs and policies for children and youth within and outside of King County government.¹²*
- Whether King County should establish a single point of accountability for children and youth services, programs and policy in the county and recommendations on what form,*

¹⁰ King County Ordinance 17738, Line 235-236.

¹¹ King County Ordinance 17738, Line 244-245.

¹² King County Ordinance 17738, Line 207-208.

model or structure that point of accountability should take, and recommendations on its role and duties¹³.

Progress: The Partnerships Team has met twice to accomplish these tasks:

1. Mapping and Aligning King County’s “Moving Trains”

“Moving Trains” refers to existing partnership structures – such as coalitions, networks, intermediaries or leadership groups – that have made a commitment to act on an issue in the community and have built some momentum. The Partnerships Team compiled information on at least 19 “moving trains” in King County. Strategy team members reached out to colleagues to collect the Moving Trains information. That information was analyzed and shared with the full Task Force. (See Appendix C, Mapping Moving Trains.)

The list below is by no means exhaustive and does not represent all systems and organizations, but rather those moving trains made up of multiple actors coming together in some kind of partnership. That said, the Team recognizes the omission of moving trains at the early childhood, city and school district levels, and of some population-based Public Health initiatives that affect the target audience.¹⁴ The goal of the mapping is to more clearly see the strengths and capacities already in place in the County and to determine how these efforts could fit together better. It is important to align these moving trains and build on what is already happening in the community, rather than create new collaborations and multiple partnerships that move in different directions. There is a trend in communities across the country to create new “pop-up” collective impact models without first doing a thorough assessment of the ways the community is already organized and spending energy¹⁵. The Partnerships Strategy Team will pay attention to the work of these partnerships and determine ways to build upon them in the Youth Action Plan.

¹³ King County Ordinance 17738, Line 201-204.

¹⁴ Additional “moving trains” include the Health and Human Services Transformation Plan, King County Local Food Initiative, Child Welfare and Early Learning Partnership, Frontiers of Innovation, Universal Development Screening, Healthy King County Coalition, Washington’s Strengthening Families, Washington Association for Infant Mental Health and Adverse Childhood Experiences initiative, the Healthiest Next Generation Initiative, Childhood Obesity Prevention Coalition, and place-based initiatives such as Communities of Opportunity and the Food Empowerment and Education Sustainability Team which could be considered.

¹⁵ Don’t Stop Collaborating, Just Stop Creating New Collaboratives, http://forumfyi.org/files/Collaborations_Paper_Jan_2011.pdf



Moving Trains

11 King County

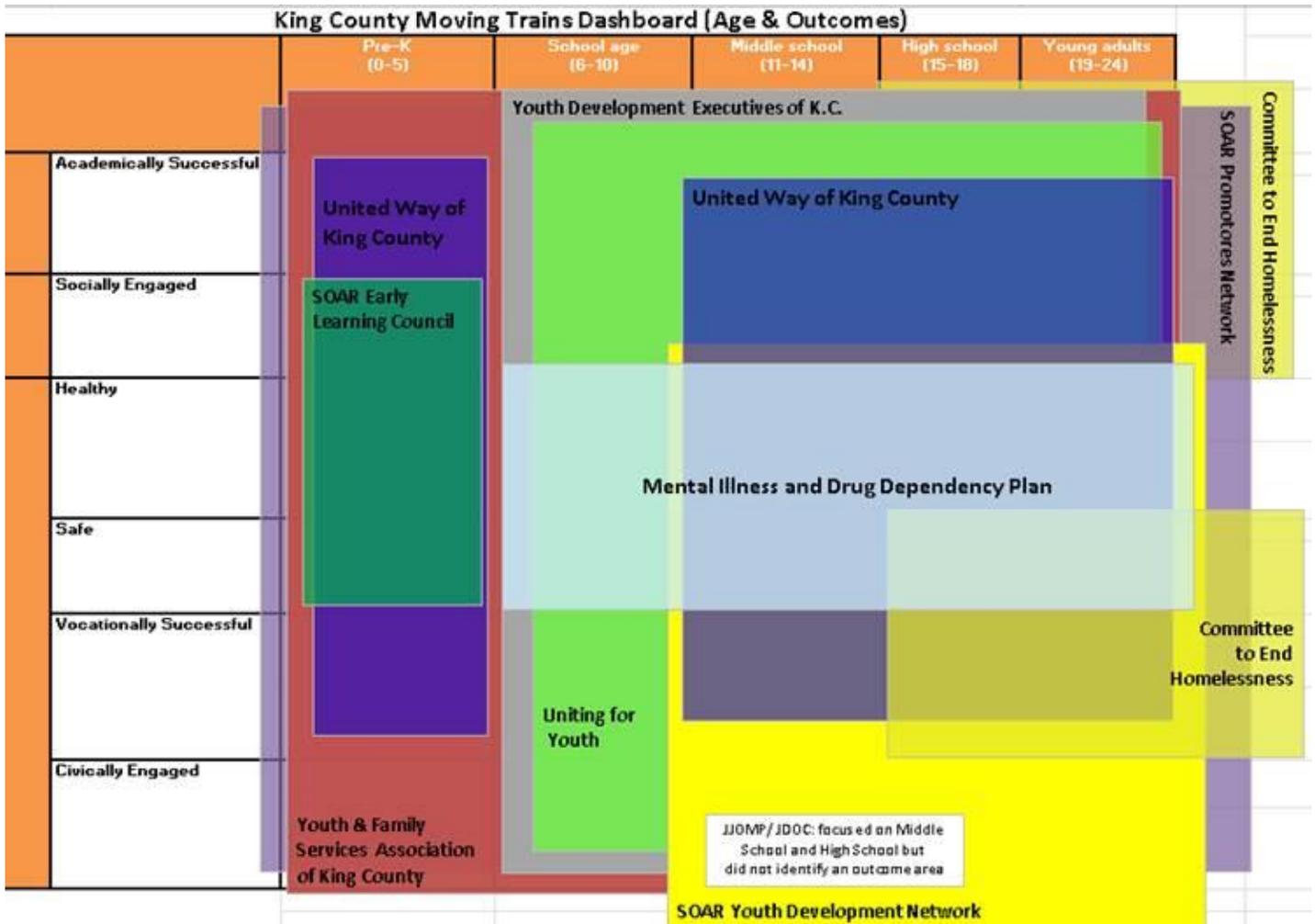
- Youth Development Executives of King County (YDEKC)
- Youth and Family Services Association of King County (YFSAKC)
- JJOMP/JDOC
- Uniting for Youth
- United Way of King County
- Mental Illness and Drug Dependency Plan
- Committee to End Homelessness
- SOAR King County, Early Learning Coalition
- SOAR Youth Development Network
- SOAR Promotores Network
- Homeless Youth and Young Adult Initiative (being removed from list)

3 local and 5 state

- Seattle Youth Violence Prevention Initiative (SYVPI)
- Road Map Project
- Suburban King County Coordinating Council on Gangs
- Project Respect
- Youth Law Task Force
- WA Coalition for Homeless Youth Advocacy
- Washington State Becca Task Force
- Justice for Girls Coalition

The Partnerships Team is analyzing how these efforts could fit together and work better toward a common set of outcomes. Questions that the Team has begun to discuss and will discuss further with the full Task Force include: Where is there already energy and attention on these issues? What and who is missing from the landscape? If King County were to draw a community organizational chart showing how these moving trains relate to each other, would it make sense? How can it be improved? What is the right role for County government to play?

The following picture shows the overlap among 10 countywide moving trains, according to the age groups and outcome areas on which they focus. Although this image shows that each age group and outcome area is covered somehow, it also shows great overlap in some areas, with bare coverage in others.



Among these moving trains, the Partnerships Team found heavy emphasis in the areas of Middle School, High School and Young Adults; and in Health, Safety and Social Engagement. Areas in need of development or further investigation include: (a) Infants, Pre-K and School Age; (b) Civic Engagement, Vocational Development and Academic Success; (c) Preparation and Leadership; (d) Marketable Skills; (e) Opportunities to Help Others; (f) Healthy Starts and Supports; and (g) Population-based neighborhood initiatives.

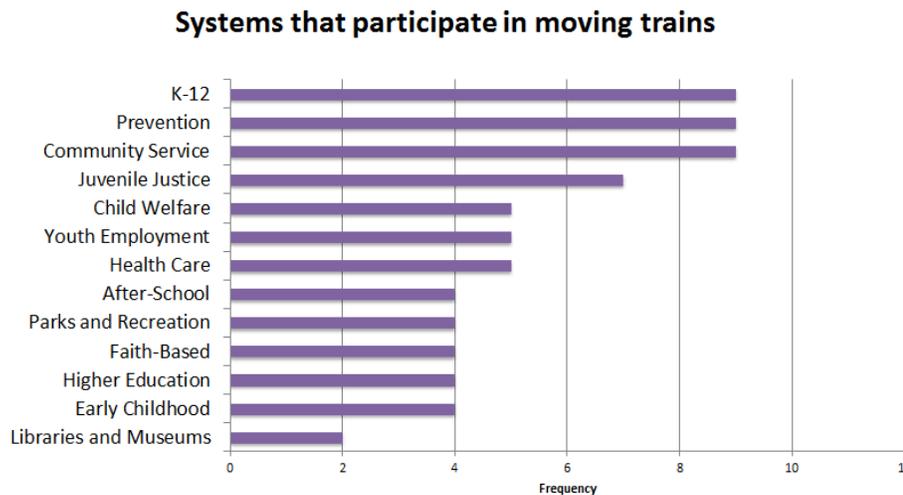
In order to avoid “collaboration fatigue” among organizations and leaders, it is important to understand who participates in the various moving trains. In some communities, stakeholders bemoan attending an endless cycle of coalition meetings, with insufficient progress to show for it. The YAP process can help King County stakeholders develop a more efficient way to coordinate the work of various coalitions.

In Northern Kentucky, for example, an array of government, education, business and civic organizations grew increasingly frustrated about the overlaps, gaps and inefficiencies of their uncoordinated efforts to improve education outcomes. A local United Way executive expressed the frustration: “You would sit in these meetings and hear lots of good ideas. But there was no coordinator or game plan to carry them out.”

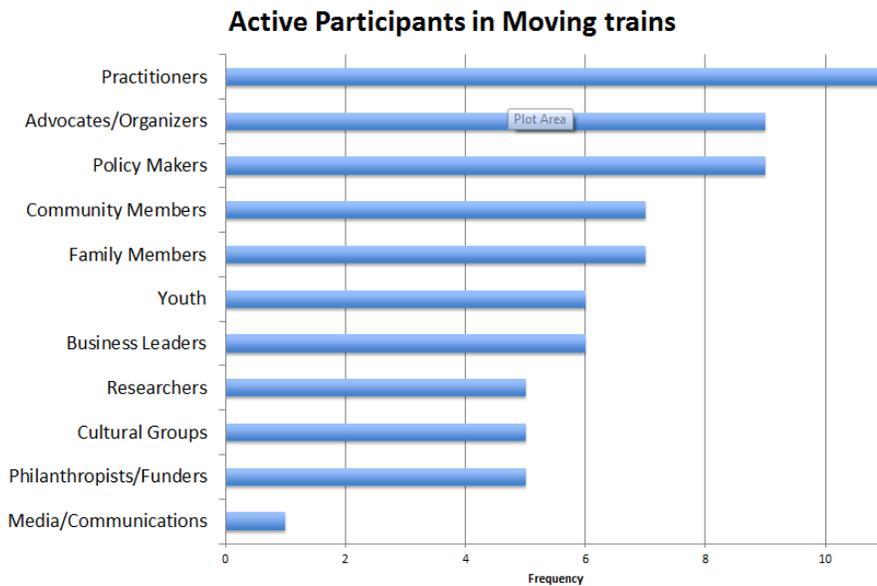
These organizations committed themselves to align their efforts. They mapped their moving trains and explored how to work together in a structured, permanent way. Today, Northern Kentucky’s education initiatives are aligned through a backbone organization that aims to improve all youth supports, from birth to career. Through the Northern Kentucky Education Council, the previously independent initiatives work in concert, pursuing agreed-upon goals with strategies that complement each other rather than compete.

The Moving Trains survey generated useful information that will help the Strategy Team convene and align existing efforts. Below are three examples:

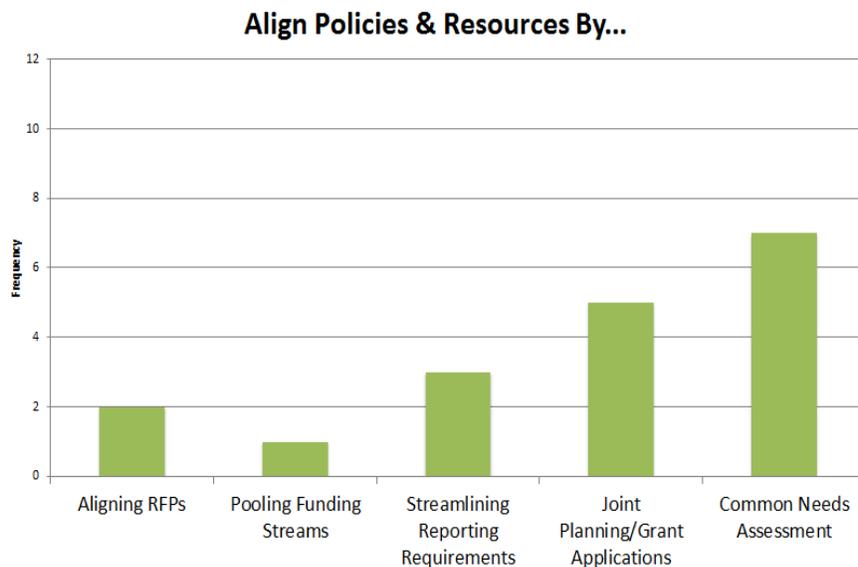
Many of the moving trains reported active participation from the K-12, prevention, community service and juvenile justice systems. Few, by contrast, have engaged libraries and museums. These systems are underutilized in many communities. (See the chart below.) Flagging this trend might spark new outreach efforts or identify barriers to participation that can be addressed.



The moving trains draw their membership from practitioners, advocates and policymakers. (See the chart below.) There is a better rate of family and youth participation in the moving trains in King County than we typically see in other places.



The chart below details the types of policy and resource alignment strategies the moving trains focus on the most. Very few of them align grants and RFPs or pool funding streams.



2. Defining Desired Leadership and Accountability Structure

The Partnership Team has discussed the concept of a single point of accountability for the County’s youth programs and services, as called out in the ordinance. Through discussions and a review of the moving trains analysis, the team created a list of **key characteristics** that any leadership structure would have:

- Broad, holistic view of child and youth needs
- Recognition of King County’s role with other stakeholders
- Driven by outcomes

- Adaptable as needs change
- Inclusive and representative
- Transparent
- Public and Private representation

The team also explored the **possible activities** that a leadership body or partnership would engage in:

- Oversight
- Alignment
- Elimination of redundancies/ streamlining
- Convening
- Incentivizing
- Raising awareness

A partnership doesn't get very far without an organizational home (an entity or set of entities) that can take on many of the behind-the-scenes support functions. These functions are often called "backbone supports." A common response to this need is to create a new entity. Experience from around the country shows that the first step should actually be to examine the set of available organizations, the capacities they bring and how they might play a role. The Partnerships Team will explore this question in the coming months. The Team did brainstorm and identify **existing organizations and structures that might need to play some role in providing backbone support.**

- Accountable Community of Health
- Children and Family Commission (un-funded and inactive but still in statute)
- King County Government
- Transformation Plan (backbone coming)
- Youth and Family Services Association

Next Steps

The Partnerships Team will meet into the fall to provide a starting set of recommendations for the full Task Force to discuss for inclusion in the YAP on the following issues:

- Convening and aligning existing "moving trains," including a visualization of how the various efforts might fit together.
- Options for a leadership and accountability structure, including identification of a potential leadership body and backbone support organization(s).

Programs and Services Strategy Team

Members: Collectively, the Programs and Services Strategy Team members have experience with analyzing performance measures relevant to programs and services and working with data dashboards, and are familiar with community-based organizations serving children, youth and families in King County.

Focus: The Program and Services Strategy Team was asked to examine the programs and services that are available from King County government for children and youth. The County staff conducted a survey of all agencies and received a wealth of information about funding, performance metrics, age focus and purpose. The team was also asked to identify some of the other sources of information about programs and services operating in the County that might originate from somewhere other than County government. One goal of this effort is to provide recommendations for the County about how to ensure that its program and service offerings are coordinated, high-quality, accessible and effective.

Mandate: This Team is paying close attention to the following elements of Ordinance 17738:

- a. *Recommendations contained in the youth action plan are developed with input from: Youth; and the departments of community and human services, public health, adult and juvenile detention, judicial administration, natural resources and parks and public defense.*¹⁶
- b. *Identification of areas for better integration or coordination, or both, of services, programs and policies for children and youth within and outside of King County government.*¹⁷
- c. *Recommendations on King County's role and involvement with early childhood learning programs and initiative.*¹⁸
- d. *Identification of the children, youth and family programs, methodologies and service models that the county should prioritize to achieve outcomes and meet policy goals.*¹⁹
- e. *Recommendation on the county's funding of services and programs for youth, including the prioritization of existing and potential new resources to achieve recommended outcomes.*²⁰
- f. *Identification of the barriers within and outside of King County government that prevent children, youth and families from realizing their full potential and recommendations on how the, county might proceed eliminating those barriers.*²¹

¹⁶ King County Ordinance 17738, Line 183-188.

¹⁷ King County Ordinance 17738, Line 208-210.

¹⁸ King County Ordinance 17738, Line 211-212.

¹⁹ King County Ordinance 17738, Line 218-220.

²⁰ King County Ordinance 17738, Line 221-223.

Progress: The Programs and Services Team has gathered information through the following activities:

1. Analyzing the inventory of King County Services and Resources

In early 2014 King County requested all departments and agencies that might serve children, youth, and/or their families to submit a detailed inventory of programs and services from 2013. This data was gathered to inform the work of the Youth Action Plan. It covered 15 variables on various facets of King County programs and services, including location, type of service, number served and number of full time employees. Analysis of each variable in the inventory required data preparation that accounts for variations in program implementation and record-keeping practices across departments. Therefore, the data prepared for review by the Task Force was highly targeted to ensure that this undertaking was in line with current capacities and resources.

The team utilized program descriptions and “performance metrics” provided in the inventory to interpret the primary outcome area toward which each program aimed. The goal of this process was to gain a big-picture understanding of King County’s investment in child and youth outcomes. For the purposes of this exercise, the primary outcome areas were defined as follows:

- **Academic Success:** Kindergarten readiness, graduation rates, achievement scores, college readiness, education about careers, early childhood education, library services, truancy and dropout prevention, etc.
- **Vocational Success:** Career readiness, successful transition, youth employment, internships, etc.
- **Healthy:** Immunization, physical standards, nutrition, hygiene, exercise, avoiding risky behaviors, sex education, sexually-transmitted disease testing, mental health counseling, psychiatric treatment, alcohol and drug prevention, services for chemical dependency, well-being, etc.
- **Safe:** Emergency shelter and housing, homelessness prevention, legal services, juvenile detention services, child abuse prevention and legal services, crime and violence prevention, etc.
- **Socially Engaged:** Connections to caring community/adults, legal services regarding child support and families, attachment to school, peer relationships, self-expression, socially-acceptable behavior, sense of independence, LGBTQ services, personal/social growth, hope, etc.

²¹ King County Ordinance 17738, Line 213-215.

- **Civically Engaged:** Civic responsibility (participation in government, church, and/or memberships of voluntary associations), volunteerism, religious services, environmental awareness, culture of contribution, civic engagement (identify and address issues of public concern), etc.

The resulting age-by-outcome areas dashboard (see p. 25) shows that the Healthy and Safe outcome areas are more heavily funded than are other areas. This is particularly evident when viewing only King County funding, but the pattern can also be seen when looking at All Revenue coming to the County. The Team observed that this trend seems to reflect Maslow's hierarchy of needs: Maslow proposed that certain basic physiological and safety needs must be met before someone can attain love, esteem and self-actualization.²² Across the country, county governments must often serve as the funder of last resort for some of the most basic needs of residents. In addition, the existence of other entities that fund some of the other outcome areas could be another reason that the county doesn't focus as much in those areas. For instance, school district funding is not included in this view, because schools are not run by King County government.

When the full Task Force discussed the program funding, the question arose about whether civic engagement should be included. There was a strong sense that civic engagement is critical. Juvenile justice experts in the room stressed that such engagement helps to keep young people out of their systems, and even gets them to be active and positive contributors in activities like serving on juries, etc. Civic engagement is central to democracy working and communities thriving. It is worth noting, however, that while activities were plotted based on their primary targeted outcome, some funded activities might have multiple purposes which could include strengthening more than one outcome. For example, out-of-school time programs whose primary targeted outcome is leadership development could also strengthening youths' civic engagement.

²² http://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs

Age by Outcomes Dashboard - Total Estimated County-Level Funding^{23 24}

Primary Outcome Area	Pre K (0-5) Total: \$4.2 M	School Age (6-10) Total: \$6.9 M	Middle (11-14) Total: \$13.8 M	High (15-18) Total: \$13 M	Young Adult (19-24) Total: \$5.3 M	Families Total: \$2.4 M
Academically Successful Total: \$1.5 M	\$0.1 M	\$0 M	\$0.2 M	\$0.7 M	\$0.4 M	\$0.1 M
Vocationally Successful Total: \$0.5 M	\$0 M	\$0 M	\$0.1 M	\$0.3 M	\$0.2 M	\$0 M
Healthy Total: \$18.8 M	\$2.1 M	\$1.9 M	\$6.2 M	\$4.9 M	\$2.8 M	\$0.9 M
Safe Total: \$17.5 M	\$1.2 M	\$4.1 M	\$5.4 M	\$5.2 M	\$1.1 M	\$0.5 M
Socially Engaged Total: \$7.1 M	\$0.9 M	\$0.9 M	\$1.9 M	\$1.9 M	\$0.7 M	\$0.9 M
Civically Engaged Total: \$0 M	\$0 M	\$0 M	\$0 M	\$0 M	\$0 M	\$0 M
Key	<i>This table looks at \$45.5 M of King County-specific funding sources[2]. It does not include city/state/federal sources of funding that are administered through King County agencies.</i>					
\$0 M to \$0.1 M						
\$0.2 M to \$0.9 M						
\$1.1 M to \$6.2 M						

This dashboard provides a simple way to understand the spread of dollars across ages and outcomes areas. This alone is not sufficient to make funding decisions. Ideally, King County would also know who is accessing the services, who is not using them and what outcomes result from the investments.

Few communities have tackled this challenge well. One exception is New Mexico, where the former Governor’s Children’s Cabinet collected statewide child and youth well-being data, combined it with fiscal data across departments and analyzed the results with an eye toward desired outcomes. This led the state to re-align its legislative and policy priorities annually²⁵.

Knowing current allocations can be helpful for discussing why funding is targeted in certain ways and what criteria should be used. The Programs and Services Strategy Team will recommend criteria to the full Task Force to assess whether funding in King County is balanced and sufficient to support the needs of its young people.

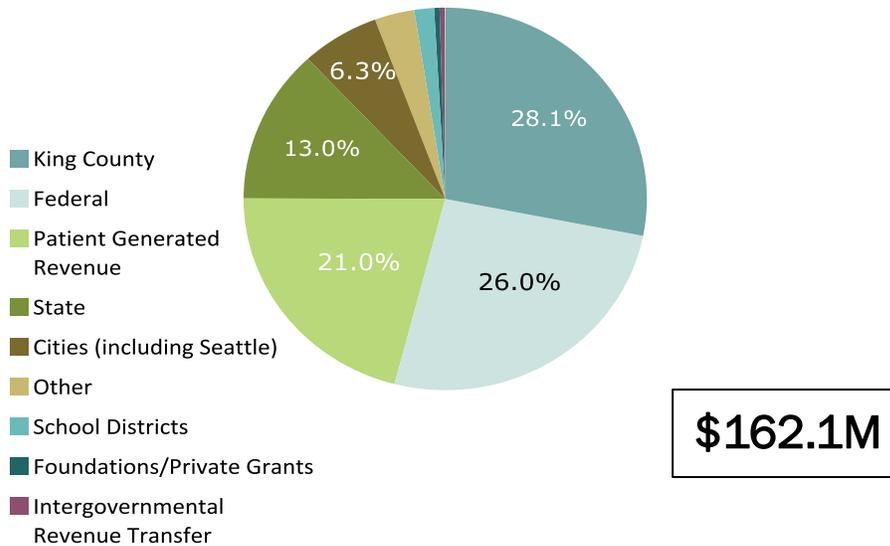
²³ County Level Funding is defined as any of the following funding sources that could be disaggregated from the Total Adopted Program Budget; a) General Fund (property tax), b) Children and Family Set Aside (mixed revenues & fees), c) County Millage (dedicated property tax percentage), d) Document Recording Fees, e) Mental Illness and Drug Dependency (sales tax), f) Veterans and Human Services Levy

²⁴ Funding allocated to programs for which age categories were not specified and/or could not be determined and are excluded from this analysis. Funding by revenue source and does not exactly match total estimated funding by program in cases where funding distributions for four programs did not sum to the total provided at the program level. This is not intended to be a discretionary funding analysis.

²⁵ <http://forumfyi.org/content/new-mexico-childrens-cabinet-2011-report-card-budget-report>

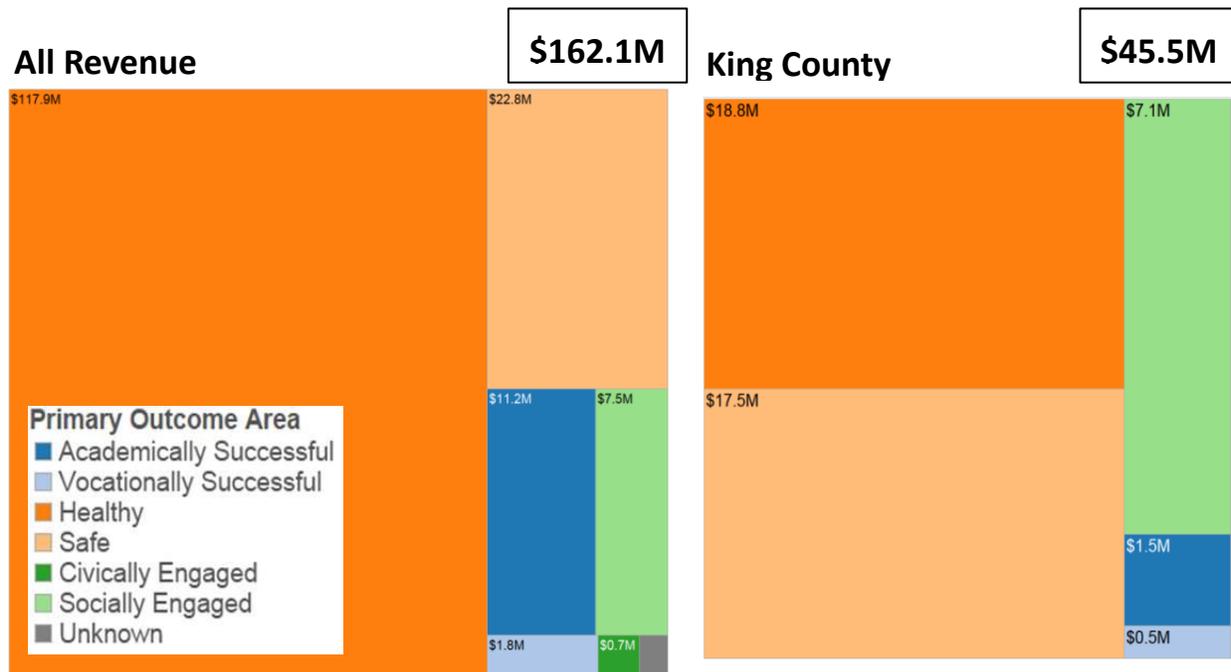
The chart below shows total Estimated Funding for all child, youth, and family programs administered by King County. Dollars coming directly from King County account for approximately 30% of total (Total = \$162.1M; County-level funding = \$45.5M).²⁶

Total Estimated Funding



²⁶ County Level Funding is defined as any of the following funding sources that could be disaggregated from the Total Adopted Program Budget; a) General Fund (property tax), b) Children and Family Set Aside (mixed revenues and fees), c) County Millage (dedicated property tax percentage), d) Document Recording Fees, e) Mental Illness and Drug Dependency (sales tax), f) Veterans and Human Services Levy. Funding allocated to programs for which age categories were not specified and/or could not be determined are excluded from this analysis. Funding by revenue source does not exactly match total estimated funding by program in cases where funding distributions for four programs did not add up to the total provided at the program level. This is not intended to be a discretionary funding analysis.

Estimated Funding: Total & King County Generated



The image above illustrates the distinction between the use of locally generated King County funds versus the use of revenue from other sources that the county is responsible for administering. Locally generated funds are allocated evenly between programs primarily targeting safety and health outcomes, while other revenue spending was heavily skewed toward health outcomes.

This type of funding analysis can be used to strengthen the effectiveness of counties' spending. Hennepin County, Minn., conducted a fiscal mapping study in 2014, analyzing more than 160 public and private funding streams allocated for the well-being of youth. The fiscal map is designed to help county government, business and nonprofit organizations better identify opportunities and strategies that support healthy youth development. Among the changes they hope to pursue: aligning funding streams and related policies, coordinating the efforts of similar programs, tying funding more to outcomes, identifying areas of spending flexibility and focusing on areas of need that might be under-funded.

2. Reviewing Performance Measures used in King County

In the survey, agencies were asked to list the primary performance metrics associated with a program or funding stream. Those metrics varied greatly from simple counts such as “# of kids participating” to outcomes-based measures like “increase emotional well-being and pro-social

behavior.” King County agencies use different frameworks and language for evaluating program performance. A few examples of the types of responses submitted are included below. (See Appendix D for a full set of descriptions and counts.)

Dept.	Program	Description	Primary Performance Metric
DCHS	Transitional Housing for Young Adults Passages	Transitional Housing for Young Adults Passages in the University District.	Maintain housing stability; movement to transitional or permanent housing.
DCHS	Northshore YFSA	Case management and youth development services.	Increase emotional well-being and pro-social behavior
KCSO	School Resource Officer Program	Overtime to create a part-time SRO presence in Unincorporated King County schools.	# of kids participating.
KCSC	Functional Family Therapy (FFT)	Weekly in-home family counseling sessions for 3-4 months. Family structure/committed caregiver is required; foster families eligible.	Compliance with treatment goals, conditions of probation, and re-offense.

Consequently, it is difficult to navigate performance metrics for the County’s programs as a whole. This will be an area ripe for recommendations by the Task Force, and ultimately will be an area for King County agencies to share best practices and to learn from one another’s work.

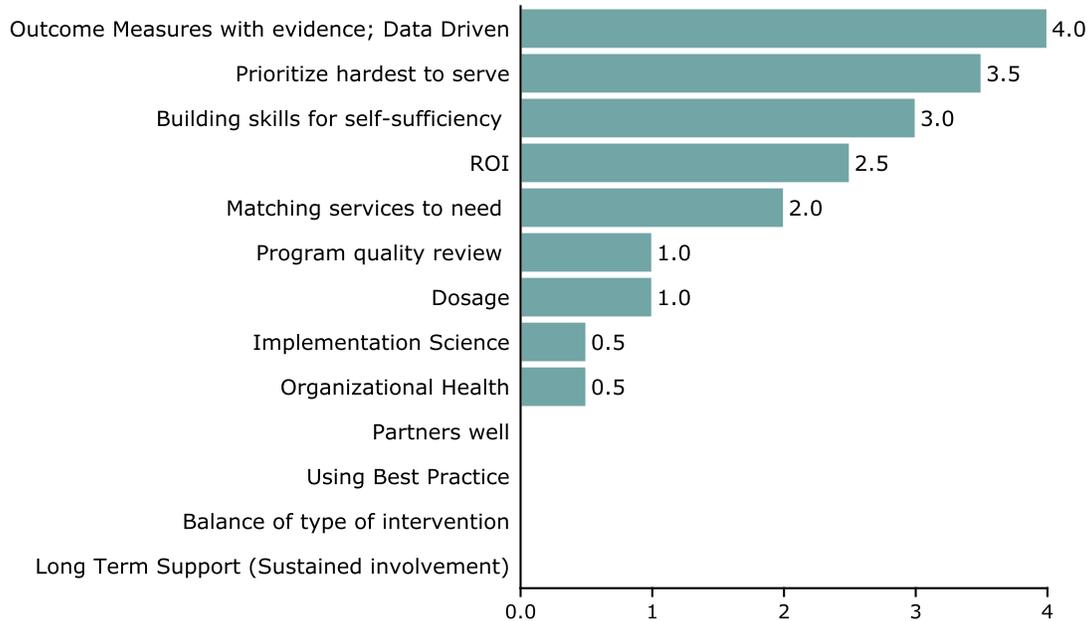
3. Setting Criteria for Performance Measures

Performance measures are a crucial part of evaluating the effectiveness of a program in achieving its stated outcomes. The Programs and Services Team brainstormed performance measure criteria for the full Task Force to review. When asked what their priorities were, team members most often cited data-driven outcome measures and prioritizing the hardest to serve. Among the key points discussed by the strategy team:

- Avoid cherry picking when trying to meet hardest to serve.
- Outcomes can be a high bar to achieve since they require patience while looking at the longer term pay off.
- Agree on common language for prioritization of performance metrics.
- There is a need to pay attention to interaction between performance priorities; focusing on return on investment can tilt the playing field toward the easier to serve.
- Think about the policies backing these performance metrics to avoid perverse incentives. One way to do this is to ensure the provider is well-trained.
- Perhaps categorization (i.e., upstream vs. downstream) should take a back seat to outcomes. Deal with the pressure of showing near-term results versus long-term gains.

- There's need for a better understanding of the current process to provide feedback with hard data.

Prioritization Exercise²⁷



4. Compiling Other Inventories, Performance Measures and Criteria

The team acknowledges that King County programs and services operate in a larger landscape of programs and services run by other levels of government (city, state, and federal) as well as nonprofit, for-profit, philanthropy, etc. To address this, the team began to draft a list of existing information resources, particularly inventories of programs and services operating in King County, along with performance reports on the quality of and access to systems. As one member of the Task Force remarked in the July meeting, they are looking at population-level outcomes and at broad community partnerships, but in the programs, services and funding arena, they have to work with and analyze what the King County government is doing.

This gap in data presents a challenge in drawing exact conclusions about why outcomes are not improving in certain areas and what King County should do about it. The issue does not appear to be that individual services are uncoordinated, but that coordination is lacking at the aggregate level. At least knowing where there are other sources of information or potential partnerships will help the Task Force and/or the County hone in on the real story behind the outcomes. The list the team compiled is not exhaustive, but it might prove useful as the County

²⁷ Each Strategy Team member was given dots and asked to mark the top three most important criteria for an effective program from the list of brainstormed criteria. In some cases the team members chose to split their dots in half and in these cases the total may not add to a whole number. (N=6)

starts to think about aligning the programs and services that it funds with other efforts that it does not fund. (See Appendix E.)

Next Steps

The Programs and Services Strategy Team will provide a starting set of recommendations for the full Task Force to discuss for inclusion in the YAP on the issues listed below. They will also gather additional information on recommendation items below during Community Conversations.

- Identification of priority children, youth and family programs, methodologies and service models that the County should prioritize to achieve recommended outcomes.
- Identification of areas for better integration or coordination, or both, of services, programs and policies for children and youth
- Identification of barriers that prevent children, youth and families from realizing their full potential and recommendations on how the County might proceed eliminating those barriers
- King County's role and involvement with early childhood learning programs

Child and Youth Outcomes Strategy Team

Members: Collectively, the Child and Youth Outcomes Strategy Team members have experience with analyzing population-level indicators²⁸ and working with data dashboards, and familiarity with shared outcomes utilized in youth-focused community-based initiatives.

Focus: Both the Task Force and the broader King County community want improved outcomes for children and youth. But changing outcomes takes time. In some cases, it can take five to 10 years to see real change at the population level. The Outcomes Strategy Team has been doing the hard, early work of mining the data sources and looking at the power of the data, all across a broad set of ages and outcome areas.

In effect, the Team is providing a state of the County's children and youth based on existing measures. This will be used to determine baseline data. As the Task Force considers its final recommendations to the County, it will use this information to focus on critical areas – some of which are already being tracked, and others that may be additions – to align the policy recommendations to move prioritized indicators.

Mandate: This Team is paying close attention to the following elements of Ordinance 17738:

- a. *It is the policy of the county that citizens and policy makers be able to measure the effectiveness of the investment of public funds.*²⁹

²⁸ A measure of child well-being, ideally at the population level

²⁹ King County Ordinance 17738, Line 130-131.

- b. *The framework of the [health and human services] transformation plan shares common attributes with a number of current youth-focused community-based initiatives and a focus on a common set of shared outcomes that are being developed transparently, collaboratively and strategically in partnership with multiple stakeholders and being driven by results achieved through collective accountability and the use of data to align efforts across organizations. A youth plan should build on these current efforts.*³⁰
- c. *Identification of the age range the proposed youth action plan will address and/or serve, and whether families are included in the youth action plan.*³¹
- d. *Recommendations on King County's role and involvement with early childhood learning programs and initiatives.*³²

Progress: The Outcomes Strategy Team has gathered information through the following tasks and activities:

1. Gathering Indicators and Consulting Local Experts

The Child and Youth Outcomes Strategy Team set out to collect a set of indicator data based on feedback from experts in the community. In late June and early July 2014, each Strategy Team member gathered potential quality indicators for all outcome areas identified by the original YAP vision statement. Team members gathered data from nearly 20 local experts from youth-focused government agencies, programs and services, coalitions and collective impact organizations, and research/higher education groups. These included:

- Youth Development Executives of King County (YDEKC)
- Road Map Project
- University of Washington Dept. of Psychiatry and Behavioral Sciences
- Community Center for Education Results (CCER)
- Center for Children and Youth Justice (CCYJ)
- Children's Home Society of Washington
- Boys & Girls Clubs of King County
- School's Out Washington
- Neighborhood House
- Eastside Pathways
- Washington State Center for Court Research
- Public Health Departments - Seattle and King County
- Seattle Office for Education

³⁰ King County Ordinance 17738, Line 139-145.

³¹ King County Ordinance 17738, Line 205-206.

³² King County Ordinance 17738, Line 211-212.

- Seattle's Office of Economic Development
- Department of Community and Human Services (DCHS), Developmental Disabilities Division
- DCHS/CSD/Housing and Community Development (HCD)
- Office of King County Executive Dow Constantine

2. Compiling Indicators, Reviewing Data and Plotting on a Dashboard

The team collected more than 140 potential indicators during this phase of the process. Of the initial set of indicators collected, the Healthy and Academically Successful outcome areas tended to have better coverage than other outcome areas (see below). This process relied only on the availability of the indicators, not taking into account their quality and usefulness. The team suggested further research into the Social Engagement and Civic Engagement outcome areas. Ultimately, the Task Force may decide that there needs to be a data development agenda for the County. As they collected what is available, team members created a list of items that may need to be placed on that agenda. (See Appendix F.)

Number of Indicators Collected

	Pre-K 0–5	School-Age 6–10	Middle School 11–14	High School 15–18	Young Adults 19–24	Families	No Age Specified
Academically Successful	12	12	13	17	4	1	1
Vocationally Successful	0	0	1	5	8	2	0
Healthy	4	8	6	6	2	2	3
Safe	1	3	6	3	4	3	1
Socially Engaged	1	0	3	4	0	1	1
Civically Engaged	0	1	0	0	2	0	1

Key
0-1 Indicators
2-3 Indicators
4+ Indicators

Total Indicators: 142

To begin to narrow the County's focus to a more manageable set of indicators, the Forum for Youth Investment created a preliminary dashboard using indicators that tend to have high

proxy power³³ based on its experience in other communities. Using this preliminary dashboard as a basis for discussion, the team identified roughly 50 indicators that it thought could be used to measure outcomes. Below is a list of key data sources and reports collected and reviewed during this process:

Data Sources

- Office of Superintendent of Public Instruction (OSPI)
 - i. <http://reportcard.ospi.k12.wa.us>
 - ii. <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>
- [Kids Count](#)
- [Communities Count](#)
- [Washington State Healthy Youth Survey](#) (HYS)
 - i. HYS Fact Sheet: Safety and Violence Behaviors
 - ii. HYS Fact Sheet: Risk and Protective Factors
 - iii. HYS Fact Sheet: Health and Health-Related Behaviors
 - iv. HYS Fact Sheet: Alcohol, Tobacco and Other Drug Use
- [King County Community Health Indicators](#)
- American Community Survey (ACS)
- Department of Health (Birth Certificate Data)
- Washington Department of Early Learning (DEL)
- National Student Clearing House

Reports

- [Child Trends Research Brief: Adverse Childhood Experiences \(ACES\), National And State Level Prevalence](#)
- [The Road Map Project 2013 Results Report](#)
- [The Road Map Project 2012-2013 Early Warning Indicators Report](#)
- [The Road Map Project Indicators of Student Success](#)
- [Greater Seattle: King, Pierce and Snohomish Counties Civic Health Index](#)
- [City of Seattle Family and Education Levy Implementation Plan](#)
- [2013 Comprehensive Plan to Prevent and End YVA Homelessness in King County](#)
- Truancy and Absence Reports
 - i. [Office of Superintendent of Public Instruction \(OSPI\) Truancy Reports](#)
 - ii. <http://www.k12.wa.us/gate/truancy/pubdocs/2013rptAttendance1-8.pdf>
 - iii. <http://www.k12.wa.us/gate/truancy/pubdocs/2013rptAttendance9-12.pdf>
 - iv. [Teacher Preparation and Student Achievement: Absence Study](#)
 - v. [Truancy Evaluation Report](#)

³³ An indicator has strong proxy power when it says something of central importance about the outcome and can stand as a representative for the outcome statement of well-being.

- vi. [Caseloads of the Courts of Washington: Juvenile Dependency Cases Filed by Type of Case - 2013 Annual Report](#)
- [Juvenile Court Block Grant: Report to the Legislature](#)
- [Prevalence and Characteristics of Multi-System Youth in Washington State](#)
- [Seattle Community Needs Assessment Head Start, ECEAP, & Step Ahead Preschool Programs Update 2013](#)
- [Puget Sound Educational Service District Early Head Start, Head Start, And ECEAP Programs Community Assessment](#)

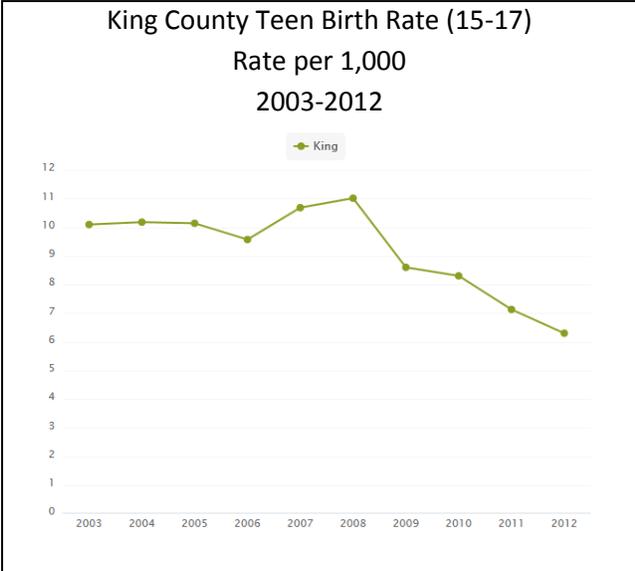
3. Establishing Initial Trend Lines in Preparation for Community Conversations

Decisions about which indicator trend lines to use are based on three things: 1) data power – the availability of an indicator consistently over time, 2) proxy power – the ability of an indicator to say something about achievement of an outcome, and 3) communication power – whether the indicator speaks to a diversity of people in a compelling way.

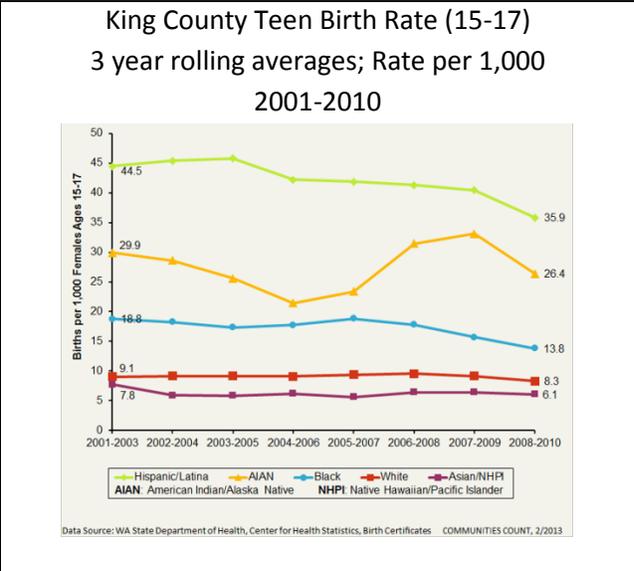
Over the past three months, the consultant team and the Strategy Team evaluated potential indicators for their data and proxy power. Community members attending the Community Conversations will assist in assessing their communication power. Select trend lines have been identified by the team for the Community Conversations this fall.

The Forum for Youth Investment has found in its work with other communities that there are often common underlying causes for trends in seemingly different child and youth outcomes. Participants in the Community Conversations will have an opportunity to react to the indicators based on their experiences in King County and to identify common underlying causes for local trends by answering questions about “why?” and “why here?” All feedback will be reviewed, assessed and presented to the full Task Force.

An initial set of approximately 26 trend lines have been collected. There is a summary of those indicator trends on an age by outcome dashboard in Appendix G. A full set of available indicators, along with key findings and notes, can be found in Appendix H, Indicator Trend Lines. The following trend lines for Teen Birth Rates (ages 15 to 17) are an example of this undertaking:



[Kids Count Data Center](#)



[Communities Count](#)

Next Steps

The Outcomes Strategy Team will use feedback received on the communication power of the data during the Community Conversations as the basis for next step recommendations. They will bring a set of baseline indicator options to the full Task Force to be used to develop:

- desired outcome statements
- an evaluation and reporting structure and process.

VI. Aligning with Other Geographies

Another area that the Task Force tackled in its July 23 meeting was the geographic context and boundaries that this kind of planning must consider. The consultants refer to this as “vertical alignment.” As the Task Force considers how to achieve better “horizontal alignment” across departments and agencies (both public and private) in King County, it should do so in the context of what is occurring federally, at the state and local levels, in cities, and in school districts. The deep bench of expertise on the Task Force enables members to brief one another on activities, issues and concerns of note occurring at each of those levels.

The information shared by members and the ongoing connections made during the Task Force’s work will be invaluable as they make recommendations and determine the best roles for the County to play in improving child and youth outcomes. The policies that affect children, youth and families derive from many different levels of government. Though the Task Force is focused at the County level, having some understanding of what is occurring at the other levels can help its members consider better alignment in their recommendations.

The July 23 Task Force meeting included presenters sharing highlights of activities occurring at the following areas of focus, presented here in raw note form:

School Districts: Kelly Goodsell of Puget Sound Educational Service District discussed the current work of PSESD and many of the school districts in the King County area.

- Common Core, and Teacher Principal Evaluation.
- College/Career Ready Diploma.
- P-3 Alignment.
- Race to the Top South King County: Data, Leadership capacity, and instruction; Dow Constantine focus on preschool.
- Opportunity Youth: Action Plan, County has helped to expand that.
- Pathnet: United for Youth – Foster care, alternatives to suspension, transitions for youth in juvenile justice system.
- CAN: College Access Networks. Seattle and South Seattle. Do this work in a much more comprehensive way. Career, college, and life-readiness.
- Early-warning systems, after-school programming, graduation navigation, and tutoring. Utilizing the race-equity tool and frame. Ensure we are using evidence-based practices. Programmatic measures vs. outcomes.

Cities: Deanna Dawson, Executive Director of the Sound Cities Association (which represents 36 cities in King County) and Darryl Cook, City of Seattle, shared updates and perspectives on city-level activities and concerns.

General Feedback that Sound Cities Association received and observed

- There appears to be a lack of understanding of the Task Force’s work within cities.
- Not enough recognition of all the programs and services happening within our cities; while our members know what is happening within their own cities, there has not to date been an attempt to collect all that information across the county in some time.
- Each city that responded stressed the need for attention to their geographic subarea.
- In the south, Burien stressed the need for services in South King County which has lower income and higher ethnic populations than other areas of the County.
- In the north, Shoreline stressed the need for programming that is reflective of needs in all parts of King County, including those where the total populations in need may be smaller. They noted that the work of the Task Force needs to speak specifically to the needs and opportunities in North King County. The strategies should recognize and support the unique cultures and strengths of different areas of the County. For example, cities, schools and service providers play varying roles in their communities. In one area, a city may play the lead role in connecting with youth and families, while elsewhere that role might be played by a strong nonprofit. Therefore, implementation of strategies and funding allocation should support participation and involvement from a varied array of participants.
- In the east, representatives from Redmond noted that while Redmond is a diverse and prosperous community, it has pockets of need where nearly 50 percent of families get free and reduced-price lunch and live in Section 8 housing. They also have transitional housing, where access to services is limited. The need for services are as great as in the Seattle area, but with a clientele that is more shameful of seeking help because of the stereotype of living on the Eastside.

Priorities Sound Cities Association consistently hears from cities

- Early learning.
- Support for families – not just kids.
- Culturally relevant programming.
- Programming for “opportunity youth” (16- to 24-year-olds who are neither in school nor employed).
- Lack of programming in the county currently.
- Services to refugee and immigrant youth and families.

- Mental health and substance abuse treatment for youth.
- Depression and suicide rates among youth are climbing.
- Elimination of county support for substance abuse/prevention has left a large gap in support of effective interventions at the community level.
- Out of school time programming.
- Little or no opportunities for free/affordable after school programs.
- Should be site-based.
- Strong feeling among cities that strategies should recognize and support the unique cultures and strengths of different areas of the County. For example, cities, schools and service providers play varying roles in their communities. In one area, a city may play the lead role in connecting with youth and families, while elsewhere that work might be provided by a nonprofit. Thus implementation of strategies and allocation of funds should support participation and involvement from a varied array of participants.

Priorities in the City of Seattle

One of the goals for the City of Seattle is to focus more on regionalism. The city is working with King County and other constituencies to build equity across income disparities, especially for people of color. Leaders are leveraging resources within the city itself, and identifying and utilizing services in a more productive way. The mayor has continued to push race and social justice to the forefront of his agenda. In the Human Services division, goals include:

- Universal pre-K is going on the ballot.
- Summer Safety initiative: There has been violence in the last few months. The city is looking at how to address the issue. One way is through additional employment opportunities through the Office of Economic Development, to provide pathways for kids to take on vocational opportunities.
- Citywide strategy to address youth violence for ages 13 to 17, through partnerships with SW Youth and Family Services, Therapeutic Health services, Big Brothers Big Sisters, etc. Employment is important, especially in the summer.
- Farm to Table: The City is leading that charge. Three grants from state and federal government will help to bring healthy sustainable food options to communities.
- One successful example of a partnership that is uniting efforts across jurisdictions in King County is the Committee to End Homelessness.

State: Janis Avery, CEO of Treehouse, shared her perspective from the state level and focused primarily on the Washington State Department of Social and Health Services:

- Foster care: At the state level, there is a lot of focus on more accountability and efficiency.
- *McCleary, et. al. v. State of Washington*³⁴ is a big focus. In that case, the Washington Supreme Court declared what the state Constitution's education mandate means, and made clear that the legislature must make progress toward fully funding basic education by 2018. The challenge is that legislature does not have the capacity to raise additional funds because of a divided legislature and the electorate's continued authorization of two-thirds majority requirements for tax increases. It is possible to imagine a world where the whole safety net has shrunk, and there is no focus on prevention, but only on reaction to the education mandate. Columbia Legal Services, Children's Alliance and Washington Low Income Housing provided an amicus brief to the court to request guidelines that will not allow decimation of the safety net because educational outcomes for poor children will drop lower.
- Summer learning loss has gained some attention in the legislature this year and will be studied for recommendations. The most interesting tension is between schools, which would like to have additional resources for summer education, and youth development organizations, which see this as a core capability and ideal role to combine continuing education and recreation/enrichment.
- Advocates have been somewhat successful in pushing foster care. Extended Foster Care to age 21 has become a nearly universal entitlement. The legislature continues to fund specialized educational services. Child welfare is experiencing an increase in referrals and families accepted for investigation, service or foster care. It is underfunded to address the increase in families.
- Early learning has become a big focus with the state. Kindergarten readiness, child care standards and licensing and increased pre-school slots for poor children.
- Preventing young adult homelessness is also a focus.

Federal: Elizabeth Gaines, from the Forum for Youth Investment, shared a federal opportunity that is time-sensitive and focused on opportunity youth: Performance Partnership Pilots. The federal government is about to invite local, state and tribal governments to apply for unprecedented flexibility to use federal funds in innovative ways to help disconnected youth. And the Forum has just released a guide to help you get ready to apply for these Performance Partnership Pilots (P3s).

Rather than working with a fragmented set of federal funding streams, the selected sites will be able to blend funds from federal programs, and be freed from certain requirements, to meet the needs of youth who are disconnected from school or work, or at risk of being disconnected.

³⁴ http://www.courts.wa.gov/appellate_trial_courts/SupremeCourt/?fa=supremecourt.McCleary_Education

The federal Departments of Education, Labor, and Health and Human Services, along with the Corporation for Community and National Service and other related agencies, will have the authority to provide flexibility from statutory, regulatory or administrative requirements (such as eligibility criteria) as needed to allow pilot sites to execute their P3 plans. The partnerships must commit to outcome and accountability measures that will be used to demonstrate that their approach is leading to improved outcomes among the young people they serve.

Up to 10 partnerships will be selected. State, local and/or tribal governments will serve as the leads, and will need to work in concert with other stakeholders, including schools and community-based organizations. The federal government expects to issue the public solicitation for proposals in the fall. Find more P3 information and resources at <http://forumfyi.org/content/P3>.

VII. Looking Ahead

The Task Force will continue to meet through May 2015, as it works with the consultants, County staff, and the community to develop and finalize recommendations that will comprise the Youth Action Plan submitted to County policymakers. Additionally, the draft Youth Action Plan document will be posted online for a public review process, including comment and feedback. The final product will reflect such feedback, including an appendix with all public comments listed for policymaker review.

In looking ahead, we encourage the Council and the County Executive to heed the lessons learned from other communities as they have attempted this difficult work. Partnerships often develop strong plans but then look to limited numbers of actors for implementation. Collective impact is not achieved by channeling the power of the partnership's membership through one or more staff. Rather, collective impact is achieved by having each partnership member contribute to needed action in line with their roles, capacity and interests.

Alignment with other efforts in the County will be a key element of the recommendations. As this plan rolls out regular communication and engagement across the range of important initiatives already occurring in the County will help ensure synergy between these efforts.

Community work is dynamic and unfolds in unpredictable ways. The Youth Action Plan's resulting partnership or structure will need to consider new questions that arise and have a deliberate process for adjustments and course corrections. Through its initial planning, the Task Force has already done a great deal of work to lay a solid foundation for realizing the County's vision for children and youth, but the work has only just begun.

Progress Report submitted by:

The Youth Action Plan Task Force, mandated by legislation to develop a set of recommendations in a youth action plan that assists the County Council and Executive in serving infants through young adults. (www.kingcounty.gov/yap).

The Forum for Youth Investment, a nonprofit, nonpartisan action tank dedicated to helping communities and the nation make sure all young people are ready by 21 – ready for college, work and life. Informed by rigorous research and practical experience, the Forum forges innovative ideas, strategies and partnerships to strengthen solutions for young people and those who care about them. www.forumfyi.org.

**Appendix A - Youth Action Plan
Task Force Composition with Strategy Team Assignments Leadership**

Individual	Delegate	Strategy Team	Team Lead?	Organization	Title
Adrienne Quinn		Partnerships	Yes	King County	Director
Beratta Gomillion		Programs		Center for Human Services	Executive Director
Calvin Lyons	Meg Pitman	Outcomes/Data		Boys & Girls Club	President
Darryck Dwelle		Outcomes/Data		Salvation Army Eastside Corps	Eastside Corps Officer
Darryl Cook		Outcomes/Data		City of Seattle	Supervisor, Planning and Program Development
Deanna Dawson		Partnerships		Sound Cities Association	Executive Director
Janis Avery		Programs	Yes	Treehouse	CEO
Judge Wesley Saint Claire	Bruce Knutson	Engagement		King County	Judge
Justice Bobbe Bridge	Anica Stieve	Outcomes/Data		Center for Children & Youth Justice	President
Katie Hong		Outcomes/Data	Yes	Raikes	Program Officer
Kelly Goodsell		Engagement		Puget Sound Educational Service District	Executive Director
Leesa Manion	Carla Lee	Programs		King County	Chief of Staff
Mahnaz Eshetu		Outcomes/Data		Refugee Women's Alliance	Executive Director
Mark Putnam		Partnerships		King County	Director
Melinda Giovengo		Programs	Yes	Youth Care	Executive Director
Miguel Maestas		Partnerships		El Centro de la Raza	Associate Administrator
Mike Heinisch		Partnerships		Kent Youth and Family Services	Executive Director
Rochelle Clayton-Strunk		Programs		Encompass	Director of Community Programs
Rod Dembowski	Kristina Logsdon	Programs		King County	Councilmember
Sam Whiting		Programs		Thrive by Five	President
Sheriff John Urquhart		Partnerships		King County	Sheriff
Shomari Jones		Engagement		Bellevue School District	Leader, Graduation Success
Sorya Svy		Engagement		Safe Futures Youth Center	Executive Director
Terry Pottmeyer		Engagement		Friends of Youth	President
Terry Smith	Helena Stephens	Engagement		City of Bellevue	Assistant Director

Appendix B

Please only complete this survey once.

Confidentiality: Your responses will not be used in a way that compromises your privacy. Answers will only be used as a collection so that no single person can be identified by their responses.

CORE QUESTIONS	ANSWER CHOICES
<p>1. In the past 12 months have you, or someone very close to you, experienced any of the following? Choose all that apply.</p>	<p><i>(check box for every sub-bullet)</i></p> <ul style="list-style-type: none">• Social/Emotional<ul style="list-style-type: none">○ Lack of supportive adults○ Bullying based on<ul style="list-style-type: none">▪ sexual orientation (e.g. – gay, straight, lesbian, bisexual)▪ gender identity (e.g. – man, woman, transgender)▪ race / ethnicity▪ religion▪ class/economic status▪ immigration status▪ other: _____○ Discrimination based on<ul style="list-style-type: none">▪ sexual orientation (e.g. – gay, straight, lesbian, bisexual)▪ gender identity (e.g. – man, woman, transgender)▪ race / ethnicity▪ religion▪ class/economics▪ immigration status▪ other: _____○ Depression○ Self-harm / suicide• Health<ul style="list-style-type: none">○ Physical health problems○ Problems accessing a doctor○ Mental health issues○ Problems accessing counseling○ Drug/Alcohol Abuse○ Problems accessing drug/alcohol treatment○ Obesity○ Negative Body image○ Pregnancy○ STDs (sexually transmitted diseases)• Education<ul style="list-style-type: none">○ Poor quality of K-12 education○ Difficulty accessing college○ Difficulty Paying for College or vocational training○ Family obligations distracting from school○ Missing a lot of school / Absenteeism○ Failing classes / being held back in school

	<ul style="list-style-type: none"> ○ School discipline/suspension/expulsion • Leadership <ul style="list-style-type: none"> ○ Few opportunities for Youth Leadership ○ Few opportunities for Recreation & Entertainment • Work <ul style="list-style-type: none"> ○ Few opportunities for youth employment ○ Unemployed parent/guardian • Safety/Violence <ul style="list-style-type: none"> ○ Gang related violence ○ Domestic/family violence ○ Police brutality ○ Sexual violence ○ Being a victim of a crime ○ Arrest / put in jail ○ Juvenile Detention • Basic Needs <ul style="list-style-type: none"> ○ Hunger /Food Access ○ Housing / Homelessness ○ Problems with Transportation ○ Problems with Child care ○ Foster care
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<p>2. What are the top 5 issues facing people your age?</p>	<p><i>(check box for every sub-bullet – pick 5)</i></p> <ul style="list-style-type: none"> • Social/Emotional <ul style="list-style-type: none"> ○ Lack of supportive Adults ○ Bullying based on <ul style="list-style-type: none"> ▪ sexual orientation (e.g. – gay, straight, lesbian, bisexual) ▪ gender identity (e.g. – man, woman, transgender) ▪ race / ethnicity ▪ religion ▪ class/economic status ▪ immigration status ▪ other: _____ ○ Discrimination based on <ul style="list-style-type: none"> ▪ sexual orientation (e.g. – gay, straight, lesbian, bisexual) ▪ gender identity (e.g. – man, woman, transgender) ▪ race / ethnicity ▪ religion ▪ class/economic status ▪ immigration status ▪ other: _____ ○ Depression ○ Self-harm / suicide
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	<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> ○ Physical health problems ○ Access to a doctor ○ Mental health issues ○ Access to counseling ○ Drug/Alcohol Abuse ○ Access to drug/alcohol treatment ○ Obesity ○ Negative Body image ○ Pregnancy ○ STDs (sexually transmitted diseases) • Education <ul style="list-style-type: none"> ○ Quality of K-12 education ○ College Access ○ Paying for College / Vocational Training ○ Family obligations distracting from school ○ Missing a lot of school / Absenteeism ○ Failing classes / being held back in school ○ School discipline/suspension/expulsion • Leadership <ul style="list-style-type: none"> ○ Opportunities for Youth Leadership ○ Opportunities for Recreation & Entertainment • Work <ul style="list-style-type: none"> ○ Opportunities for youth employment ○ Unemployed parent/guardian • Safety/Violence <ul style="list-style-type: none"> ○ Gang related violence ○ Domestic/family violence ○ Police brutality ○ Sexual violence ○ Being a victim of crime ○ Arrest / incarceration ○ Juvenile Detention • Basic Needs <ul style="list-style-type: none"> ○ Hunger /Food Access ○ Housing / Homelessness ○ Transportation ○ Child care ○ Foster care
<p>3. How can King County government most effectively partner with youth to make decisions?</p>	<p>(rank top 3)</p> <p>a) Ask youth to identify problems and solutions</p>

	<ul style="list-style-type: none"> b) partner with youth leadership groups to make decisions c) Appoint youth representatives to leadership groups like commissions, task forces or coalitions d) Communicate directly with youth through social media networks e) Hold youth town hall meetings with government leaders f) Support the creation of a Bill of Rights by and for King County children and youth (see explanation below) g) Other: _____
<p>What is a Youth Bill of Rights?</p> <ul style="list-style-type: none"> • A written public agreement that identifies freedoms and rights that all children and youth deserve to be successful in life. • Examples of rights include: <ul style="list-style-type: none"> ○ The right to a voice and opinion in decisions that impact our lives. ○ The right to a quality public education. ○ The right to loving care and a healthy home. ○ The right to have essential needs met - nutritious food, shelter, clothing, health care, and accessible transportation. <p>What can a Youth Bill of Rights do?</p> <ul style="list-style-type: none"> • Provide an opportunity for youth voices to unite and be heard by government leaders • Provide a platform for youth and community leaders and to advocate for change • Provide local leaders, officials and funders with a framework to formulate decisions, develop policies, and make investments that impact children and youth. • Ensure that leaders are prioritizing the needs of children and youth when decisions are made regarding policies, budgets and government practices. <p>What does a Youth Bill of Rights look like?</p> <ul style="list-style-type: none"> • Portland / Multnomah County, OR • Santa Clara County, CA • San Mateo County, CA 	
<p>4. Do you think a Youth Bill of Rights could improve your life and the lives of your peers in King County?</p>	<ul style="list-style-type: none"> a) Yes b) No c) I don't know
<p>5. Would you like to learn more about youth leadership groups working to shape policies affecting King County youth? <i>*Your contact information will only be used to provide the information requested.</i></p>	<ul style="list-style-type: none"> a) Yes, please contact me at this email:_____. Your contact information will only be used to provide the information requested. b) No c) I don't know
<p>Demographics</p>	
<p>6. What is the zip code where you live?</p>	<p>(drop down list of all King County zip codes, include one option 'I don't have permanent housing' and 'my zip code is not listed')</p>
<p>7. What year were you born?</p>	<ul style="list-style-type: none"> a. 2002 b. 2001 c. 2000 d. 1999 e. 1998 f. 1997

	<ul style="list-style-type: none"> g. 1996 h. 1995 i. 1994 j. 1993 k. 1992 l. 1991 m. 1990 n. Other: _____
8. What gender do you identify with?	<ul style="list-style-type: none"> a. Male b. Female c. Transgender d. Neutral e. other
9. How would you describe your race or ethnicity background? (Choose all that apply to you)	<ul style="list-style-type: none"> a. White, not Hispanic/Latino b. Black/African American c. Hispanic/Latino d. Asian American/Pacific Islander e. Native American/American Indian f. Multi-racial
10. Please enter your email address if you would like to be entered to win one of the following prizes:	

Thank you! To learn more about the King County Youth Action Plan and related upcoming events visit kingcounty.gov/yap

King County Mapping Coalitions and Networks													
Descriptors		Youth Development Executives of King County (YDEKC)	Homeless Youth and Young Adult Initiative	Youth and Family Services Association of King County (YFSAKC)	JJOMP/ JDOC	Uniting for Youth	United Way of King County	Mental Illness and Drug Dependency Plan	Committee to End Homelessness	SOAR, King County Early Learning Coalition	SOAR, Youth Development Network	SOAR Promotores Network	Row Totals
		Countywide	King County	Countywide	Countywide	Countywide	Countywide	Countywide	Countywide	Martin Luther King County	Martin Luther King County	Martin Luther King County	
Age Groups:	Pre-K (0-5)			1			1			1		1	4
	School Age (6-10)	1		1		1		1				1	5
	Middle school (11-14)	1	1	1	1	1	1	1			1	1	9
	High school (15-18)	1	1	1	1	1	1	1	1		1	1	10
	Young Adults (19-24)	1	1	1		1	1	1	1		1	1	9
Outcomes	Academically Successful	1		1		1	1		1		1	1	7
	Socially Engaged	1	1	1		1	1		1	1	1	1	9
	Healthy	1	1	1		1	1	1		1	1	1	9
	Safe	1	1	1		1	1	1	1	1	1	1	10
	Vocationally Successful	1		1		1	1		1		1	1	7
	Civically Engaged	1		1		1					1	1	5
Settings	Families			1		1	1	1	1	1	1	1	8
	Youth Organizations	1	1			1	1	1	1		1	1	8
	Schools/Colleges	1		1		1	1	1			1	1	7
	Workplaces					1				1	1	1	4
	Faith-Based Organizations					1			1		1	1	4
	Community Places	1	1	1		1	1	1	1	1	1	1	10
	Deep End Systems (e.g., Juv. Justice)			1	1	1	1	1			1		6
Approach	Treatment	1		1		1	1	1					5
	Intervention	1	1	1	1	1	1	1	1	1	1	1	11
	Prevention	1	1	1		1	1	1	1	1	1	1	10
	Preparation	1	1			1			1	1	1	1	7
	Leadership	1				1					1	1	4
Supports:	Caring Adults	1	1	1		1	1	1	1	1	1	1	10
	Safe Places	1	1	1		1	1		1		1	1	8
	Healthy Starts & Supports			1		1	1	1		1		1	6
	Effective Education	1		1		1	1		1		1	1	7
	Marketable Skills	1				1			1		1	1	5
	Opportunities to Help Others	1		1		1	1				1	1	6
Subpopulations	Homeless	1		1		1	1		1	1			6
	Not in school/Not working	1				1	1		1		1	1	6
	Teen Parents	1		1		1			1		1	1	6
	Incarcerated		1		1	1			1		1		5
	Foster Youth	1		1		1	1		1				5
	Behavioral/Health Needs	1	1	1		1	1	1	1			1	8
	Refugees/Immigrants	1		1		1	1		1	1	1	1	8
	Disabilities	1				1	1		1	1			5
	Minorities	1		1	1	1			1	1	1	1	8
	Low-income	1		1		1	1	1	1	1	1	1	9
	LGBTQ	1		1		1	1	1	1	1	1	1	9
	Girls	1		1	1	1	1	1		1	1	1	9
	Boys	1		1	1	1	1	1		1	1	1	9
Active Participants	Practitioners	1	1	1	1	1	1	1	1	1	1	1	11
	Researchers	1	1					1	1	1			5
	Policy Makers		1	1	1	1		1	1	1	1	1	9
	Media/Communications								1				1
	Advocates/Organizers		1	1	1	1		1	1	1	1	1	9
	Business Leaders			1		1	1		1	1		1	6
	Philanthropists/Funders			1			1		1		1	1	5
	Youth			1		1	1		1		1	1	6
	Community Members			1		1	1		1	1	1	1	7
	Family Members			1		1	1		1	1	1	1	7
	Cultural Groups						1			1	1	1	5

Systems	After-School	1		1			1			1		4	
	Early Childhood			1			1		1		1	4	
	K-12	1	1			1	1	1	1	1	1	9	
	Higher Education		1			1			1		1	4	
	Faith-Based		1			1			1	1		4	
	Youth Employment	1				1	1		1		1	5	
	Prevention	1	1	1			1	1	1	1	1	9	
	Juvenile Justice		1	1	1	1		1	1		1	7	
	Child Welfare	1		1		1	1			1		5	
	Parks and Recreation	1				1					1	1	4
	Community Service	1	1	1			1	1	1	1	1	1	9
	Health Care			1				1	1	1		1	5
	Libraries and Museums								1	1			2
Improving systems by...	Coordinating Services/Programs	1	1	1	1	1	1	1	1	1	1	1	11
	Professional Development	1				1			1	1	1	1	6
	Program Quality Improvement	1		1	1	1	1			1	1		7
Align policies and resources by...	Aligning RFPs						1		1				2
	Streamlining Reporting Requirements	1					1		1				3
	Pooling Funding Streams					1							1
	Joint Planning/Grant Applications		1		1	1	1		1				5
	Common Needs Assessment		1	1	1	1	1	1	1				7
Build support for change by...	Building Constituencies				1	1			1	1	1	1	6
	Raising Public Awareness	1	1	1		1	1	1	1	1	1	1	10
	Polling Opinions												0
	Advocating	1	1	1	1	1	1	1	1	1	1	1	11
Engage youth and families through...	Identifying Problems		1	1		1	1	1	1	1	1	1	9
	Identifying Solutions			1		1	1	1	1	1	1	1	8
	Program Implementation	1		1	1	1	1	1		1	1	1	9
	Governance			1		1			1				3
Collect, share and use data...	Collect Data	1		1	1	1	1	1	1	1	1	1	10
	Share Data	1		1	1	1	1	1	1	1	1	1	10
	Use Data	1	1	1	1	1	1	1	1	1	1	1	11

**Primary Performance Metrics
Descriptions Inventory**

Primary Performance Measures	# of Programs
Increase emotional well-being and pro-social behavior	18
Increase pro-social well-being behaviors; Reduced recidivism	10
Movement to Transitional or Permanent Housing	7
# of kids participating	6
Movement to permanent Housing	5
Just and timely resolution of court process	5
Increase protective factors and reduce risk factors related to youth AOD use	5
Engagement in school/employment	5
Maintain housing stability; movement to TH or Permanent housing	4
Compliance with treatment goals, conditions of probation, and reoffense	3
Achieve and maintain housing stability	3
Students employed at minimum wage or higher	3
# of youth w/positive case disposition	3
Family Reunification	2
Resolution of cases	2
behavior change, fewer toxics, reduced exposure	2
# of students served; teacher and student satisfaction; increase in student knowledge	2
Assigned detainees complete court ordered sentence	2
Increase pro-social behaviors; Prevent/reduce acute illness, high-risk behaviors, incarceration, medical or crisis responses.	2
Attain high school credential; start employment or secondary education	2
Crisis Resolution	2
compliance with conditions of probation and reoffense	2
Connect to education and employment services; decrease returns to homelessness	2
# of clients served/# of visits	2
Increase protective factors and reduce risk factors related to youth AOD use and mental	2
fewer toxics in the home, reduced exposures	2
Number of people served in presentation and trainings	1
% increase in consumption of healthy foods	1
Reduction in the number of commercially sexually exploited children	1
<ul style="list-style-type: none"> •Health and behavioral health consultation and referral; •Developmental and social-emotional screenings; •Consultation & training on Adverse Childhood Experiences (ACE) Health Screenings; •Childcare program health, safety, nutrition & physical activity assessments; •Monitoring and policy development; •Coordinated services for homeless families, trainings, Child-focused & Family-focused Activities; 	1
Move beyond current grade level to next one	1
<ol style="list-style-type: none"> 1. Provide Cultural Navigator Services at locations in East and South King County 2. Serve approximately 330 unduplicated clients annually 3. Offer 3 weekly play and learn groups 	1
Parent reports of increased safety in the home; completion of a written safety plan	1
22-26	1
TBD	1
4 Beds	1
Maintain reach for 90% of state population of parents with children 0 - 6 years	1

**Primary Performance Metrics
Descriptions Inventory**

# of enrolled clients; # of positive birth outcomes; # of participants who progress in school; # of participants who delay a second pregnancy	1
•# of families and services; •types of services outcomes observed; •education topics in groups	1
All detained youth attend library sponsored services twice per week	1
Number of target population served; Number of pregnancies averted	1
All newborns exposed to hepatitis B at birth be protected through HBIG and hepatitis B vaccine; infants between one and three for follow-up	1
Reduce Recidivism	1
Assessments and treatment recommendations	1
Service linkage	1
# of clients served, treatment plan completion rate	1
Treatment Linkage	1
# of lunches served	1
Lower blood lead levels, number of consultations	1
attends court, avoid warrants/detention	1
Maintenance in Permanent Housing; strengthen family connections	1
# of participants served	1
*youth leave workshop motivated to change *parents leave workshop with new ways to engage youth *youth stays out of the criminal justice system *youth connected to pro-social	1
Caseload	1
Number of diverse youth and young adults with an interest in Math, Science, Engineering, and the Environment. Or who are leaning toward attending college.	1
Community support for youth, incl. education, treatment, and stable housing; Decrease juvenile justice involvement; Reduced Recidivism	1
Number of retail stores visited; number of sales	1
Compliance with conditions of diversion or probation and reoffense	1
Number served are monitored for compliance	1
# of participants served; developmental assets based evaluation	1
Recreational activities provided	1
compliance with court orders	1
Reduced recidivism; Re-engagement in education	1
Compliance with diversion agreement and reoffense	1
Resolution of cases; identifying safety issues for children	1
Compliance with treatment goals, conditions of probation	1
Successful completion (graduation) and dismissal of charges; reoffense	1
# of participants served; participant and parent satisfaction	1
That all detainees have access to a spiritual support	1
Compliance with treatment goals, conditions of probation, reoffense	1
We are mandated to report on our Quality of Care Indicators to HRSA; relevant children's health outcomes include: Weight assessment and counseling for children and adolescents,	1
# of participants served; participant satisfaction	1

**Primary Performance Metrics
Descriptions Inventory**

Just and timely resolution of court process; improvement of court processes	1
# of Play and Learn Groups	
# of parents, caregivers and child participants	1
*education reengagement *no contempt proceedings *credit retrieval	1
Database	1
Maintenance in Permanent Housing	1
Database system enhancements to support YHC process	1
Management of youth with mental health and emotional issues	1
Decrease social isolation; Increase positive activities	1
Movement to and maintenance in stable permanent housing	1
# of schools assisted; # of schools that complete criteria in each program level; # of students reached; recycling rate increases; customer satisfaction surveys	1
•# of encounters for medical services provided;	
•# of encounters for behavioral health services provided	1
Equitably improve access to housing for homeless young adults	1
Number of diverse youth and young adults participating and/or placed in jobs	1
# of students served	1
Number of people served at outreach events and trainings	1
Family reunification and/or permanent placement for dependent children; reduce disparate outcomes for children of color in the dependency system	1
Number of people who complete King County job training programs	1
Faster case resolution. More efficient calendars and fewer trials.	1
Number of Sites visited during the Season	1
Yoga held once a week alternating boys and girls	1
Number of tests in target area	1
Young children to be active, independent and successful participants in their homes, in child care, in preschool programs and in their communities	1
Numbers of caregivers who received training and technical assistance site visits	1
# of classes served; schools who are in need	1
Positive behavior supports in natural family contexts; prevent/reduce acute illness, high-risk behaviors, incarceration, medical or crisis responses.	1
Hospital diversion	1
Reduce acute illness, high-risk behaviors, incarceration, emergency medical or crisis responses	
Support parents/caregivers of youth in crisis	1
Identifying health and safety issues for children	1
Reduced recidivism, obtain employment and GED, increased life skills	1
Improving families' lives through teaming with system players	1
Reduction in drug use	
Reduction in jail use	1
# of students served; teachers served in professional development; teacher and student satisfaction; increase in student knowledge	1
•# of families receiving outreach services;	
•# of families receiving case management services;	
•# of families receiving an assessment;	
•# of families securing a new mainstream service;	
•# of families discharged to permanent housing	1
# of youth graduated	1

**Primary Performance Metrics
Descriptions Inventory**

Screening, medical examinations, treatment of acute and chronic illness	1
# of encounters for medical services provided	1
<ul style="list-style-type: none"> •% of students with 10 or less absences; •students showing improvement on standardized tests; •immunization compliance; •% of students who pass all classes; •# students receiving care 	1
# screened; # sealed; # referred	1
Successful navigation of the dependency court process and early engagement into court	1
#'s served	1
That all detainees attend school as determined by Seattle Public School calendar	1
Increase protective factors and resiliency Decrease trauma	1
To prepare UW Public Health graduates to better serve the communities where they intend to live, work, and raise their families. To expose high school youth to college/career readiness programs encouraging retention, graduation, and preparations for professional post high	1
Increased knowledge and successful navigation of the court process	1
Vaccine Delivery to Health Care Providers	1
Increased measures reflecting the value of an education: school retention; academic enrichment; ultimately, graduation. Sustaining a focus on ESJ principles developing 'hearts &	1
•Abuse/Caretaking, Parenting/Child Growth and Development/Health Care Supervision/Adult Mental Health/Child Neglect/Adult Substance Abuse/Income	1
Interpreters are provided when needed in a timely and professional manner.	1
Youth have access to writing workshops	1
Generating strategic internship experiences that align targeted students with EH staff and an agreed upon scope of effort to complement academic, professional, and personal goals; Implementing ESJ principles for academic enrichment, career readiness and STEM support.	1
# of children served	1
Group is provided weekly	1
(blank)	8
N/A	8
Grand Total	217

Other Sources of Information on Programs and Services based in King County

- Performance Reports and Inventories

A. Academically Successful

- City of Seattle Family and Education Levy Implementation Plan
- **Statewide Early Learning Inventory**
- CCER /Road Map Resource and Referral

B. Vocationally Successful

- Opportunity Youth Program Landscape

C. Healthy

D. Safe

E. Socially Engaged

- Youth Development Executives of King County (YDEKC)
- Schools Out Washington/SOAR

F. Civically Engaged

- CCYJ and United for Youth

G. All

- **211 – Service Inventory**
- United Way
- Communities Putting Prevention to Work (CPPW)
- Community Transformation Grants (CTG)

H. Unclassified

- Youth Program Quality Initiative (YPQI)
- City of Seattle Inventory conducted by BERK
- Education and Child Welfare
- Comprehensive Plan to Prevent and End Youth and Young Adult Homelessness
- **Education Need of Homeless Youth (LUMA)**
- **Catalyst Report (Applied Inference)**
- **National Safe Place (Cardea)**
- **CSEC Report**

Appendix F

Data Development Agenda

The Outcomes Team began drafting this data development agenda in cases where data did not appear to be readily available but was of interest to the Task Force:

- a. Safe**
 - County level Adverse Childhood Experiences (ACES) measure: Currently available measures appear to be at the state level
- b. Healthy**
 - Population level indicators by age groups for access to a health care “home” (regular check-ups, concrete outcomes such as obesity or asthma rates, etc.): The Washington State Healthy Youth Survey seems to be the usual data source for this purpose but is limited to specific grades and does not allow for tracking across the life of a child.
- c. Social Engagement**
 - Developmental Asset Profile of WSHYS (still in development) may better address this outcome area in the future.
 - Further research is needed along the following lines of inquiry for all age groups:
 - i. What is the social engagement of youth and young adults?
 - ii. Does a child, youth or young adult have a teacher or friend he/she can talk to and confide in?
 - iii. Do suicide rates correlate to social engagement?
- d. Civic Engagement**
 - Further research is needed along the following lines of inquiry for all age groups:
 - i. Youth Development Executives of King County (YDEKC) social-emotional learning, motivation, engagement, self-efficacy and other measures
 - ii. Rate of juvenile court filings

Trends over the past 5 years for King County Children, Youth and Family Indicators

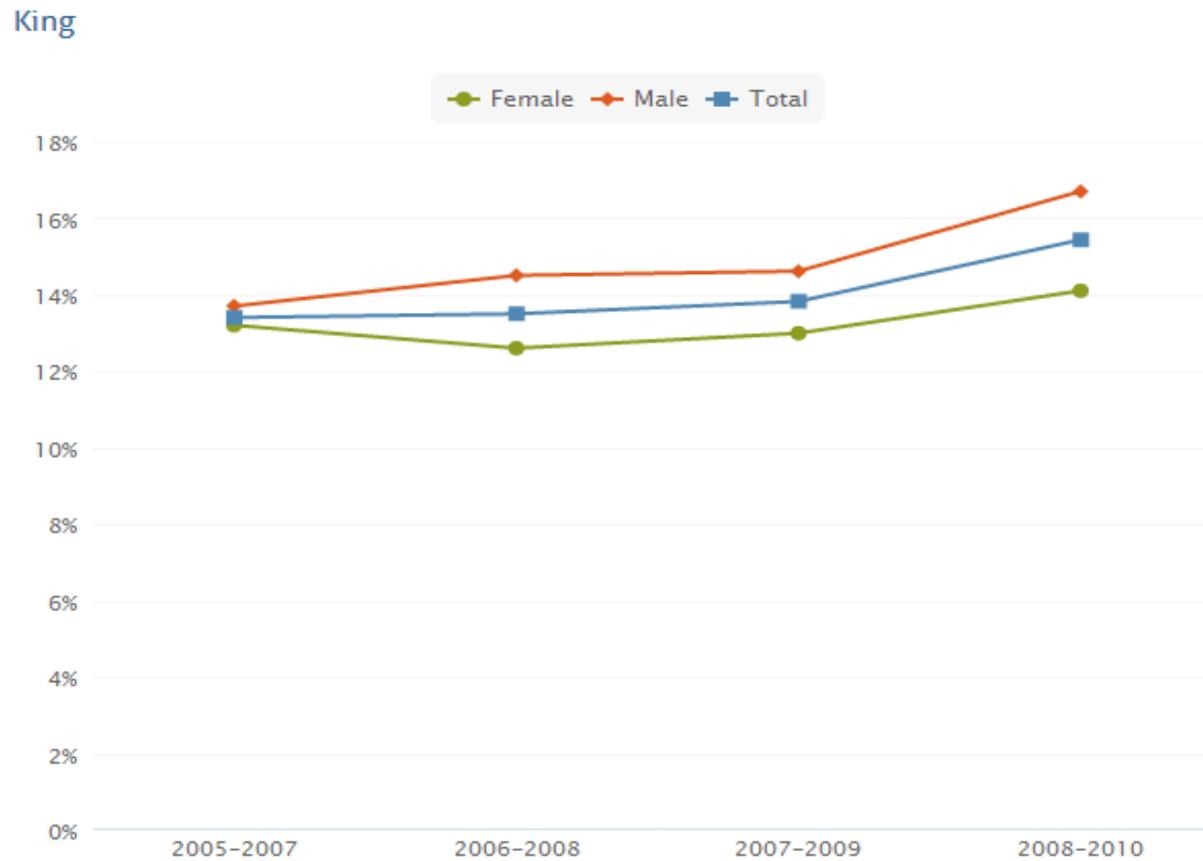
Legend

Red = wrong direction
Yellow = flat line
Green = right direction

	Pre-K 0–5	School-Age 6–10	Middle School 11–14	High School 15–18	Young Adults 19–24	Families
Academically Successful		3 rd grade reading (KC)	8 th gr reading (KC)	On-time graduation (by program and ethnicity) (KC)		
		3 rd grade math (KC)	8 th gr math (KC)			
Vocationally Successful				Teens not in school or working (KC)		Unemployment rate (Annual, KC population-wide)
Healthy	Uninsured children (KC)				Young adults with no health insurance (KC)	Tobacco use among adults (KC)
	Low birth weight babies (KC)	Application for free and reduced lunch (K-12) (KC)				
	Prenatal Care (KC)			Teen birth rate among females (15-17) (KC) & by ethnicity (KC)		
				10 th gr obesity rate (KC)		
Safe	Accepted Referrals to CPS (KC)					
		Homeless students (K-12) (school district)				
			% 8 th gr don't feel safe at school (KC)	%10 th gr don't feel safe at school (KC)		
			% of 8 th gr availability of handguns (KC)	% of 10 th gr availability of handguns (KC)		
Socially Engaged			% 8 th gr bullied in the last month (KC)	%10 th gr bullied in the past month (KC)		
				Dropout rate (KC) (by sub group)		
Civically Engaged						

King County Trends: Academically Successful Children Under 5 In Poverty By Gender (3-Year Average)

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Gender	2005 - 2007	2006 - 2008	2007 - 2009	2008 - 2010
King	Female	7,190	7,095	7,596	8,055
	Male	7,810	8,510	8,893	10,037
	Total	15,000	15,605	16,489	18,092

Location	Gender	2005 - 2007	2006 - 2008	2007 - 2009	2008 - 2010
King	Female	13.20%	12.60%	13.00%	14.10%
	Male	13.70%	14.50%	14.60%	16.70%
	Total	13.40%	13.50%	13.80%	15.40%

DEFINITIONS & SOURCES

Definitions: The number and share of children who live in families with income below the poverty threshold (100% Federal Poverty Guideline) as defined by the U.S. Office of Management and Budget. These figures are divided into males and females, all under the age of five.

Data Source: The U.S. Census Bureau's American Fact Finder, 2005-2007, 2006-2008, 2007-2009, and 2008-2010 American Community Survey (ACS) 3-Year Estimates. Data were retrieved from: <http://factfinder2.census.gov> (Table B17001).

*Please use these estimates with caution. The total confidence interval (upper bound minus lower bound) of the percent estimate, is 10 percentage points or greater, which indicates that this estimate has a large margin of error. This generally occurs when estimate relies on small number of cases. To obtain total confidence interval values around the estimates for this indicator please contact Washington KIDS COUNT.

Footnotes: Data last updated in January 2012 by Washington KIDS COUNT.

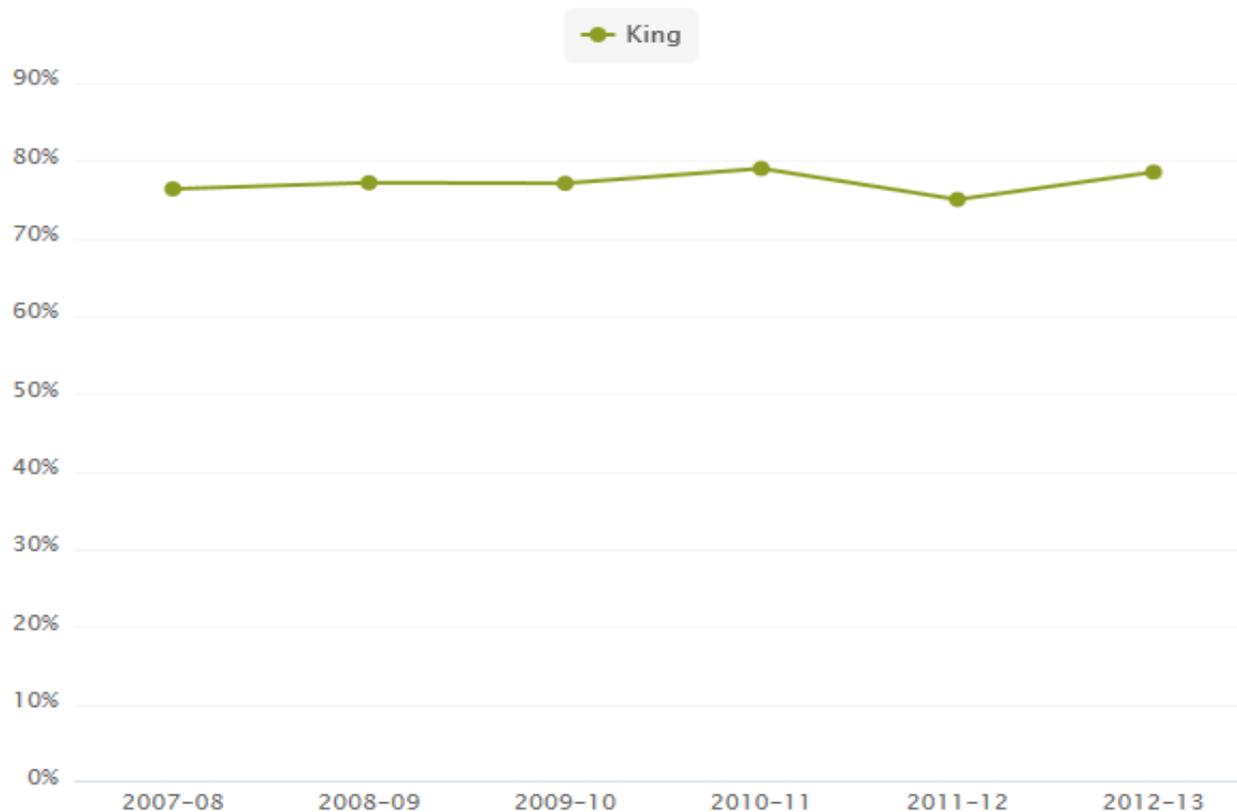
The 2008-2010 ACS data release marked the third time that 3-year estimates were released for areas with populations of 20,000 and greater. The ACS 2008-2010 data were collected during calendar years 2008, 2009, and 2010.

The 3-year ACS estimates represent the average characteristics over the 3-year period of time, and therefore are less current than 1-year ACS estimates. However, these estimates are more reliable because they are based on a larger sample size. The 3-year estimates are also available for more geographic areas because they are published for populations of 20,000 or greater, while 1-year estimates are only published for populations of 65,000 or greater. More information about 1-year versus 3-year ACS surveys and estimates are available online at http://www.census.gov/acs/www/data_documentation/documentation_main/.

The federal poverty definition consists of a series of thresholds based on family size and composition. In 2009, the poverty threshold for a family of two adults and two children was \$22,113.

King County Trends: Academically Successful Third Graders Meeting Or Exceeding WASL/MSP Reading Standards

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2007 - 08	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13
King	Percent	76%	77%	77%	79%	75%	79%

DEFINITIONS & SOURCES

Definitions: The percentage of third graders meeting WASL/MSP reading test standards for the school year.

Estimates through 2008-09 refer to WASL test scores. Estimates after 2008-09 refer to MSP test scores. WASL was given as the state assessment from spring 1997 to summer 2009. It was replaced by the MSP and HSPE in spring 2010.

Data Source: Data for this measure come from the Washington State Office of Superintendent of Public Instruction (OSPI). Data were retrieved on April 2, 2014 from the datafiles "MSP/HSPE Scores by District" and "MSP/HSPE Scores by State" (<http://reportcard.ospi.k12.wa.us/DataDownload.aspx?schoolId=1&OrgTypeId=1&reportLevel=State&orgLinkId=>).

Additional data on test scores can be found through The Washington State Education and Research Data Center (ERDC) <http://www.ercd.wa.gov/> and the Washington State Office of the Superintendent of Public Instruction (OSPI) <http://www.k12.wa.us/DataAdmin/default.aspx>.

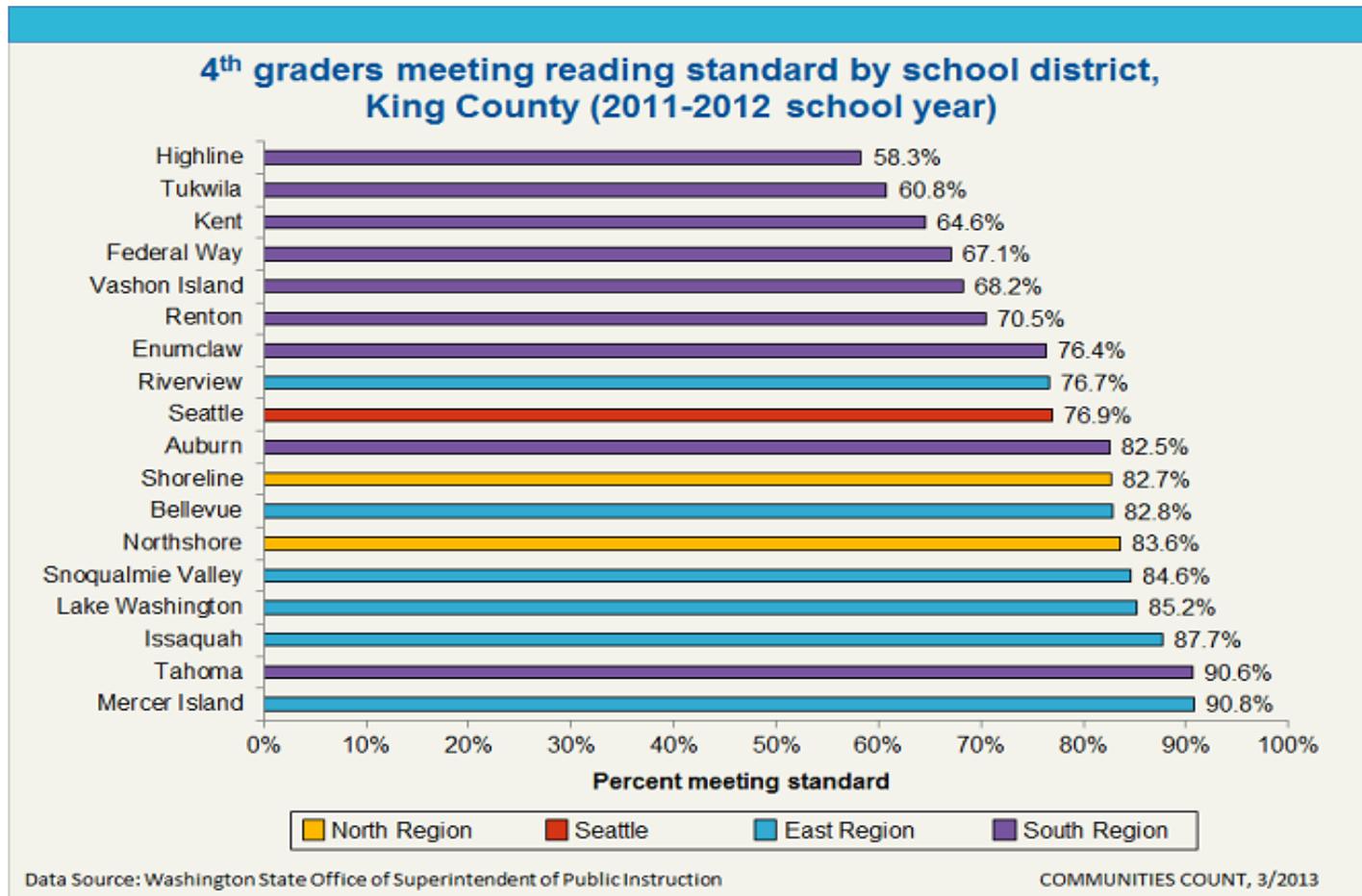
Footnotes: Data last updated in March 2014 by Washington KIDS COUNT.

The Washington Assessment of Student Learning (WASL) is a test that reflects student knowledge based on the state's Essential Academic Learning Requirements (EALRs). The WASL was administered to students in grades 3 through 10 from 1997 to 2009. It was replaced in 2010 by the state's Measures of Student Progress (MSP) and the High School Proficiency Exam (HSPE). More information can be found online at: <http://www.k12.wa.us/assessment/>.

County data were created by aggregating district-level results. County totals do not include school districts where fewer than 10 students were tested.

King County Trends: Academically Successful Fourth Graders Meeting Reading Standards

Prepared: July 30, 2014



Source: [Communities Count](#)

DEFINITIONS & SOURCES

The percentage of 4th graders who met state reading standards ranged from 58.3% in Tukwila to 90.8% in Mercer Island. Education is widely regarded as the great leveler, an “intervention” that pays off in higher wages and better health. But timing is crucial. Providing quality education before age 5 creates a powerful domino effect, yielding long-term benefits to individuals and society at large.

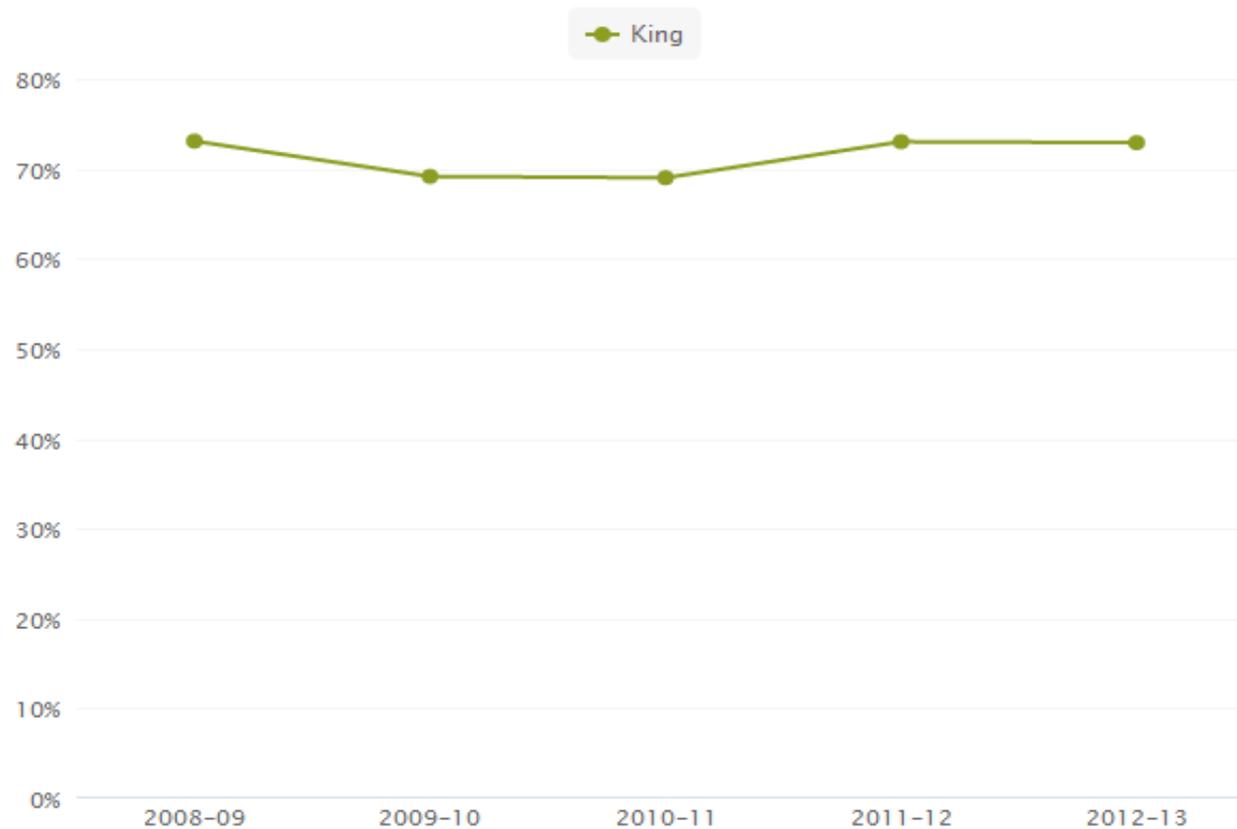
For Washington students in grades 3 through 8, the “Measurements of Student Progress” (MSP) assess proficiency in reading, math, writing (grades 4 & 7 only), and science (grades 5 & 8). *NOTE: King County has 19 school districts, but data on the smallest district, Skykomish, were omitted because the number of 4th graders was <5.*

71.5% of 4th graders in Washington State met the reading standard. In King County ...

- At 90.8%, Mercer Island had the highest percentage of students who met the reading standard.
- South Region districts Highline, Tukwila, Kent, Federal Way, Vashon Island, Renton, and Enumclaw had the lowest percentages of students meeting standards.
- In one South Region district, Tahoma, 90.6% of 4th graders met reading standards.
- Students in East and North Region schools were most likely to meet reading standards. In both of the North Region districts and in 5 of 6 East Region districts, more than 80% of students met standards. The exception in East Region was Riverview.

King County Trends: Academically Successful Third Graders Meeting Or Exceeding WASL/MSP Math Standards

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13
King	Percent	73%	69%	69%	73%	73%

DEFINITIONS & SOURCES

Definitions: The percentage of third graders meeting WASL/MSP math test standards for the school year.

Estimates through 2008-09 refer to WASL test scores. Estimates after 2008-09 refer to MSP test scores. WASL was given as the state assessment from spring 1997 to summer 2009. It was replaced by the MSP and HSPE in spring 2010.

Data Source: Data for this measure come from the Washington State Office of Superintendent of Public Instruction (OSPI). Data were retrieved on April 2, 2014 from the datafiles "MSP/HSPE Scores by District" and "MSP/HSPE Scores by State" (<http://reportcard.ospi.k12.wa.us/DataDownload.aspx?schoolId=1&OrgTypeId=1&reportLevel=State&orgLinkId=>).

Additional data on test scores can be found through The Washington State Education and Research Data Center (ERDC) <http://www.ercd.wa.gov/> and the Washington State Office of the Superintendent of Public Instruction (OSPI) <http://www.k12.wa.us/DataAdmin/default.aspx>.

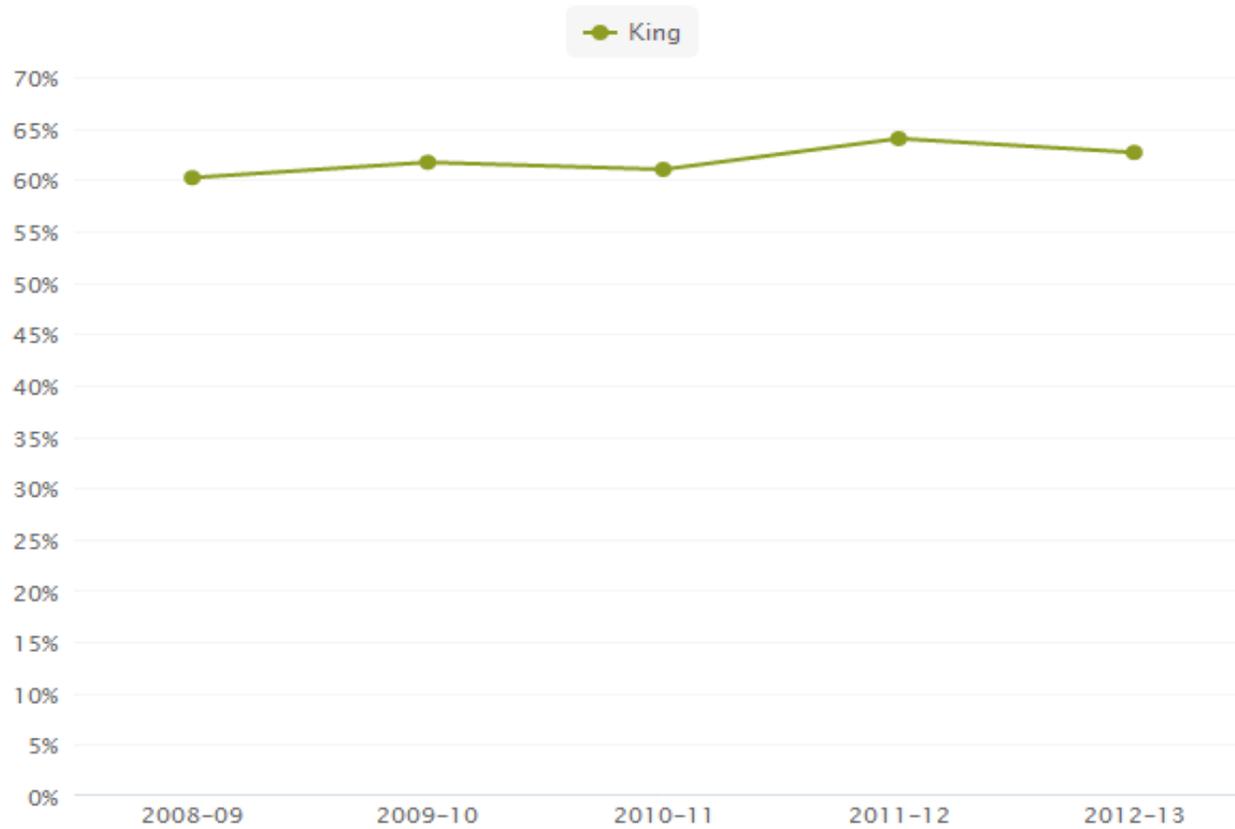
Footnotes: Data last updated in April 2014 by Washington KIDS COUNT.

The Washington Assessment of Student Learning (WASL) is a test that reflects student knowledge based on the state's Essential Academic Learning Requirements (EALRs). The WASL was administered to students in grades 3 through 10 from 1997 to 2009. It was replaced in 2010 by the state's Measures of Student Progress (MSP) and the High School Proficiency Exam (HSPE). More information can be found online at: <http://www.k12.wa.us/assessment/>.

County data were created by aggregating district-level results. County totals do not include school districts where fewer than 10 students were tested.

King County Trends: Academically Successful Eighth Graders Meeting Or Exceeding WASL/MSP Math Standards

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13
King	Percent	60%	62%	61%	64%	63%

DEFINITIONS & SOURCES

Definitions: The percentage of eighth graders meeting WASL/MSP math test standards for the school year.

Estimates through 2008-09 refer to WASL test scores. Estimates after 2008-09 refer to MSP test scores. WASL was given as the state assessment from spring 1997 to summer 2009. It was replaced by the MSP and HSPE in spring 2010.

Data Source: Data for this measure come from the Washington State Office of Superintendent of Public Instruction (OSPI). Data were retrieved on April 2, 2014 from the datafiles "MSP/HSPE Scores by District" and "MSP/HSPE Scores by State" (<http://reportcard.ospi.k12.wa.us/DataDownload.aspx?schoolId=1&OrgTypeId=1&reportLevel=State&orgLinkId=>).

Additional data on test scores can be found through The Washington State Education and Research Data Center (ERDC) <http://www.erd.c.wa.gov/> and the Washington State Office of the Superintendent of Public Instruction (OSPI) <http://www.k12.wa.us/DataAdmin/default.aspx>.

Footnotes: Data last updated in April 2014 by Washington KIDS COUNT.

The Washington Assessment of Student Learning (WASL) is a test that reflects student knowledge based on the state's Essential Academic Learning Requirements (EALRs). The WASL was administered to students in grades 3 through 10 from 1997 to 2009. It was replaced in 2010 by the state's Measures of Student Progress (MSP) and the High School Proficiency Exam (HSPE). More information can be found online at: <http://www.k12.wa.us/assessment/>.

County data were created by aggregating district-level results. County totals do not include school districts where fewer than 10 students were tested.

King County Trends: Academically Successful Eighth Graders Meeting Or Exceeding WASL/MSP Reading Standards

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2008 - 09	2009 - 10	2010 - 11	2011 - 12	2012 - 13
King	Percent	74%	75%	75%	74%	73%

DEFINITIONS & SOURCES

Definitions: The percentage of eighth graders meeting WASL/MSP reading test standards for the school year.

Estimates through 2008-09 refer to WASL test scores. Estimates after 2008-09 refer to MSP test scores. WASL was given as the state assessment from spring 1997 to summer 2009. It was replaced by the MSP and HSPE in spring 2010.

Data Source: Data for this measure come from the Washington State Office of Superintendent of Public Instruction (OSPI). Data were retrieved on April 2, 2014 from the datafiles "MSP/HSPE Scores by District" and "MSP/HSPE Scores by State" (<http://reportcard.ospi.k12.wa.us/DataDownload.aspx?schoolId=1&OrgTypeId=1&reportLevel=State&orgLinkId=>).

Additional data on test scores can be found through The Washington State Education and Research Data Center (ERDC) <http://www.erd.c.wa.gov/> and the Washington State Office of the Superintendent of Public Instruction (OSPI) <http://www.k12.wa.us/DataAdmin/default.aspx>.

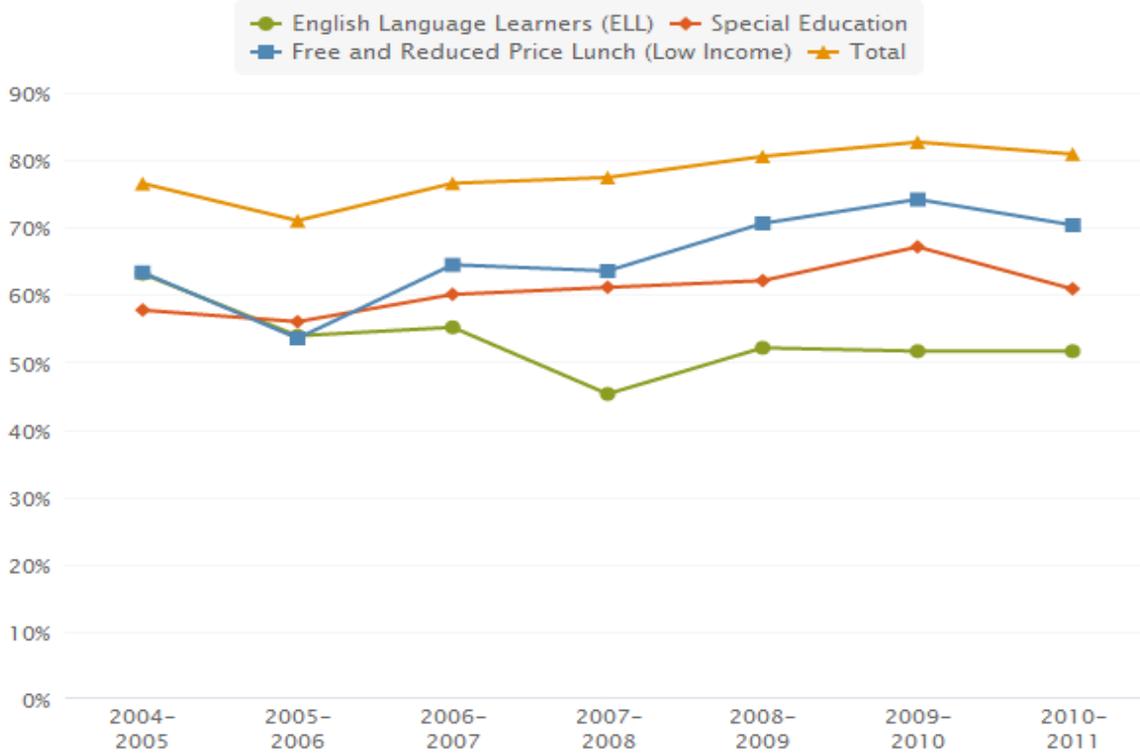
Footnotes: Data last updated in April 2014 by Washington KIDS COUNT.

The Washington Assessment of Student Learning (WASL) is a test that reflects student knowledge based on the state's Essential Academic Learning Requirements (EALRs). The WASL was administered to students in grades 3 through 10 from 1997 to 2009. It was replaced in 2010 by the state's Measures of Student Progress (MSP) and the High School Proficiency Exam (HSPE). More information can be found online at: <http://www.k12.wa.us/assessment/>.

County data were created by aggregating district-level results. County totals do not include school districts where fewer than

King County Trends: Academically Successful On-Time Graduation Rate By Program, Public Schools

King



Source: [Kids Count Data Center](#)

Location	Program	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
King	English Language Learners (ELL)	63%	54%	55%	45%	52%	52%	52%
	Special Education	58%	56%	60%	61%	62%	67%	61%
	Free and Reduced Price Lunch (Low Income)	63%	54%	64%	64%	71%	74%	70%
	Total	77%	71%	77%	77%	81%	83%	81%

DEFINITIONS & SOURCES

Definitions: A student graduates on-time if he/she receives a high school diploma within four years of starting 9th grade. The total graduation rate is the percentage of students who graduated from high school in four years after they started 9th grade.

Data Source: Data for this measure come from the Washington State Office of Superintendent of Public Instruction (OSPI). Data were retrieved from "Graduation and Drop out Statistics" reports, and Appendix A and D at <http://www.k12.wa.us/dataadmin/>.

S: Data have been suppressed due to low numbers. Data were suppressed if the enrollment of students served in any of the 9th, 10th, 11th or 12th grade was 10 or less.

Footnotes: Data last updated in May 2012 by Washington KIDS COUNT.

"A student is considered to be a graduate if he or she received a high school diploma or an adult diploma from a community college program during the reporting period (including a summer program). On-time graduates are those who receive a diploma in the expected year," published online at http://www.k12.wa.us/dataadmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf.

OSPI suggests using caution when making comparisons across schools, districts, and states and from one year to another as different methods of calculations were used for on-time and extended graduation rates and annual and cohort dropout rates. For detailed discussion of methods and criteria that OSPI used to include or exclude groups (such as transfers in, transfers out etc.) in the calculations, please read their "Graduation and Drop out Statistics 2010-11 Report" at the link provided above.

According to "Educating English Language Learners in Washington State 2007-2008: Report to Legislature (OSPI Document No. 08-005)," English language learners (ELL) are defined by state law as those students whose primary language is other than English and who have English language skill deficiencies that impair their learning in regular classrooms. ELLs are served by OSPI Migrant and Bilingual programs.

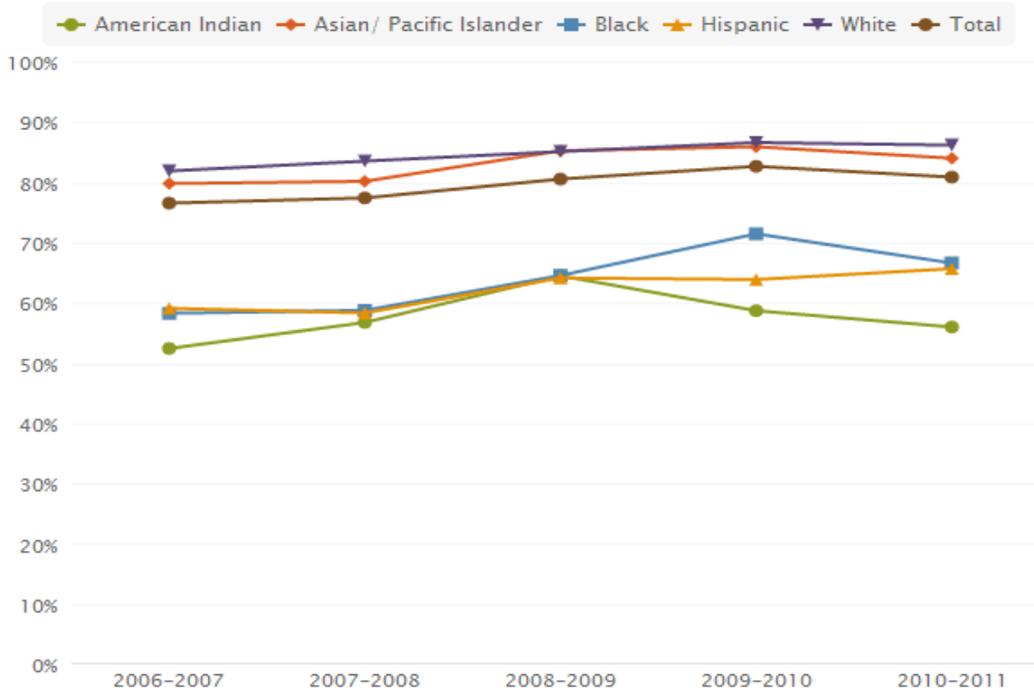
Special Education students are children with disabilities participating in OSPI Special Education and related services.

Students eligible for free or reduced priced meals administered by OSPI Child Nutrition Services are low income.

King County Trends: Academically Successful On-Time Graduation Rate By Race/Ethnicity, Public Schools

Prepared: July 30, 2014

King



Source: [Kids Count Data Center](#)

Location	Race	Data Type	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
King	American Indian	Percent	51%	42%	52%	57%	64%	59%	56%
	Asian/ Pacific Islander	Percent	80%	76%	80%	80%	85%	86%	84%
	Black	Percent	57%	46%	58%	59%	65%	71%	67%
	Hispanic	Percent	56%	49%	59%	58%	64%	64%	66%
	White	Percent	82%	78%	82%	84%	85%	87%	86%
	Total	Percent	77%	71%	77%	77%	81%	83%	81%

DEFINITIONS & SOURCES

Definitions: A student graduates on-time if he/she receives a high school diploma within four years of starting 9th grade. Total graduation rate is the percentage of all students who graduated from high school within four years after they started 9th grade. The numerator is all high school students who graduated with a high school diploma within four years of starting 9th grade. The denominator is the total cohort size who started 9th grade four years prior to graduation.

The same definition applies to racial/ethnic categories. That is, the numerator is all high school students from a particular racial/ethnic background who graduated within four years of starting 9th grade. The denominator is all high school students from that racial/ethnic background who started 9th grade together.

Data Source: Data for this measure come from the Washington State Office of Superintendent of Public Instruction (OSPI). Data were retrieved from "Graduation and Dropout Statistics" reports, and Appendix A and D at <http://www.k12.wa.us/dataadmin/>.

S: Data have been suppressed due to low numbers. Data were suppressed if the enrollment of students served in any of the 9th, 10th, 11th or 12th grade was 10 or less.

Footnotes: Data last updated in May 2012 by Washington KIDS COUNT.

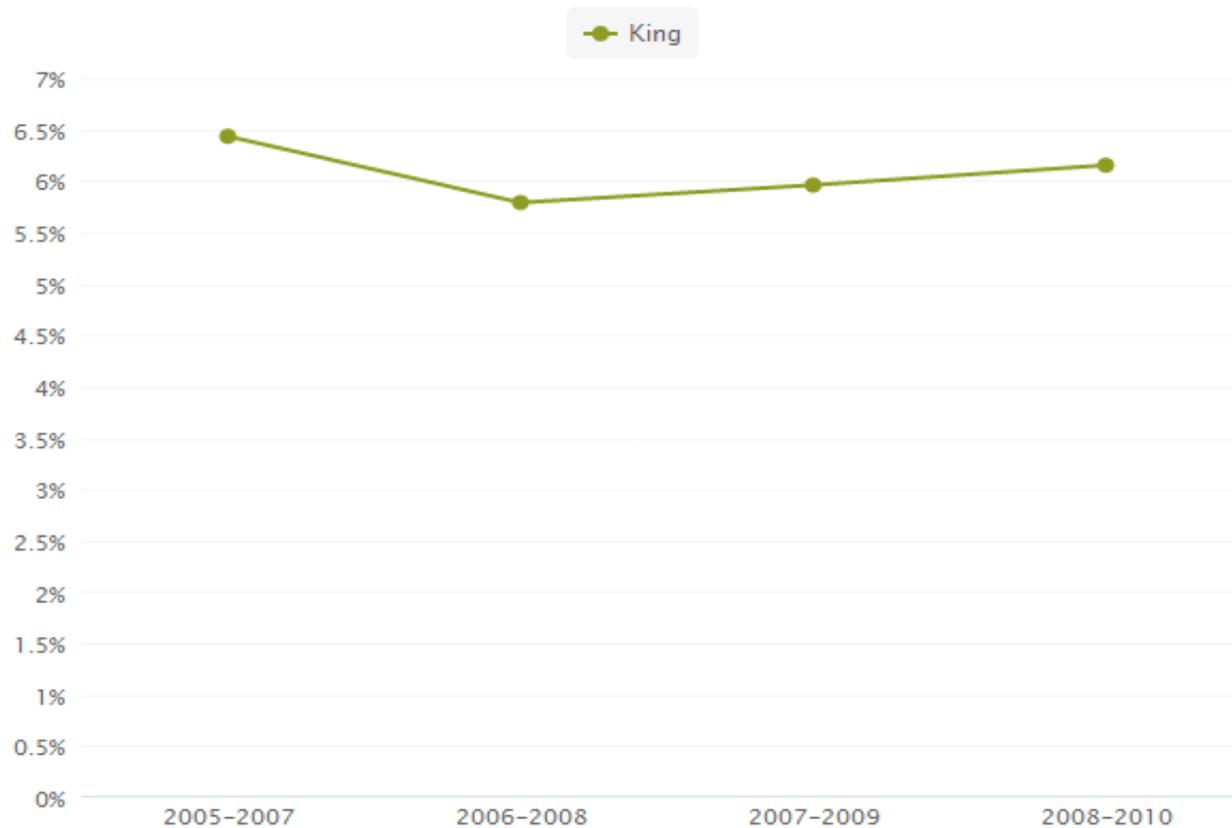
"A student is considered to be a graduate if he or she received a high school diploma or an adult diploma from a community college program during the reporting period (including a summer program). On-time graduates are those who receive a diploma in the expected year," published online at http://www.k12.wa.us/dataadmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf.

OSPI suggests using caution when making comparisons across schools, districts, and states and from one year to another as different methods of calculations were used for on-time and extended graduation rates and annual and cohort dropout rates. For detailed discussion of methods and criteria that OSPI used to include or exclude groups (such as transfers in, transfers out etc.) in the calculations, please read their "Graduation and Dropout Statistics 2010-11 Report" at the link provided above.

Race/ethnicity is self-reported by either students or parents/guardians. When students report more than one racial/ethnic category, OSPI reports the category listed first. Therefore, the racial/ethnic categories are not mutually

King County Trends: Vocationally Successful Teens Not In School And Not Working (3-Year Average)

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2005 - 2007	2006 - 2008	2007 - 2009	2008 - 2010
King	Percent	6.40%	5.80%	6.00%	6.20%
King	Number	5,649	5,123	5,241	5,824

DEFINITIONS & SOURCES

Definitions: The number and share of teenagers between the ages of 16 and 19 who are not enrolled in school and not employed.

Data Source: Data for this measure come from the U.S. Census Bureau's American Fact Finder, American Community Survey (ACS) 3-Year Estimates.

Data were retrieved from <http://factfinder2.census.gov> (Table B14005).

*Please use these estimates with caution. The total confidence interval (upper bound minus lower bound) of the percent estimate, is 10 percentage points or greater, which indicates that this estimate has a large margin of error. This generally occurs when estimate relies on small number of cases. To obtain total confidence interval values around the estimates for this indicator please contact Washington KIDS COUNT.

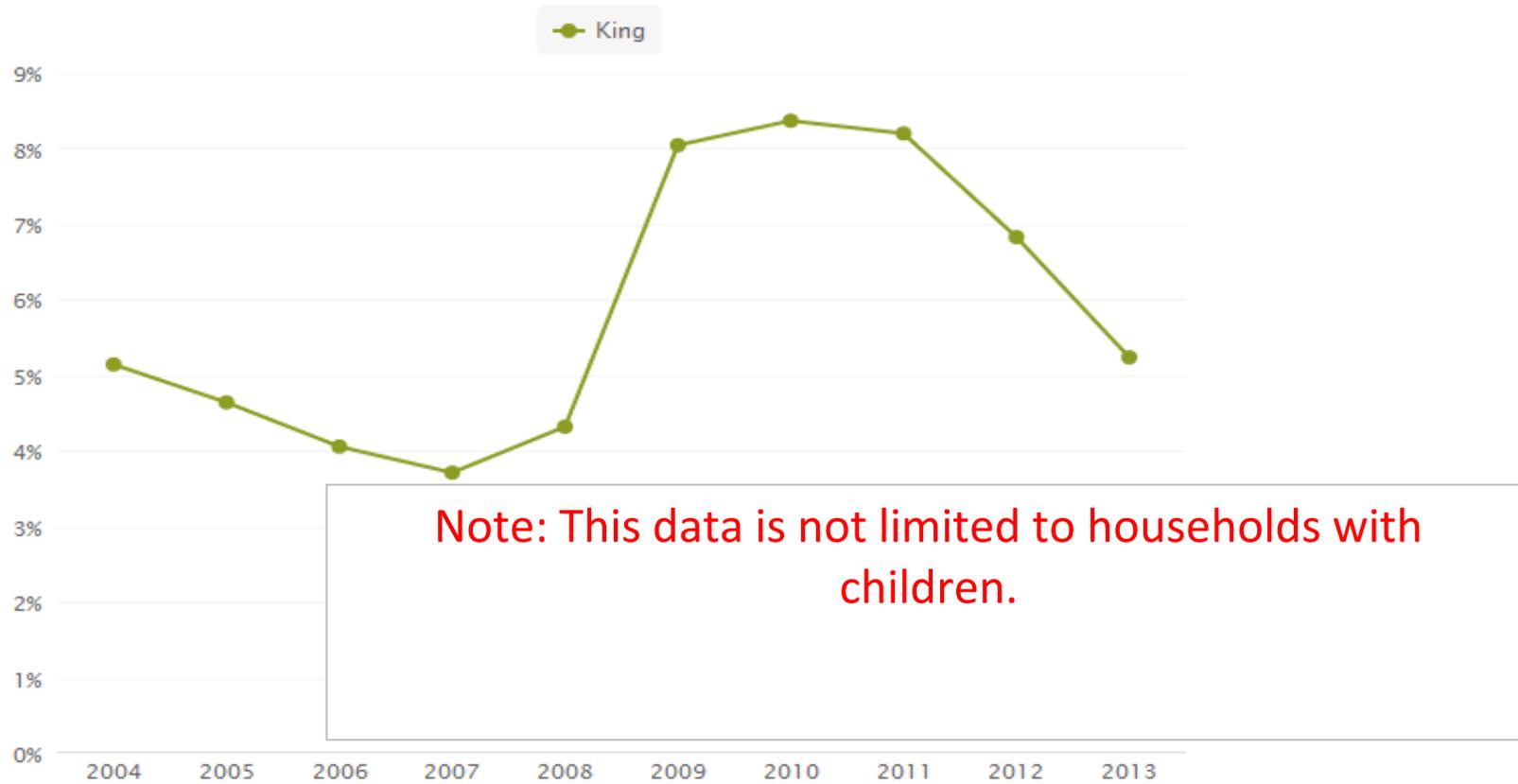
Footnotes: Data last updated in January 2012 by Washington KIDS COUNT.

The 2008-2010 ACS data release marked the third time that 3-year estimates were released for areas with populations of 20,000 and greater. The ACS 2008-2010 data were collected during calendar years 2008, 2009, and 2010.

The 3-year ACS estimates represent the average characteristics over the 3-year period of time, and therefore are less current than 1-year ACS estimates. However, these estimates are more reliable because they are based on a larger sample size. The 3-year estimates are also available for more geographic areas because they are published for populations of 20,000 or greater, while 1-year estimates are only published for populations of 65,000 or greater. More information about 1-year versus 3-year ACS surveys and estimates are available online at http://www.census.gov/acs/www/data_documentation/documentation_main/.

King County Trends: Vocationally Successful Unemployment (Annual)

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
King	Percent	5.10%	4.60%	4.10%	3.70%	4.30%	8.00%	8.40%	8.20%	6.80%	5.20%
King	Number	51,200	47,000	42,500	39,650	47,000	89,450	92,780	90,640	76,390	59,660

DEFINITIONS & SOURCES

Definitions:

The unemployment number is the number of people ages 16 and over who are without a job but are actively looking for one. The unemployment rate is the number of unemployed as a percent of the entire civilian labor force. The civilian labor force (the denominator) includes persons who are employed and those who are unemployed but looking for work. The state-level and county-level annual figures reported here for 2010 and earlier years are seasonally adjusted, and span 12 months.

Data Source: The data used for this measure come from the Labor Market and Economic Analysis Branch of Washington State Employment Security Department.

Yearly unemployment data reported here are “Historical Rates” of Resident Civilian Labor Force, Local Area Unemployment Statistics (LAUS). Monthly unemployment data are the “Most Recent Rates” Resident Civilian Labor Force, Local Area Unemployment Statistics (LAUS).

Data were retrieved on March 31, 2014 from <https://fortress.wa.gov/esd/employmentdata/reports-publications/regional-reports/local-unemployment-statistics>.

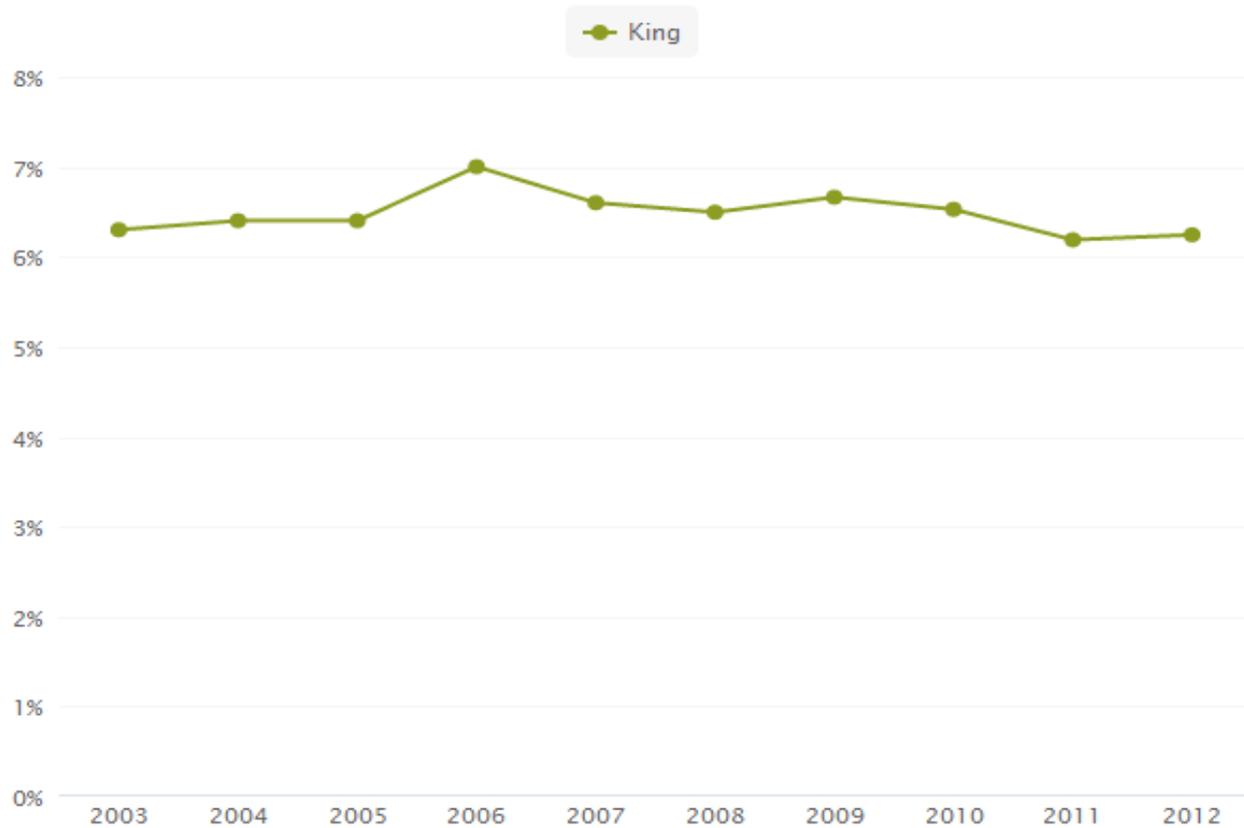
Footnotes: Data last updated in March 2014 by Washington KIDS COUNT.

The Labor Market and Economic Analysis Branch often revises previous estimates. We update data accordingly on this website. Therefore, figures presented here may be different from figures presented elsewhere. Further, seasonally adjusted rates may be different from non-seasonally adjusted rates.

King County Trends: Health

Low Birth Weight Babies (Annual)

Prepared: July 30, 2014



* Graph limited to 10 years of data

Source: [Kids Count Data Center](#)

Location	Data Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
King	Percent	6.30%	6.40%	6.40%	7.00%	6.60%	6.50%	6.70%	6.50%	6.20%	6.20%
King	Number	1,397	1,455	1,455	1,685	1,629	1,638	1,669	1,600	1,524	1,563

DEFINITIONS & SOURCES

Definitions:

The number and percent of babies who weighed less than 2,500 grams (5 pounds, 8 ounces) at birth.

Data Source: The data used for this measure come from Center for Health Statistics, Washington State Department of Health (DOH), Infant Death Data. Data were downloaded on February 24, 2014

from <http://www.doh.wa.gov/DataandStatisticalReports/VitalStatisticsData/BirthData/BirthTablesbyTopic.aspx> (Nativity Table D7)

S: Data estimate has been suppressed. When the annual number of low weight birth was 10 or fewer, percent is not shown. Data presented here are annual estimates. We did not calculate three year averages for this indicator as the majority of the counties, in the majority of the years, reported low birth weight counts of more than 10.

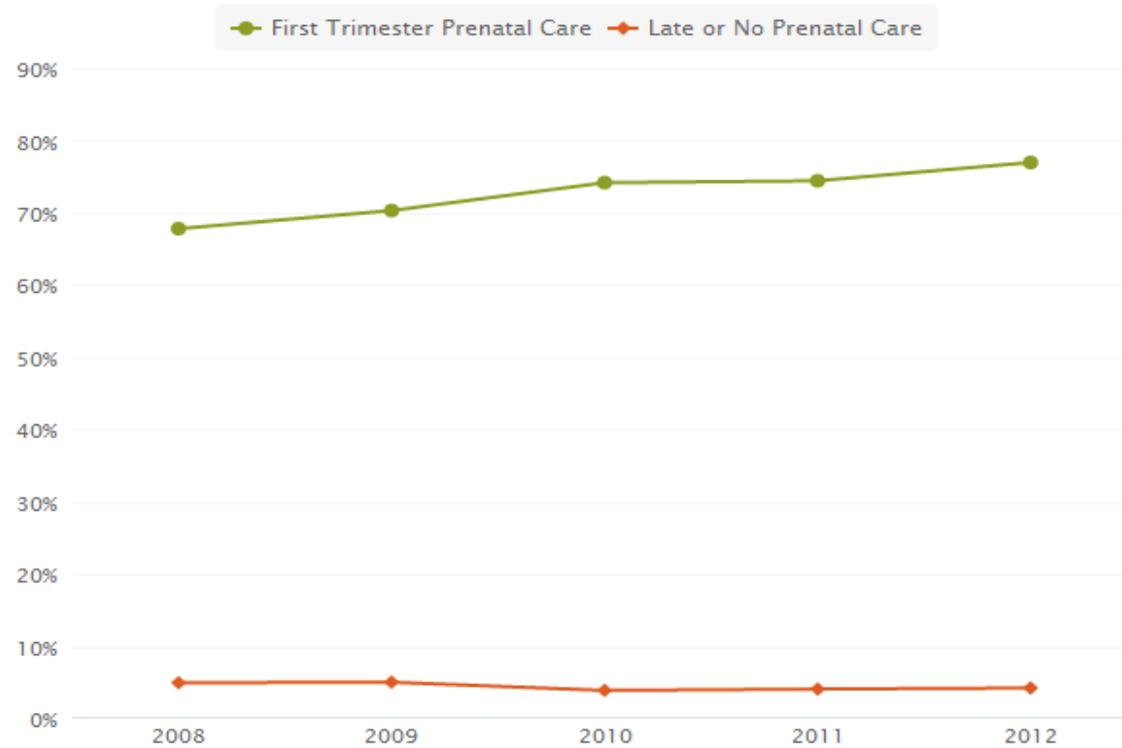
Footnotes: Data last updated in February 2014 by Washington KIDS COUNT.

DOH technical notes on measurement issues are available

King County Trends: Health Prenatal Care

Prepared: July 30, 2014

King



* Graph limited to 5 years of data

Source: [Kids Count Data Center](#)

Location	Group	Data Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
King	First Trimester Prenatal Care	Number	12,892	13,068	13,991	15,656	16,580	17,098	17,620	18,183	18,334	19,268
		Percent	57%	57%	62%	65%	67%	68%	70%	74%	74%	77%
	Late or No Prenatal Care	Number	661	685	757	982	1,168	1,246	1,259	954	1,004	1,054
		Percent	3%	3%	3%	4%	5%	5%	5%	4%	4%	4%

DEFINITIONS & SOURCES

Definitions: The number and percent of mothers who received prenatal care in the first trimester of pregnancy (month 1 through 3) and the number and percent of mothers who received no or late (month 7 through 9) prenatal care. Percent is given per the number of live births.

Data Source: The data used for this measure come from Center for Health Statistics, Washington State Department of Health (DOH), Birth Data. Data were retrieved on March 14, 2014

from <http://www.doh.wa.gov/DataandStatisticalReports/VitalStatisticsData/BirthData/BirthTablesbyTopic.aspx> (Health Service Utilization Table C4)

S: Data estimate has been suppressed. When the annual number of mothers who did or did not receive prenatal care was 10 or fewer, percent is not shown. Data presented here are annual estimates.

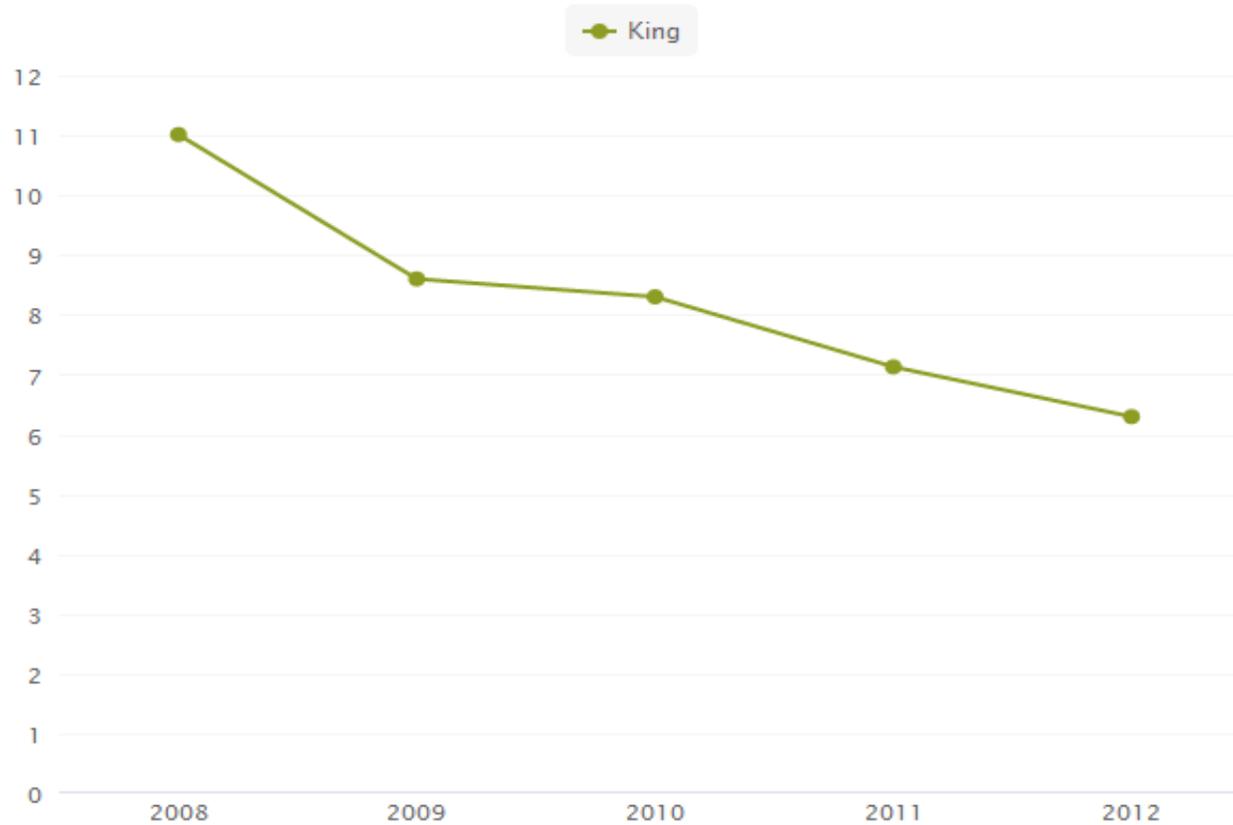
Footnotes: Data last updated in March 2014 by Washington KIDS COUNT.

DOH technical notes on measurement issues are available at <http://www.doh.wa.gov/Portals/1/Documents/5300/TechnicalNotes.pdf>.

King County Trends: Health

Teen Birth Rate (15-17)

Prepared: July 28, 2014



* Graph limited to 5 years of data

Source: [Kids Count Data Center](#)

Location	Data Type	2005	2006	2007	2008	2009	2010	2011	2012
King	Rate per 1,000	10	10	11	11	9	8	7	6

DEFINITIONS & SOURCES

Definitions: Births to teenagers ages 15-17. Rate is per 1,000 females in this age group.

Data Source: The data used for this measure come from Center for Health Statistics, Washington State Department of Health (DOH), Birth Data. Data were downloaded on February 24, 2014 from <http://www.doh.wa.gov/DataandStatisticalReports/VitalStatisticsData/BirthData/BirthTablesbyTopic.aspx> (Demographic Table A10).

S: Rates are suppressed when based on fewer than 5 events.

Footnotes: Data last updated in February 2014 by Washington KIDS COUNT.

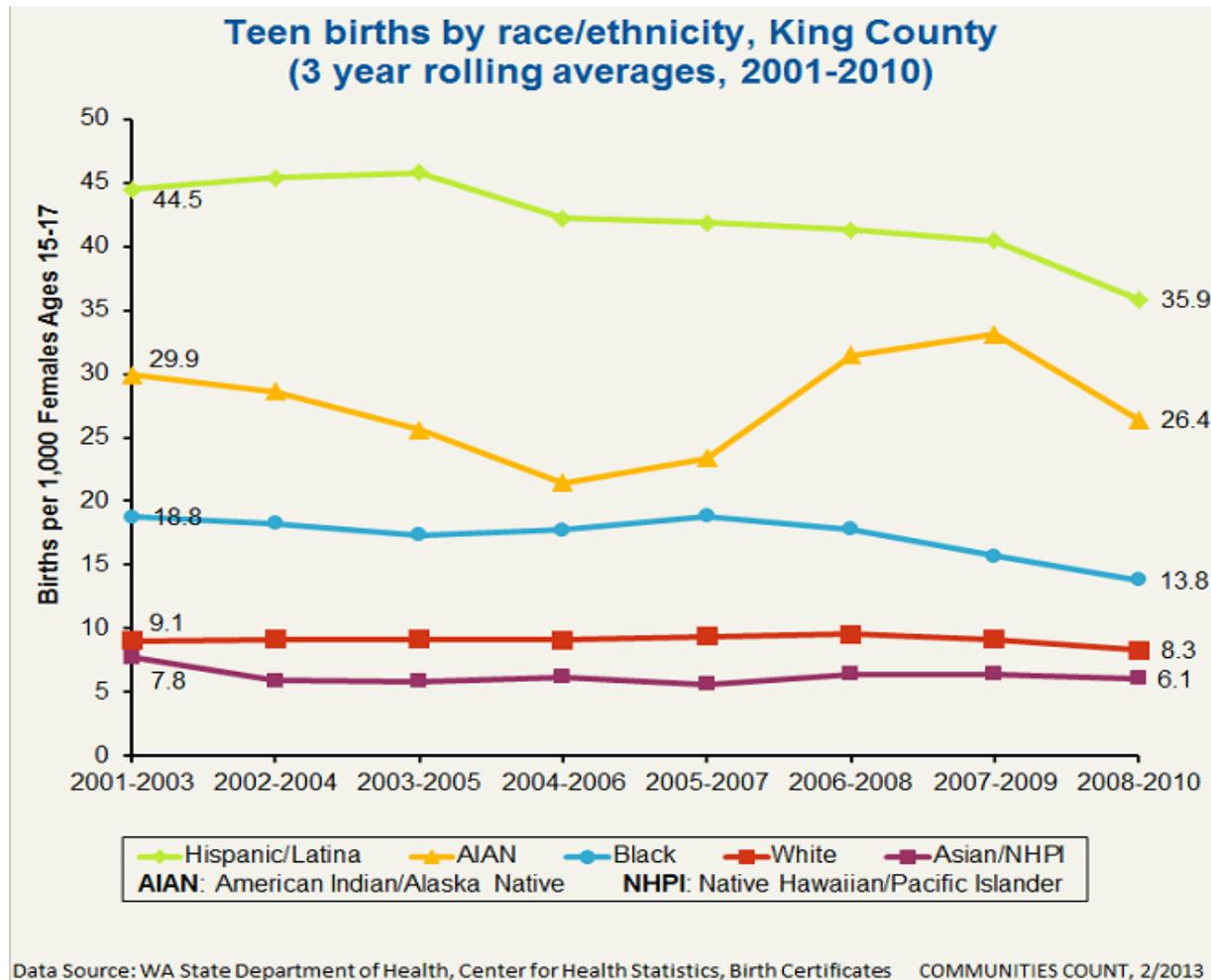
This measure of teenage childbearing focuses on the fertility of all females ages 15 to 17.

DOH technical notes on measurement issues are available at <http://www.doh.wa.gov/Portals/1/Documents/5300/TechnicalNotes.pdf>

King County Trends: Health

Teen Birth Rate (15-17) By Ethnicity

Prepared: July 28, 2014



Source: [Communities Count](#)

Teen Births: Summary & Data Highlights

Teen births to Latinas have fallen to new lows in King County. Nevertheless, substantial disparities by race/ethnicity persist. Fewer than 2 in 100 girls who give birth before age 18 finish college by age 30, and only 4 in 10 teen moms finish high school, limiting the opportunities they can offer to their children. In addition, infants born to mothers younger than 18 are at increased risk for low birthweight and death.

For trend graphs, 3-year rolling averages were used to smooth out the large effects of year-to-year fluctuations.

The rate of teen births among King County [Latinas](#) has dropped significantly.

Births to Latina teens in King County declined from a rate of 44.5 per 1,000 females age 15-17 in 2001-2003 to 35.9 per 1,000 in 2008-2010. This [trend](#) echoes earlier declines in teen births (from the early 1990s until the early 2000s) among American Indians/Alaska Natives, Asians/Native Hawaiians/Pacific Islanders, Blacks, and Whites. Over the past decade, teen birth rates in these groups have leveled off (data not shown).

Over the [long term](#), teen births in King County declined from a peak of 23.9 per 1,000 in 1992 to 8.2 per 1,000 in 2010 (data not shown).

The 2010 rate for Washington State was 13.0 per 1,000 (data not shown).

The 2010 rate for the United States was 17.3 per 1,000 (data not shown).

To improve the likelihood of detecting statistically significant differences, 5 years of data were combined (2006 through 2010) when comparing demographic groups. The King County 2006-2010 teen birth rate was 9.6 births per 1,000 females age 15-17.

Disparities in teen births by [race/ethnicity](#) persist.

The birth rate for Latina teens was 6 times the rate for Asian/Native Hawaiian/Pacific Islander teens (37.4 vs. 5.8 births per 1,000 females age 15-17).

At 26.9 births per 1,000 females age 15-17, the birth rate among American Indian/Native American teens was higher than that of all other groups except Latinas.

The birth rate for Black teens was almost double the rate for White teens (16.2 vs. 8.7 per 1,000).

Place matters: High teen birth rates cluster in [South Region](#).

The [teen birth rate](#) was higher in South Region (14.6 births per 1,000) than in all other regions. The rate in Seattle (9.1 per 1,000) was higher than in East (3.1 per 1,000) and North (4.7 per 1,000) regions.

At 27.7 per 1,000, West Kent had one of the highest rates of teen births in King County.

All neighborhoods and cities with adolescent birth rates greater than the King County average were found in South King County and South Seattle. These areas had adolescent birth rates 1.5 to almost 3 times higher than the county average.

Since 2001, teen births have declined in East Region and in Seattle, but not in other regions of the county.

Teen Births: Summary & Data Highlights (cont.)

Poverty matters: Teens in [high-poverty](#) neighborhoods are over 6 times more likely to give birth than those in low-poverty neighborhoods.

After 1990, teen birth rates declined in high-, medium-, and low-poverty neighborhoods. However, no changes related to neighborhood poverty have occurred in the [past decade](#).

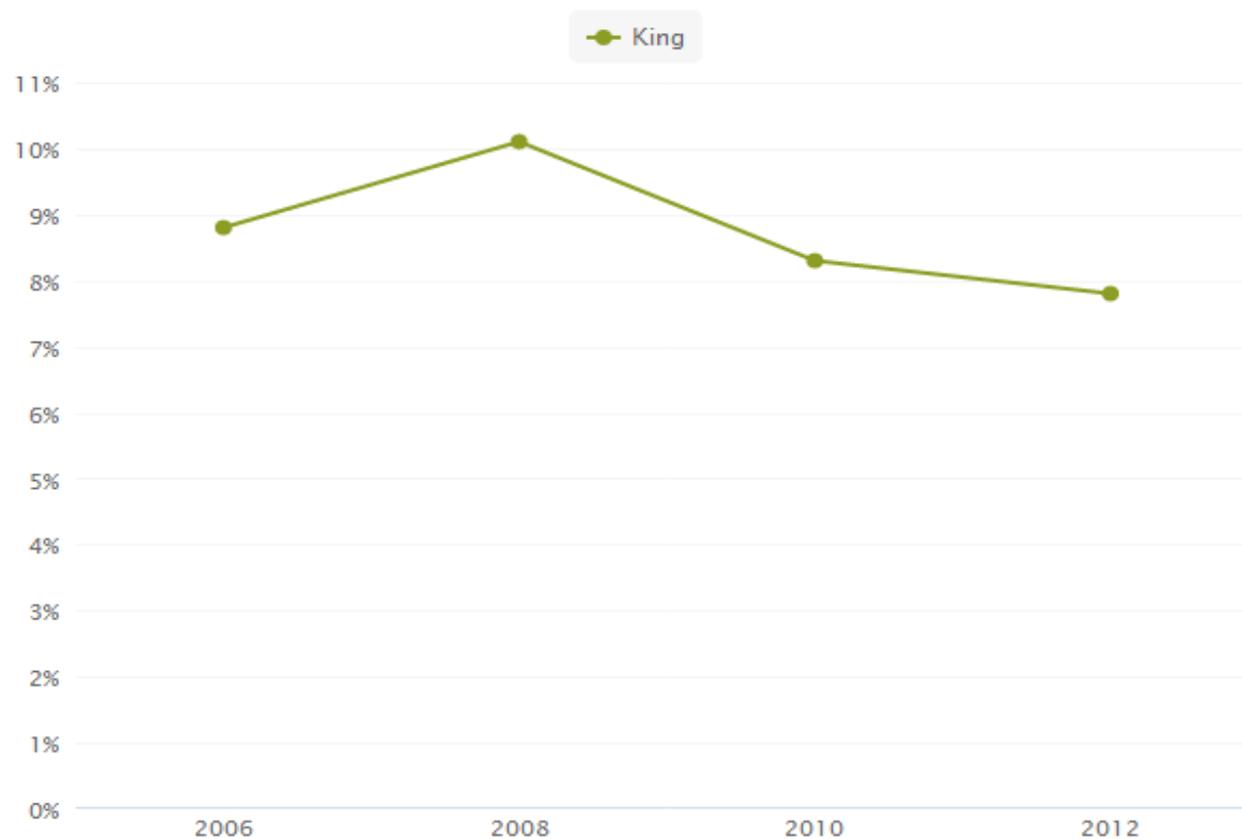
Teens in high-poverty neighborhoods are still more than twice as likely to give birth as those in medium-poverty neighborhoods and 6.5 times as likely to give birth as those in low-poverty neighborhoods.

Nationally and internationally, variation in income inequality is related to differences in teen birth rates (data not shown).

King County Trends: Health

Percent of 10th Graders Who Are Obese

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2006	2008	2010	2012
King	Percent	9%	10%	8%	8%

DEFINITIONS & SOURCES

Definitions: The percent of 10th graders who are obese. Obesity is defined as BMI in the top 5% for age and gender based on growth charts developed by the Centers for Disease Control and Prevention (2000).

Data Source: The data used for this measure come from the Washington State Healthy Youth Survey (HYS). Data can be found at: <https://www.askhys.net/>.

S: Data have been suppressed due to low response rates (below 40% participation).

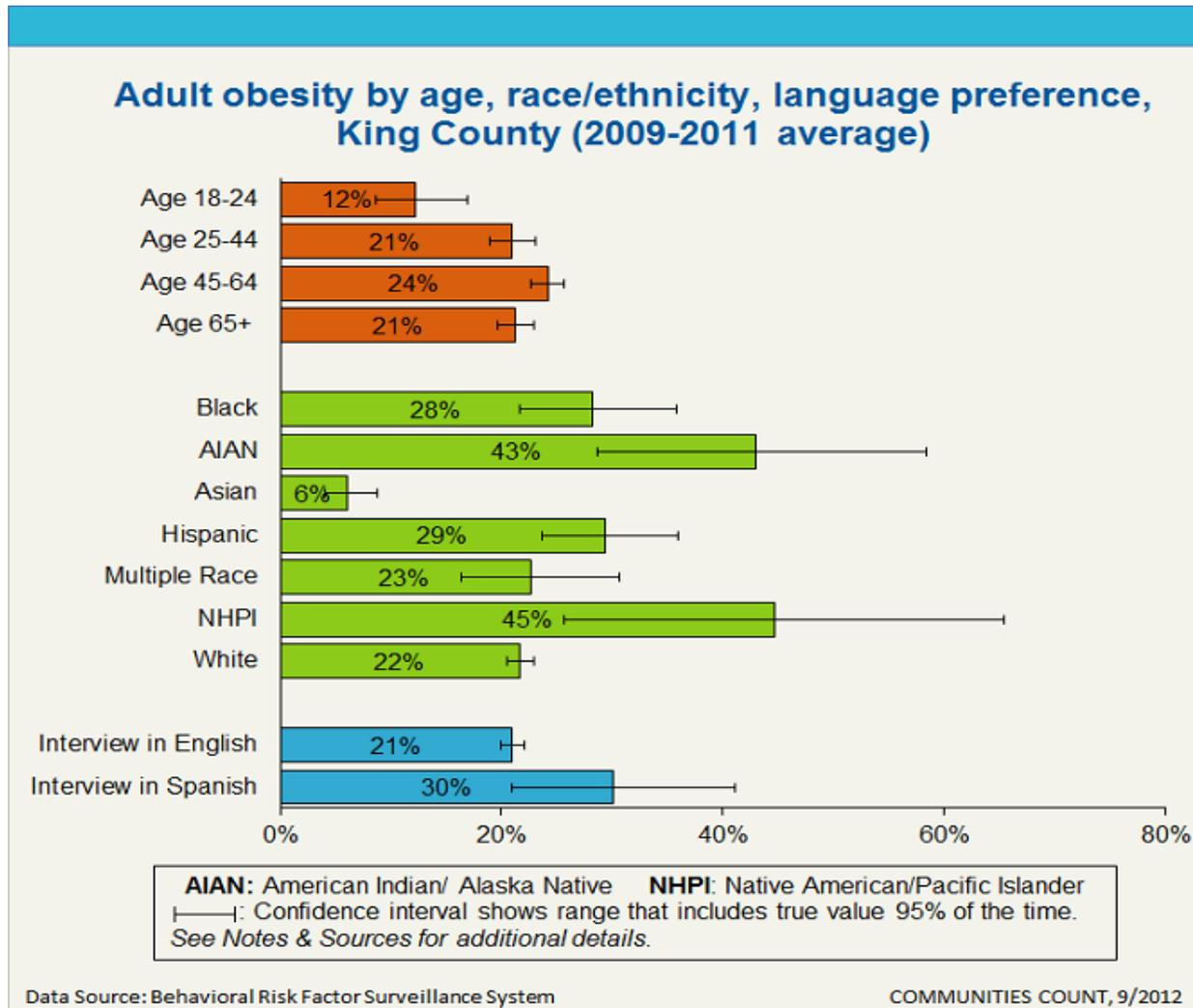
*Please use these estimates with caution. The total confidence interval (upper bound minus lower bound) of the percent estimate, is 10 percentage points or greater, which indicates that this estimate has a large margin of error. This generally occurs when estimate relies on small number of cases. To obtain total confidence interval values around the estimates for this indicator please contact Washington KIDS COUNT.

At this time HYS does not recommend that you attempt to determine significant trends over time, only to determine changes from a single survey administration to another, i.e., a change from 2006 to 2008. For trend analysis, we recommend that you have at least 5 data points.

King County Trends: Health

Adult Obesity by Age, Race/Ethnicity, language preference

Prepared: July 30, 2014



Source: [Communities Count](#)

Summary & Data Highlights

The likelihood of being obese varied significantly by age, race, and ethnicity.

At any stage of life, obesity can have serious health consequences, including cardiovascular disease and diabetes. Overweight children are at risk of becoming obese adults; obese children are likely to remain obese in adulthood.

To compare obesity rates among sub-groups, 3 years of data (2009-2011) were combined. Overall, 21% of King County adults were obese.

Obesity increased with age until age 65, when the rate declined. Young adults were least likely to be obese.

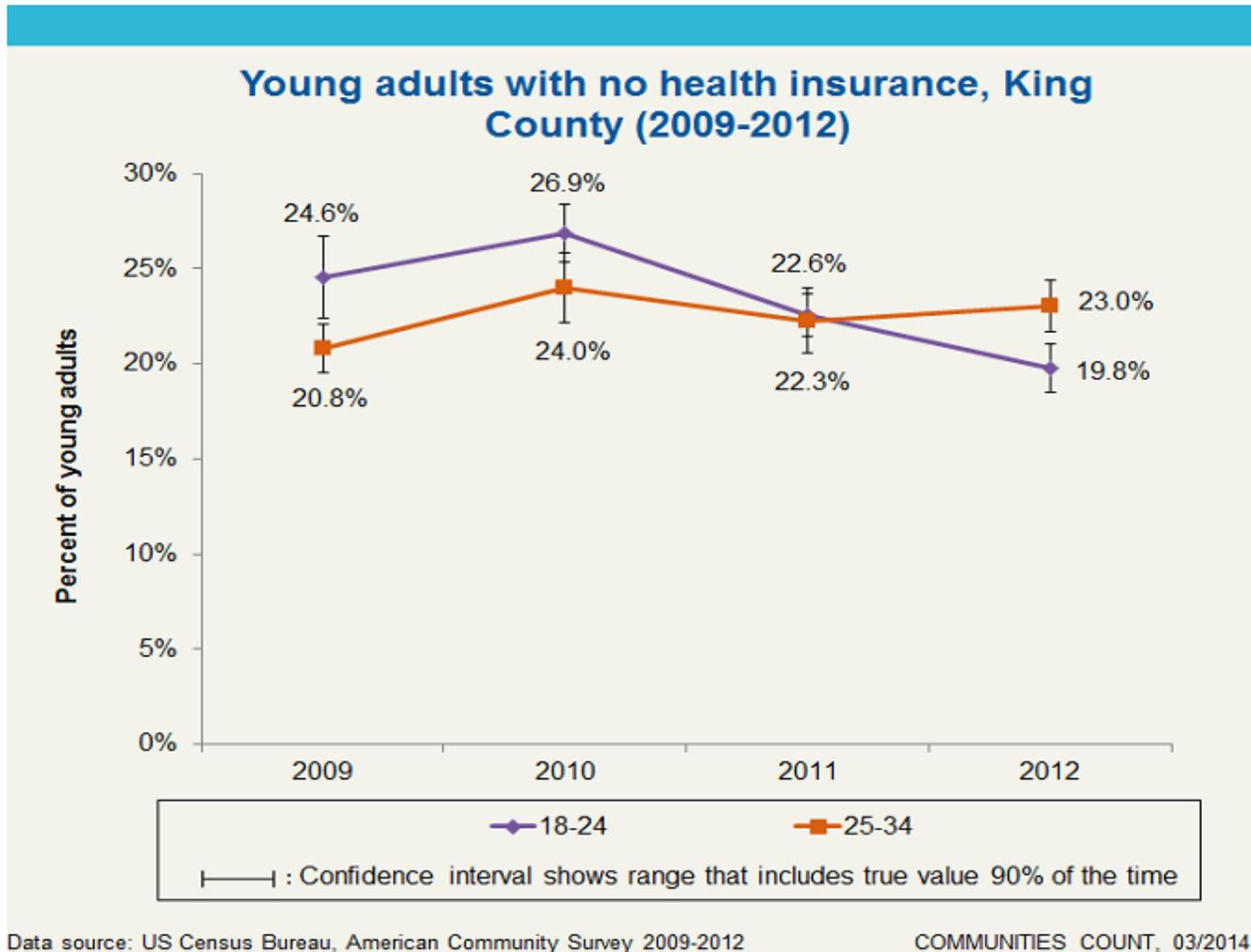
Blacks, American Indian/Alaska Natives, Hispanics, and Native Hawaiian/Pacific Islanders were more likely to be obese than whites and Asians. Because the obesity rate was so low among Asians (6%), and because Asians represented a much larger proportion of the population of King County than of the U.S. (14.6% vs. 4.8%, respectively, in the 2010 Census), King County's overall obesity rate of 21% masked significant racial and ethnic group disparities.

Hispanics who chose to be interviewed in Spanish were no more likely to be obese than those interviewed in English.

King County Trends: Health

Young Adults with no health insurance

Prepared: July 30, 2014



Source: [Communities Count](#)

Health Insurance: Summary & Data Highlights

From 2010 to 2012, the rate of "un-insurance" for health care decreased among King County's youngest adults (ages 18-24), possibly because they can now be covered under their parents' health plans. Without health insurance, most Americans could not afford adequate health care – including life- and cost-saving preventive care. Those lacking coverage often forego necessary care until a medical crisis forces them to seek expensive and potentially risky emergency treatment.

As part of a survey conducted by the U.S. Census Bureau, King County adults were asked about their health insurance coverage. In 2012, 16.4% of adults age 18-64 had no health insurance coverage.

[In 2012, 1 in 4 adults in the prime ages for parenthood had no health insurance](#) (61% of 2012 King County births were to women age 25-34).

Health Insurance: Summary & Data Highlights (cont.)

At 23.0% uninsured, adults age 25-34 were twice as likely as adults ages 55-64 (10.9%) to lack health insurance. However, since implementation of the Affordable Act's provision allowing parents to include children up to age 26 on their family's health plan, **the rate of uninsured 18-to-24-year-old adults decreased from a peak of 26.9% in 2010 to 19.8% in 2012.** Rates of health coverage did not increase for any other age group of adults.

In 2012, 1 in 6 King County non-elderly adults did not have health insurance.

This represents about 220,500 King County adults between the ages of 18 and 64.

The percent of King County adults without health insurance was higher in 2012 than in 2008, the first year this survey collected health insurance information.

Lack of health insurance was related to [household poverty](#), [education](#), [race/ethnicity](#), and [gender](#).

More than 1/3 of adults living below 200% of the federal poverty threshold did not have health insurance.

Of adults who had not graduated from high school, 45.9% had no health insurance, compared to 6.6% of college graduates.

More than 2 in 5 Hispanic non-elderly adults had no health insurance.

About 1 in 4 Black, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander adults had no coverage.

Males were more likely than females to lack health insurance.

[Employment](#) was strongly tied to health insurance coverage.

Unemployed adults were 3.4 times more likely to be uninsured than employed adults.

Adults not in the workforce (primarily homemakers, students, seasonal workers interviewed in the off season, and retired adults younger than 65) were more likely to be uninsured than those who were employed.

Lack of health insurance was concentrated in [South Region](#):

Lack of coverage rates varied widely across the county, from a low of 3.3% in Sammamish to a high of 30.4% in SeaTac.

More than 1 in 5 adults in SeaTac, Federal Way, Kent, Des Moines, Burien, Auburn, and Renton did not have coverage.

Combining data from 2010-2012, 5.1% of King County [children younger than 18](#) (about 21,000 children) did not have health insurance.

[Hispanic](#), [Asian](#), [American Indian/Alaska Native](#), and [Black children](#) were more likely to be uninsured than [White non-Hispanic](#) children. About 1 of every 10 American Indian/Alaska Native children was uninsured.

Children in households with incomes below 200% of federal poverty guidelines currently qualify for free coverage in Washington. However, **[almost 1 in 10 children in this income bracket was uninsured](#).**

Although the percentage of uninsured children in King County did not change significantly from 2008 to 2012, the [type of plan](#) through which children accessed care shifted during this time.

68.7% of children were covered by private health insurance in 2012, significantly fewer than in 2008 (75.0%).

29.4% of children were covered by public health insurance in 2012, significantly more than in 2008 (20.4%).

As of January 2014, eligibility for Medicaid and subsidized health insurance expanded for Washington adults age 19 to 64.

Medicaid eligibility for adults expanded to include those with household incomes at or below 138% of the federal poverty guidelines (using the 2013 poverty guidelines for 2014 eligibility, a family of 4 earning \$32,499 or less per year would qualify for Medicaid).

Subsidized health insurance: Adults with household incomes between 139% and 400% of the federal poverty guidelines (again, using 2013 criteria for 2014 eligibility, this would include a family of 4 earning up to \$94,200 per year) are eligible for subsidized health insurance through Washington Healthplanfinder.

Health Insurance: Summary & Data Highlights (cont.)

Of adults with no health insurance...

... about 4 in 10 may qualify for expanded Medicaid coverage in Auburn, Bothell, Burien, Federal Way, Kent, SeaTac, and Seattle.

... at least half may qualify for subsidized coverage in Renton, Maple Valley, Kenmore, Kirkland, Shoreline, and Inglewood-Finn Hill.

Undocumented immigrants will not qualify for Medicaid expansion or subsidized coverage.

Legal immigrants who have been in the United States for less than 5 years will also not qualify for Medicaid expansion, although they may be eligible for subsidized coverage.

In January of 2014, eligibility for subsidized health insurance for Washington children expanded to cover children in households with income between 300% and 400% of federal poverty guidelines.

Medicaid eligibility for children through age 18 continues at no cost to those in households with income up to 200% of the 2013 federal poverty guidelines (\$47,100 for a family of 4 in 2014).

Children in households with incomes between 200% and 300% of the federal poverty guidelines remain eligible for low-cost health insurance through the Apple Health for Kids Program in Washington State.

With their families, children in households with income between 300% and 400% of the federal poverty guidelines are now eligible for income-based subsidies in the health insurance marketplace.

"If I'm sick, I just better get better. Because.... nobody will cover me. They cover my kids ..., but not for me. And I think that's, I don't know, I kind of think that's not right, because I am doing [what I'm] supposed to be doing as a mom. You know, I'm working, going to school. It's not like I'm sitting at home trying to collect TANF or anything, and I still I can't get the health [insurance] ... unless I'm pregnant."

Single mother of 2 interviewed in Seattle before implementation of the Affordable Care Act

King County Trends: Health

Uninsured Children, Under 18, County-Level

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2008	2009	2010
King	Percent	6.40%	5.40%	5.30%

DEFINITIONS & SOURCES

Definitions: Children under 18 years of age who were not covered by health insurance.

Data Source: The data used for this measure come from the American Community Survey (ACS) conducted by the U.S. Census Bureau. The ACS began asking about health insurance coverage in 2008. Data can be found through "American Fact Finder".

Data were retrieved from: <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.
(Table C27001)

The Census Bureau makes the ACS one-year estimates at county-level available for counties with populations of 65,000 or more. "N.A." therefore indicates data unavailability due to small county population size.

Footnotes: Updated September 2011 by Washington KIDS COUNT.

The county-level estimates in this indicator for under 18 children differ from the estimates in the other indicator called "Uninsured children, under 18, state-level" due to different sources of data used. We suggest viewers to use this current indicator for county-level health insurance coverage in Washington and refer to the "Uninsured children, under 18 years of age, state-level" for state-level coverage.

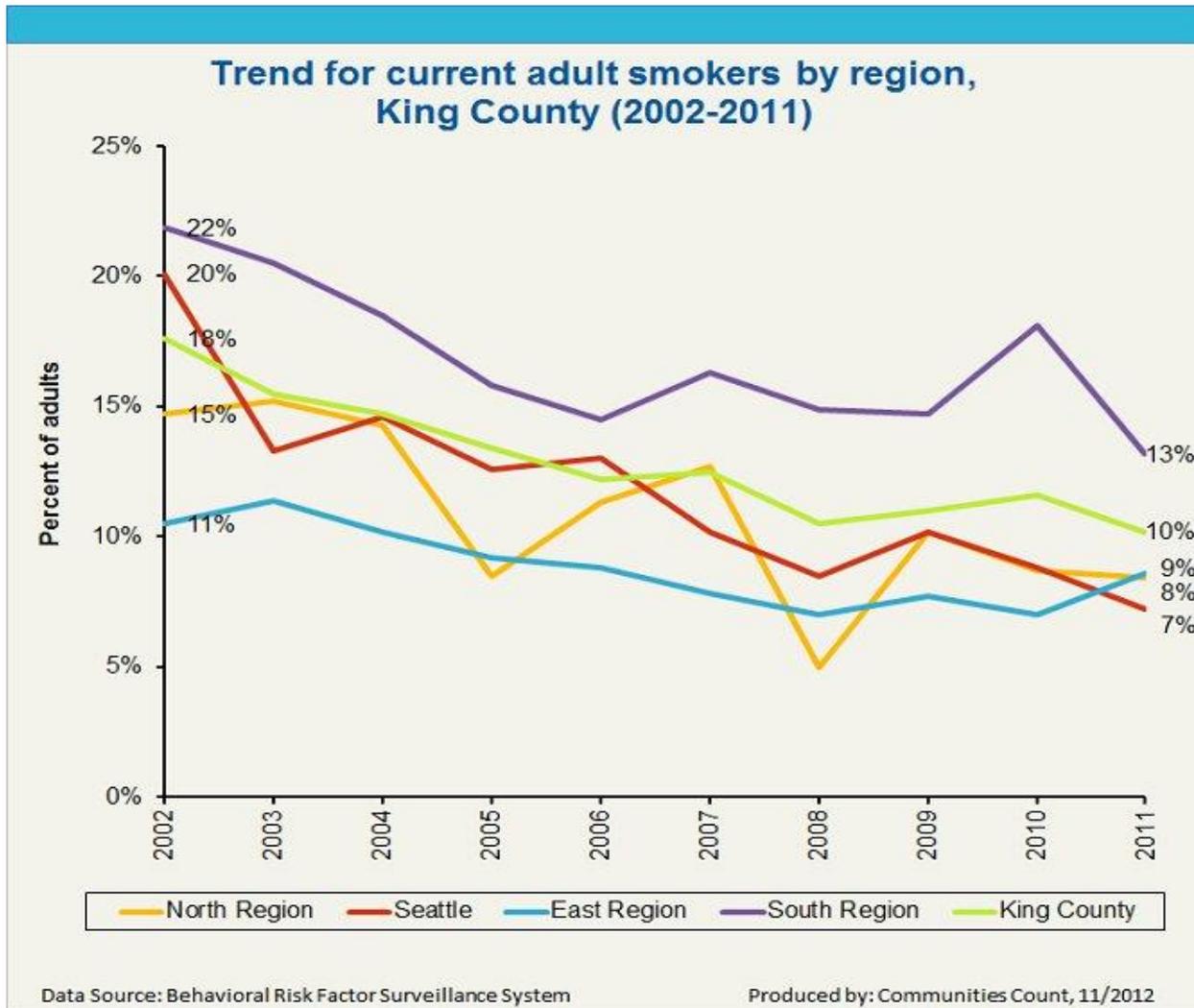
Health insurance coverage was a new question in the 2008 ACS. The question asks about current (at the time of the survey) health insurance coverage. Health insurance includes private sector insurance generally provided through an employer, as well as insurance provided through the public sector, such as Medicare and Medicaid. In Washington and other states children receiving health insurance through a variety of State Health Insurance Programs (SCHIP) are counted as having health insurance. Children without private or public coverage are considered uninsured.

Year 2008 is the first data point on health insurance coverage in the American Community Survey. Therefore the ACS cannot be used to look at trend of health insurance coverage in the past. As the ACS continues collecting this information in future surveys, trend over time beginning 2008 will be possible. We have developed another indicator called "uninsured children, state-level" which tracks state-level health insurance coverage beginning 1999 using another Census survey called the Current Population survey.

King County Trends: Health

Current Adult Smokers by Region

Prepared: July 30, 2014



Source: [Communities Count](#)

Tobacco: Summary and Data Highlights

Although smoking among King County adults fell for 20 years, this trend has stalled since 2006. Cigarette smoking is the leading preventable cause of death in the U.S., accounting for almost 1 in 5 deaths each year. Deaths from tobacco use exceed the total of deaths from HIV, alcohol use, illegal drug use, motor vehicle injury, suicide, and murder.

Tobacco: Summary and Data Highlights (cont.)

For most of the analyses on adult smoking, 3 years of survey data were combined (2009, 2010, and 2011). Data on teen tobacco use came from a 2010 survey administered in Washington public schools.

Trends

In 2011, 10% of King County adults were current smokers. Although the rate of adult smoking declined for almost 20 years, it has not changed over the past 5 years.

Among King County 8th and 10th graders, cigarette smoking within the past 30 days decreased between 2006 and 2010. Among 12th graders, however, the rate did not change.

Regional, State, & National Comparisons

King County region mattered for adults, but not for teens.

Adult smoking rates were highest in South Region (15%), lowest in East Region (8%); at 9%, North Region and Seattle did not differ from the county overall.

Teen tobacco use was similar across all regions (results not shown).

The King County adult smoking rate of 11% (average of 2009, 2010, and 2011) was lower than 2010 rates in Washington State (15%) and the U.S.A. (17%).

King County 8th and 10th graders were less likely to smoke than 8th and 10th graders across Washington State, but smoking among King County 12th graders did not differ from the state average for 12th graders. Comparable national data for teens are not available.

Gender and Age

Among both adults and teens, males were more likely to smoke than females.

Adults age 65 and older were half as likely as younger adults to smoke cigarettes.

Among teens, rates of smoking – and of using any tobacco product – increased with age.

For use of any kind of tobacco (cigarettes, cigars, or cigarillos; snuff or chewing tobacco; or tobacco that tastes like fruit, candy, or alcohol):

The rate among 12th graders was 1 in 4.

The rate among 10th graders was 1 in 7.

The rate among 8th graders was 1 in 14.

12th graders were 3.5 times more likely than 8th graders to report smoking cigarettes or using any kind of tobacco over the past 30 days.

10th graders were twice as likely as 8th graders to report smoking cigarettes or using any kind of tobacco over the past 30 days.

Cigarette smoking accounted for only a fraction of overall tobacco use in King County teens:

44% of total tobacco use among 8th graders

64% among 10th graders

60% among 12th graders

Disparities in Tobacco Use

Smoking rates increased as income went down. Compared to adults in households with annual income of \$75,000 or more (7%), smoking rates were:

3 times greater among adults in households earning less than \$25,000 a year (22% to 24%)

2 times greater among adults in households earning between \$25,000 and \$49,999 a year (13% to 14%).

1.7 times greater among adults in households earning between \$50,000 and \$74,999 a year (12%)

Tobacco: Summary and Data Highlights (cont.)

Smoking was also most common among adults with the least education. Compared to college graduates (5%), smoking rates were:

5 times greater among adults without a high school degree (25%).

4 times greater among high school graduates (20%).

3 times greater among those with some college but no degree (15%).

Employment status was also related to smoking. Smoking rates from highest to lowest:

34% of adults who were unable to work.

23% of unemployed adults.

10% of employed adults.

6% of retired adults.

6% of homemakers or students.

[Race/Ethnicity](#)

Among King County adults, smoking varied by race/ethnicity.

Only 5% of Asian adults in King County were current smokers.

More than 20% of Black, Native Hawaiian/Pacific Islander, and multiple-race adults were smokers.

Teen tobacco use in the past 30 days also varied by race/ethnicity.

At 7%, Asian teens were least likely to have used tobacco.

At 28%, American Indian/Alaska Native teens were more likely to have used tobacco than

Hispanic (17%), White (17%), Black (15%), multiple-race (16%), and Asian (7%) teens.

Adults with a [disability](#) (15%) were more likely to smoke than those who were not disabled (10%).

[Lesbian, gay, bisexual, or transgender adults](#) (20%) were more likely to smoke than heterosexual adults (11%).

Family Composition

Adults in a [couple relationship](#) (8%) were half as likely to smoke as adults without a partner (17%).

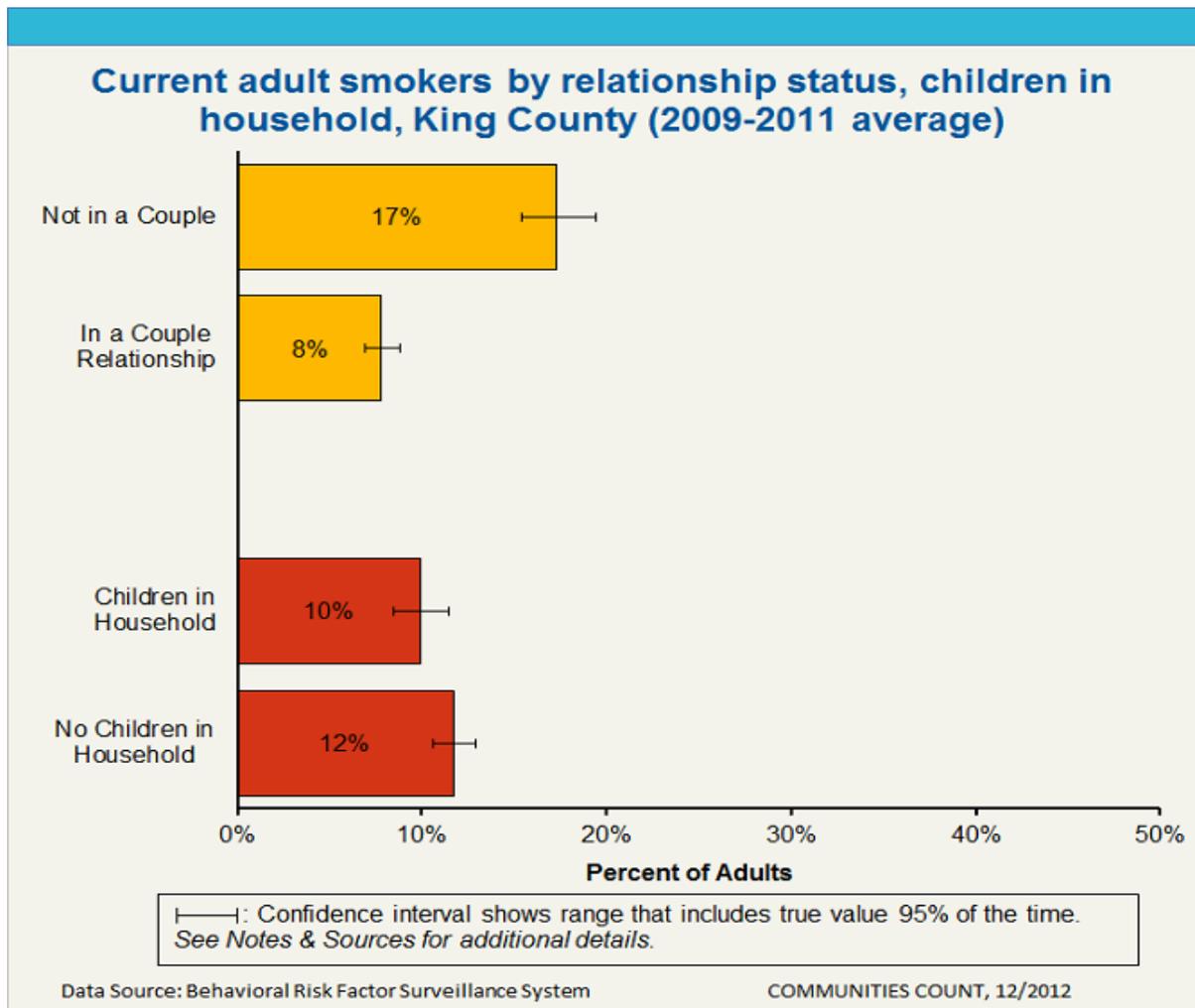
"I tasted my first cigarette at age 3 and was smoking regularly by high school. In the Navy I got up to 4 packs a day. I must have quit hundreds of times. But finally it took. I haven't had a cigarette in 25 years."

North Seattle male who quit smoking in 1986.

Notes, Sources & Related Link

King County Trends: Health

Current adult smokers by relationship status, children in household Prepared: July 30, 2014



Source: [Communities Count](#)

Tobacco: Summary and Data Highlights

Adults in a couple relationship were half as likely to smoke as those without a partner.

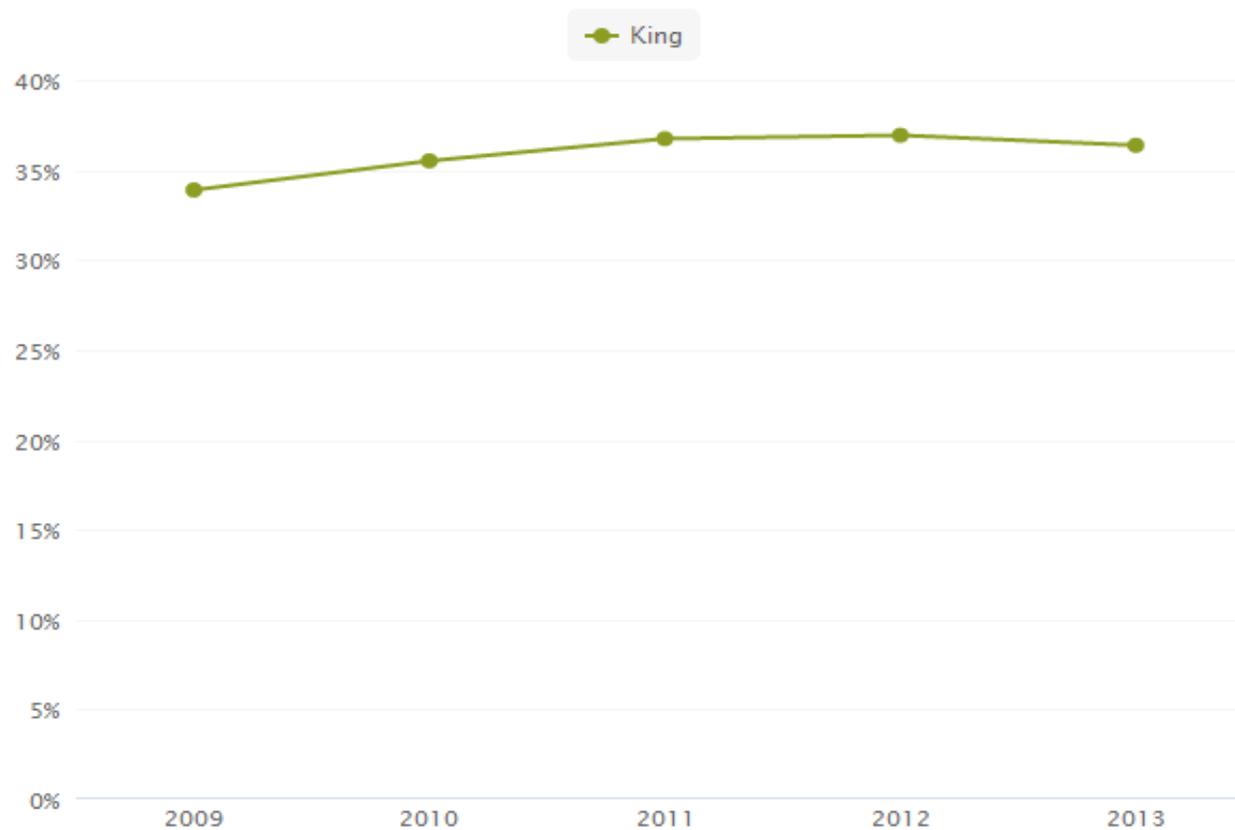
Cigarette smoking is the leading preventable cause of death in the U.S., accounting for almost 1 in 5 deaths each year. Deaths from tobacco use exceed the total of deaths from HIV, alcohol use, illegal drug use, motor vehicle injury, suicide, and murder.

Averaging survey data from 2009, 2010, and 2011, 11% of King County adults were current smokers. Adults in a couple relationship were half as likely to be smokers as adults not in a couple relationship.

King County Trends: Health

Applications For Free And Reduced Priced Meals

Prepared: July 30, 2014



* Graph limited to 5 years of data

Source: [Kids Count Data Center](#)

Location	Data Type	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
King	Number	74,510	75,183	74,306	76,789	79,003	86,719	91,648	96,129	99,330	99,880
	Percent	30%	30%	30%	31%	31%	34%	36%	37%	37%	36%

DEFINITIONS & SOURCES

Definitions: The number and percent of students enrolled in public K-12 schools who applied for free or reduced price meals at their school.

Data Source: Washington Office of Superintendent of Public Instruction (OSPI) Child Nutrition Services. The sources of this data are the annual October headcounts April 22, 2014 from <http://www.k12.wa.us/ChildNutrition/Reports/FreeReducedMeals.aspx/>.

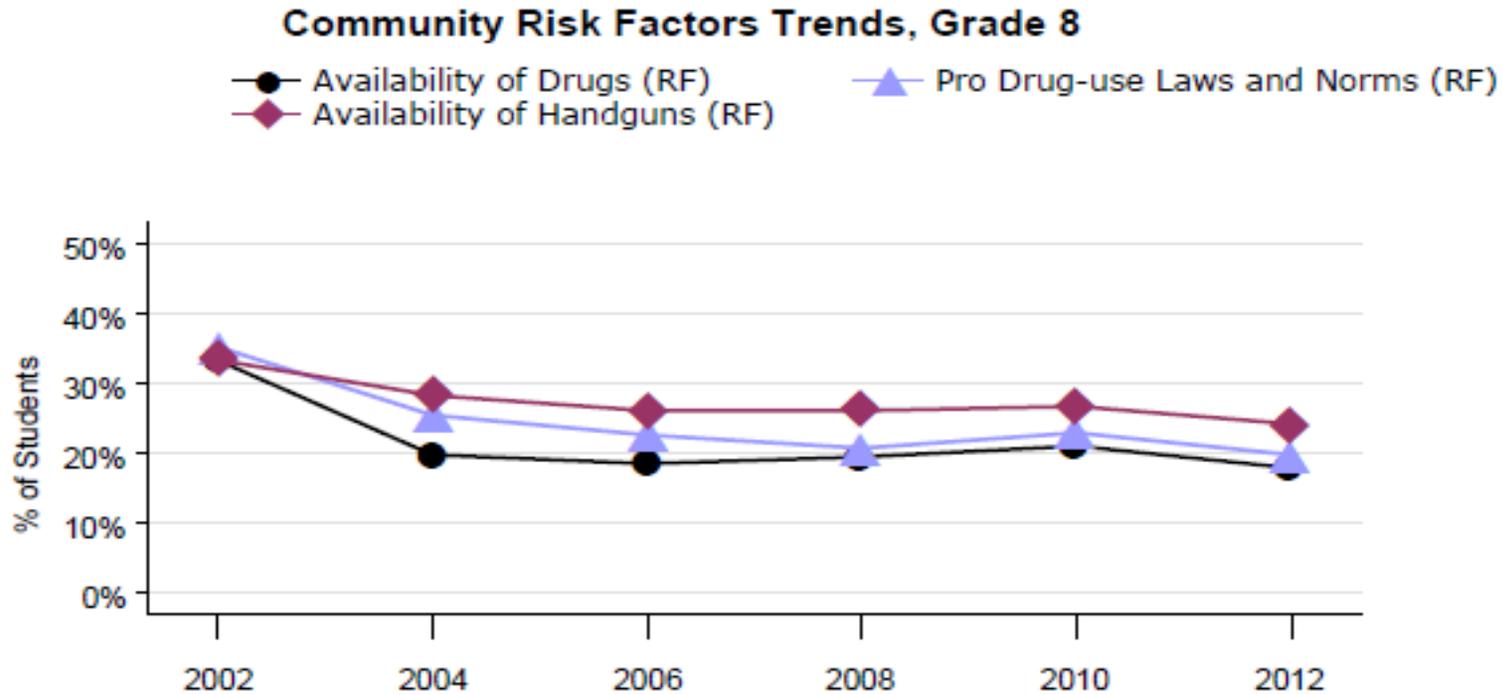
Footnotes: Data last updated in April 2014 by Washington KIDS COUNT.

Data reflect only those enrolled students who applied as of October 1 of each year. These includes the number of students who applied and were eligible for free or reduced priced meals. These numbers do not necessarily reflect use of the service. The federal income eligibility guidelines are 135% FPL (poverty guide) for free school meals, and 185% FPL for reduced price school meals. These guidelines are available online at <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEGs.htm>.

King County Trends: Safe

% of 8th Graders Availability of Handguns

Prepared: July 31, 2014



Source: Washington State Healthy Youth Survey

Location	Prevalence	2002	2004	2006	2008	2010	2012
King	Availability of Drugs (RF)	33% ±5	20% ±5*	19% ±4	19% ±4	21% ±3	18% ±4
	Pro Drug-use Laws (RF)	35% ±5	25% ±4*	22% ±5	20% ±4	23% ±3	20% ±5
	Availability of Handguns (RF)	33% ±8	28% ±4	26% ±4	26% ±5	27% ±4	24% ±3

Perceived Availability of Handguns

Survey Question: **152.** If you wanted to get a handgun, how easy would it be for you to get one?

- a. Very hard
- b. Sort of hard
- c. Sort of easy
- d. Very easy

Note: It is assumed that percentages represent students who reported that it would be "very easy" or "sort of easy" to get a handgun. This should be confirmed with AskHYS.

Perceived Availability of Drugs (Questions 148-151)

Survey Questions:

148. If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

149. If you wanted to get some cigarettes, how easy would it be for you to get some?

150. If you wanted to get some marijuana, how easy would it be for you to get some?

151. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

scale for 148-151 = "Very hard" to "Very easy" (same as Q152, see above)

Laws And Norms Favorable to Drug Use (Questions 153-158)

Survey Questions:

153. How wrong would most adults in your neighborhoodC/ neighborhood or communityA think it was for kids your age to use marijuana?

154. How wrong would most adults in your neighborhoodC/ neighborhood or communityA think it was for kids your age to drink alcohol?

155. How wrong would most adults in your neighborhoodC/ neighborhood or communityA think it was for kids your age to smoke cigarettes?

156. If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhoodC/ communityA would he or she be caught by the police?

157. If a kid carried a handgun in your neighborhoodC/ communityA would he or she be caught by the police?

Prevalence is displayed with 95% confidence intervals (as \pm or black bar |)

*indicates a significant change from the previous year or a significant difference between state and local results, $p < 0.05$

Washington HYS results generated at AskHYS.net on 07-31-2014

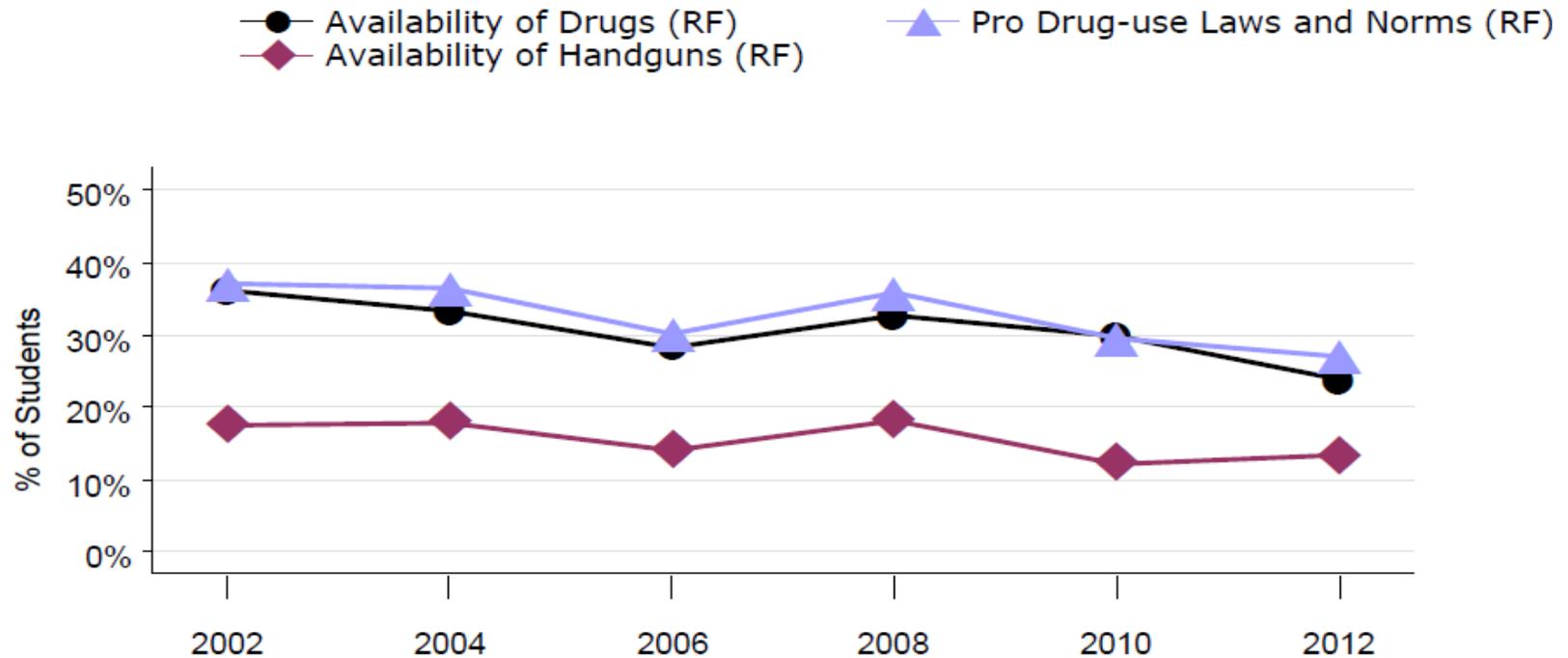
Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/P = location did not participate in the survey this year; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade; NB/G = this gender was not at this location

King County Trends: Safe

% of 10th Graders Availability of Handguns

Prepared: July 31, 2014

Community Risk Factors Trends, Grade 10



Source: Washington State Healthy Youth Survey

Location	Prevalence	2002	2004	2006	2008	2010	2012
King	Availability of Drugs (RF)	36% ±6	33% ±3	28% ±5	33% ±4	30% ±4	24% ±4*
	Pro Drug-use Laws (RF)	37% ±8	37% ±6	30% ±6	36% ±8	30% ±5	27% ±4
	Availability of Handguns (RF)	18% ±6	18% ±4	14% ±3	18% ±5	12% ±3*	13% ±3

Perceived Availability of Handguns

Survey Question: **152.** If you wanted to get a handgun, how easy would it be for you to get one?

- a. Very hard
- b. Sort of hard
- c. Sort of easy
- d. Very easy

Note: It is assumed that percentages represent students who reported that it would be "very easy" or "sort of easy" to get a handgun. This should be confirmed with AskHYS.

Perceived Availability of Drugs (Questions 148-151)

Survey Questions:

- 148. If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?
- 149. If you wanted to get some cigarettes, how easy would it be for you to get some?
- 150. If you wanted to get some marijuana, how easy would it be for you to get some?
- 151. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?
scale for 148-151 = "Very hard" to "Very easy" (same as Q152, see above)

Laws And Norms Favorable to Drug Use (Questions 153-158)

Survey Questions:

- 153. How wrong would most adults in your neighborhoodC/ neighborhood or communityA think it was for kids your age to use marijuana?
- 154. How wrong would most adults in your neighborhoodC/ neighborhood or communityA think it was for kids your age to drink alcohol?
- 155. How wrong would most adults in your neighborhoodC/ neighborhood or communityA think it was for kids your age to smoke cigarettes?
- 156. If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhoodC/ communityA would he or she be caught by the police?
- 157. If a kid carried a handgun in your neighborhoodC/ communityA would he or she be caught by the police?
scale for 153-155 = a. Very wrong, b. Wrong, c. A little bit wrong, d. Not wrong at all

Prevalence is displayed with 95% confidence intervals (as \pm or black bar |)

*indicates a significant change from the previous year or a significant difference between state and local results, $p < 0.05$

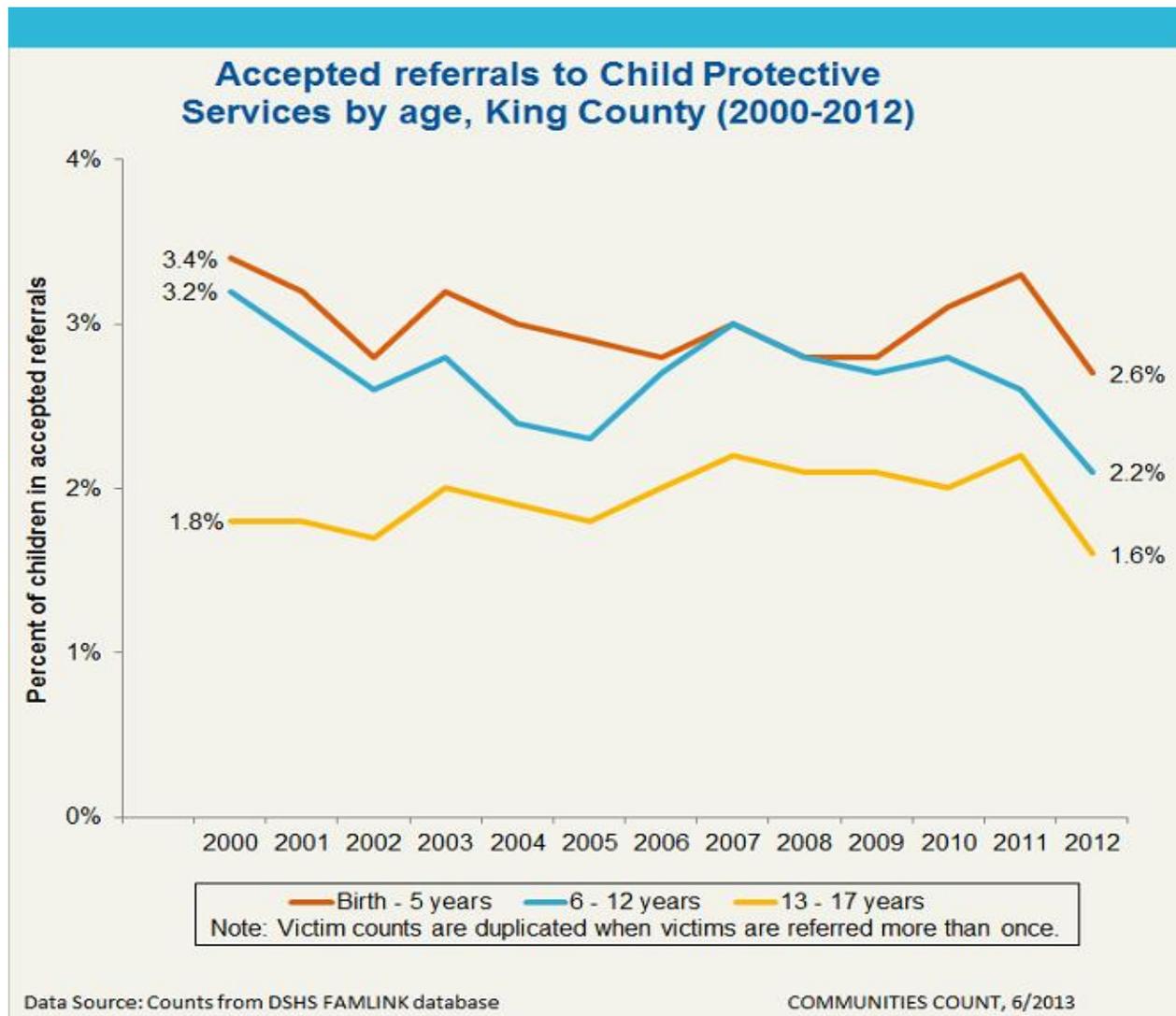
Washington HYS results generated at AskHYS.net on 07-31-2014

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/P = location did not participate in the survey this year; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade; NB/G = this gender was not at this location

King County Trends: Health

Accepted referrals to Child Protective Services

Prepared: July 30, 2014



Source: [Communities Count](#)

Child Protective Services Referral Trends: Summary and Data Highlights

From 2000 to 2012, accepted referrals to Child Protective Services did not change.

Violence in the home kills, injures, and is a major cause of homelessness among women and children. Witnessing and experiencing family violence increases the likelihood that children will themselves become abusers or victims as adults.

Rates of domestic violence crimes against children are difficult to estimate because much child abuse goes unreported. Child Protective Services (CPS) receives reports of suspected abuse involving children in King County. An “accepted referral” does not mean abuse has occurred, but that the case was screened according to legal guidelines and found to warrant further investigation. No data are available on the proportion of accepted referrals in King County that find actual abuse or neglect. In 2012, Child Protective Services accepted referrals for investigation involving 9,562 King County children from birth to age 17. This represented 2.4% of all children in King County.

Rates of accepted referrals are lower for teenagers than for children from birth to age 5.

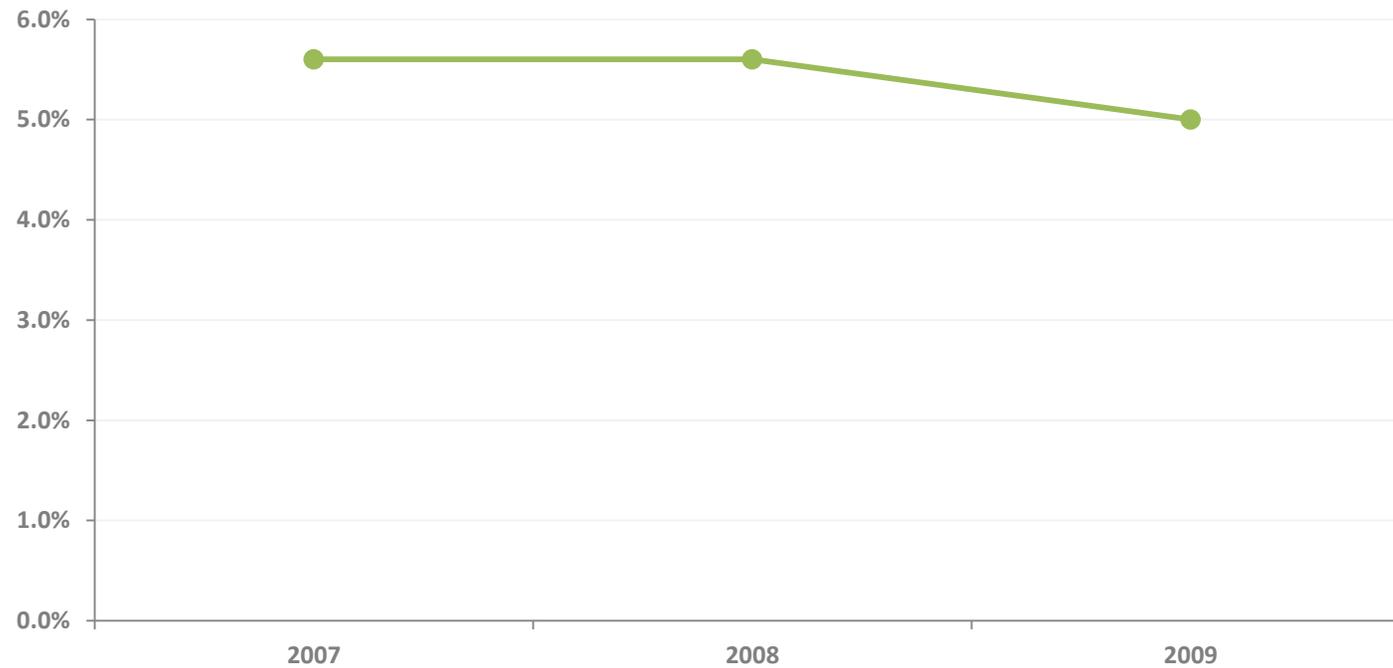
The rate of accepted referrals for children by age and overall has not changed in the last 13 years.

See Notes & Sources for data table showing numbers and percentages of accepted referrals by age and for all ages.

King County Trends: Health

Children Served By Children's Case Management (0-17)

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2007	2008	2009
King	Number	22,008	22,104	20,016
	Percent	5.6%	5.6%	5.0%

DEFINITIONS & SOURCES

Definitions: Number and percent of children under 18 years of age served by Children's Case Management.

Children's Case Management services are provided to children and their families and include Adoption and Adoption Support, Child Protective Services (CPS), Child and Family Welfare Services, Family Reconciliation Services (FRS), and Family Voluntary Services.

Data Source: Data for this measure come from the Washington State Department of Social and Health Services (DSHS), Research and Data Analysis (RDA), Client Services Database which compiles client service and expenditures records from more than 20 of the agency's client record and payment systems. The figures reported here are also referred to as "User rates" in their annual report. Data were retrieved on May 29, 2012 from <http://www.dshs.wa.gov/rda/research/clientdata/default.shtm>.

S: Data have been suppressed due to low numbers. Data were suppressed if there were less than 10 cases.

Footnotes: Data last updated in May 2012 by Washington KIDS COUNT.

DSHS defines the 5 areas within Children's Case Management as the following:

"Adoption Services work to permanently place children in DSHS custody with families. Services include permanency planning, adoption preparation, placement supervision, and limited post-adoption services. Adoption Support works to find permanent homes for hard-to-place children from DSHS foster care. These children, because of age, race, physical condition, or emotional health, would not otherwise be placed for adoption. This service eliminates barriers to the adoption of such children by providing financial assistance, medical, counseling and rehabilitative services, and assistance with legal fees for adoption finalization."

"Child Protective Service (CPS) workers provide family services to reduce risk and to maintain children in their own homes. CPS cases are accepted for investigation based on a risk assessment which includes a sufficiency screen for new referrals, an initial risk assignment and response designation, and collateral contacts with key witnesses or information sources. CPS cases receive 24-hour intake, assessment, and emergency intervention services. Ongoing CPS includes direct treatment, coordination and development of community services, legal intervention, and case monitoring."

"Child and Family Welfare Services Case Management (CFWS) is designed to strengthen, supplement, or substitute for parental care and supervision. These services may involve substitute care such as Foster Care or Adoption placements."

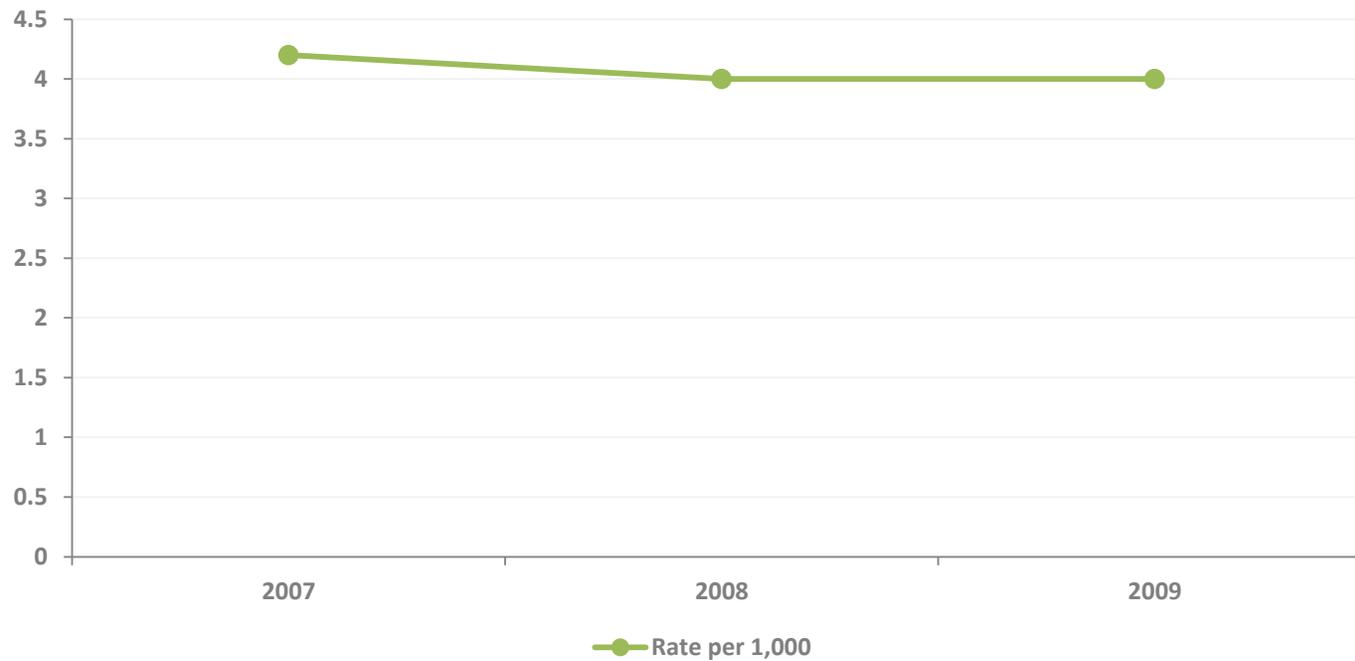
"Family Reconciliation Services (FRS) help adolescents, 13-17 years of age and their families, in instances where the adolescent has run away and/or is in conflict with his/her family. FRS includes Intake, Family Assessment, and Crisis Counseling provided by county-contracted counselors."

"Family Voluntary Services Case Management facilitates the transition of the client's case from Child Protective Services to Child and Family Welfare Services."

King County Trends: Health

Children In Foster Care Placement

Prepared: July 30, 2014



Source: [Kids Count Data Center](#)

Location	Data Type	2007	2008	2009
King	Number	1,656	1,543	1,430
	Rate per 1,000	4.2	4	4

DEFINITIONS & SOURCES

Definitions: Number and rate per 1,000 of children under 18 years of age in foster care placement

Data Source: Data for this measure come from the Washington State Department of Social and Health Services (DSHS), Research and Data Analysis (RDA), Client Services Database which compiles client service and expenditures records from more than 20 of the agency's client record and payment systems. The figures reported here are also referred to as "User rates" in their annual report. Data were retrieved on February 21, 2012 from <http://www.dshs.wa.gov/rda/research/clientdata/default.shtm>.

S: Data have been suppressed due to low numbers. Data were suppressed if there were less than 10 cases.

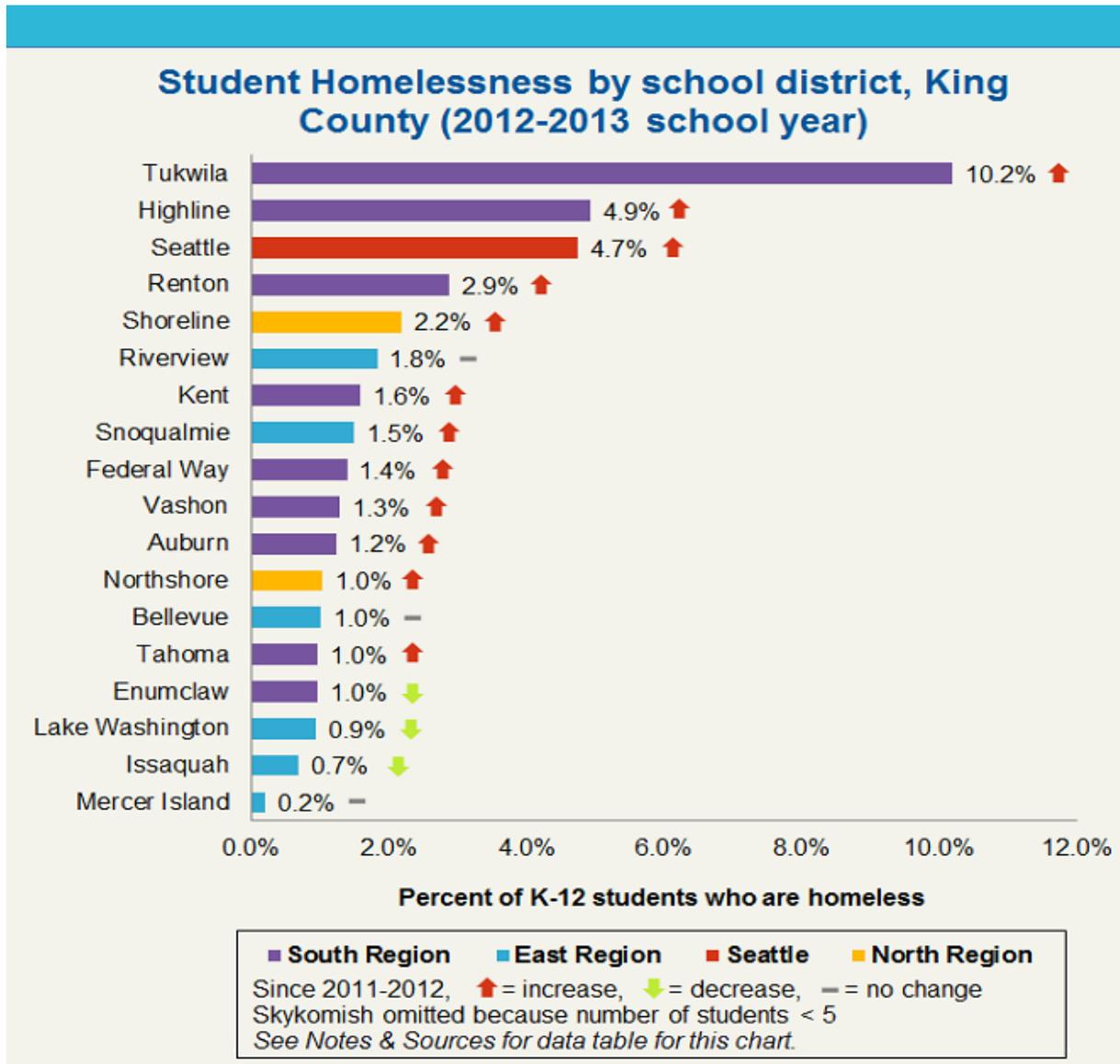
Footnotes: Data last updated in February 2012 by Washington KIDS COUNT.

According to DSHS, "Foster Care Placement Services are provided when children need short-term or temporary protection because they are abused, neglected, and/or involved in family conflict. The goal of Foster Care Placement Services is to return children to their homes or to find another permanent home as early as possible. Children are served in out-of-home placements exclusively. Placement types include traditional Foster Care Placements as well as placements in Family Receiving Homes. Client counts for Foster Care Placement Services include only the children being served, not their families. Children receiving Foster Care Placement Services are served exclusively in out-of-home settings. Foster Care Placement Services may be provided without prior Child Protective Services (CPS) involvement."

King County Trends: Safe

Student Homelessness by School District

Prepared: July 31, 2014



Source: [Communities Count](#)

Rates of homelessness in the 2012-2013 school year ranged from a low of 2 in 1,000 public school students in Mercer Island to 1 in 10 students in Tukwila.

Independent of poverty, homeless students are more likely than those with stable housing to experience family adversity, physical and emotional health problems, and impaired academic performance.

In the 2012-2013 school year, 6,188 King County public school children from pre-kindergarten through high school were counted as homeless by their schools.

The overall rate of student homelessness for the county was 1 in 44 students, compared to 1 in 34 students for Washington state. However, the county average masks large differences among school districts.

Tukwila: 1 in 10 K-12 students homeless

Highline: 1 in 20 K-12 students homeless

Seattle: 1 in 21 K-12 students homeless

Mercer Island, Issaquah, and Lake Washington: fewer than 1 in 100 K-12 students homeless

From 2011-12 to 2012-13 school years, the overall rate of student homelessness in King County increased 18.7%.

One-year increases of 20% or more were reported in Snoqualmie, Vashon, Tukwila, Renton, Northshore, Tahoma, Seattle, and Auburn.

The only districts in which student homelessness rates decreased were Lake Washington, Enumclaw, and Issaquah. Rates did not change in Bellevue, Mercer Island, Riverview, and Skykomish.

Appendix 10: Year-to-Year Benchmark Goals

	Fewer YYA experience homelessness	Length of time YYA are homeless (time on streets or in shelter) is shorter.	Fewer YYA return to homelessness (either as a YYA or an adult).	Decrease disproportionate over-representation of homeless YYA of color.	Decrease disproportionate over-representation of homeless LGBTQ YYA
2012 Actual	114 YYAs sleeping outside	65 days	27%	67%	14%
2013 Goal	114 YYAs	65 days	27%	67%	14%
2014 Goal	5% reduction	5% reduction	5% reduction	5% reduction	5% reduction
Numeric Target	108 YYAs	62 days	26%	64%	13%
2015 Goal	Reduction of 15 to 20 YYAs	10% reduction	20% reduction	10% reduction	5% reduction
Numeric Target	90 YYAs	56 days	21%	57%	13%
2016 Goal	Reduction of 15 to 20 YYAs	10% reduction	20% reduction	10% reduction	5% reduction
Numeric Target	72 YYAs	50 days	16%	52%	12%
2017 Goal	Reduction of 15 to 20 YYAs	10% reduction	20% reduction	10% reduction	5% reduction
Numeric Target	54 YYAs	45 days	13%	46%	11%
2018 Goal	Reduction of 15 to 20 YYAs	10% reduction	20% reduction	10% reduction	5% reduction
Numeric Target	36 YYAs	41 days	11%	42%	11%
2019 Goal	Reduction of 15 to 20 YYAs	10% reduction	20% reduction	10% reduction	5% reduction
Numeric Target	18 YYAs	36 days	8%	38%	10%
2020 Goal	Reduction of 15 to 20 YYAs	10% reduction	20% reduction	10% reduction	5% reduction
Numeric Target	0 YYA	33 days	7%	34%	10%
2021 Goal	Maintain Success	10% reduction	20% reduction	10% reduction	5% reduction
Numeric Target	0 YYA	30 days	5%	30%	9%

Source: [Comprehensive Plan to Prevent and End Youth and Young Adult \(YYA\) Homelessness in King County by 2020](#)

King County Trends: Socially Engaged

% of 8th Graders bullied in the past month

Prepared: July 31, 2014

Bullying and Harassment Trends, Grade 8



Source: Washington State Healthy Youth Survey

Location	Prevalence	2002	2004	2006	2008	2010	2012
King	Bullied at school	28% ±4	27% ±2	26% ±2	28% ±3	30% ±3	25% ±1*
	Don't feel safe at school	25% ±8	15% ±3*	17% ±5	16% ±4	16% ±3	12% ±3

Survey Question: 126. A student is being bullied when another student, or group of students, say or do nasty or unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she doesn't like. It is NOT bullying when two students of about the same strength argue or fight. In the last 30 days, how often have you been bullied?

- a. I have not been bullied
- b. Once
- c. 2–3 times
- d. About once a week
- e. Several times a week

Note: Percentages of students who reported they were bullied on any days in the last 30 days.

Survey Question: 200. I feel safe at my school.

- a. NO!/Definitely NOT true
- b. no/Mostly not true
- c. yes/Mostly true
- d. YES!/Definitely true

Note: Percentages represent students who reported "NO!/Definitely NOT true", or, "no/Mostly not true", that they felt safe at school.

Background:

- All Washington schools must implement model policies and procedures that prohibit harassment, intimidation and bullying.
- Bullying is when an aggressor says or does nasty or unpleasant things to a targeted student. It is also bullying when targeted students are teased repeatedly in ways they don't like.
- Students who report being bullied also report getting lower grades in school.
- Researchers have identified evidence-based programs that reduce bullying and build positive school climates.

For More Information:

- School Safety Center, sponsored by the Office of Superintendent of Public Instruction at: www.k12.wa.us/safetycenter.

Prevalence is displayed with 95% confidence intervals (as \pm or black bar |)

*indicates a significant change from the previous year or a significant difference between state and local results, $p < 0.05$

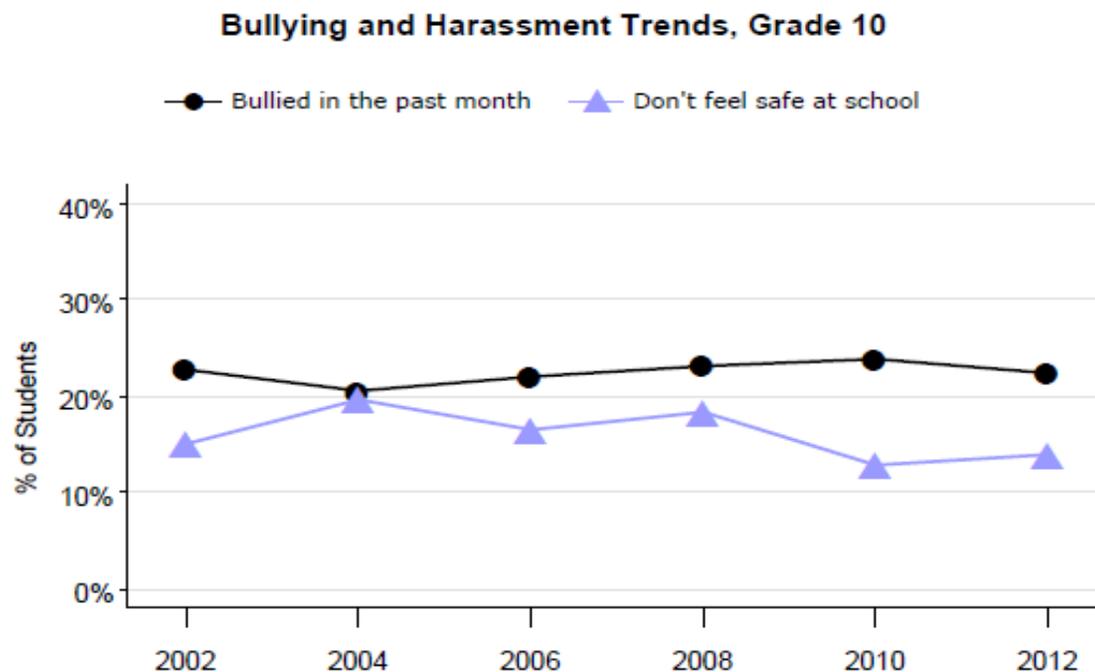
Washington HYS results generated at AskHYS.net on 07-31-2014

Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/P = location did not participate in the survey this year; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade; NB/G = this gender was not at this location

King County Trends: Socially Engaged

% of 10th Graders bullied in the past month

Prepared: July 31, 2014



Source: Washington State Healthy Youth Survey

Location	Prevalence	2002	2004	2006	2008	2010	2012
King	Bullied at school	23% ±3	20% ±3	22% ±3	23% ±2	24% ±2	22% ±2
	Don't feel safe at school	15% ±4	20% ±6	16% ±6	18% ±5	13% ±4*	14% ±5

Survey Question: 126. A student is being bullied when another student, or group of students, say or do nasty or unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she doesn't like. It is NOT bullying when two students of about the same strength argue or fight. In the last 30 days, how often have you been bullied?

- a. I have not been bullied
- b. Once
- c. 2–3 times
- d. About once a week
- e. Several times a week

Note: Percentages of students who reported they were bullied on any days in the last 30 days.

Survey Question: 200. I feel safe at my school.

- a. NO!/Definitely NOT true
- b. no/Mostly not true
- c. yes/Mostly true
- d. YES!/Definitely true

Note: Percentages represent students who reported "NO!/Definitely NOT true", or, "no/Mostly not true", that they felt safe at school.

Background:

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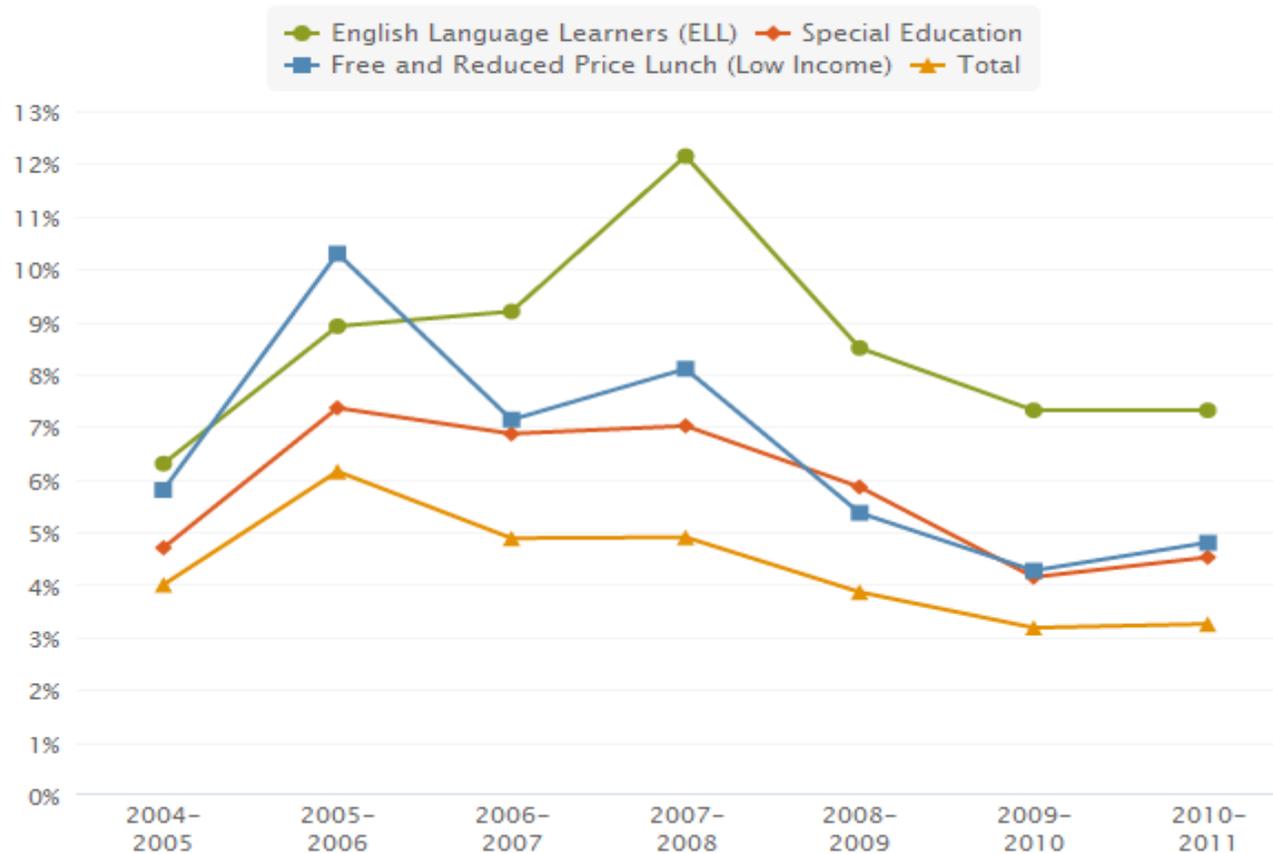
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Missing codes: S = result suppressed due to insufficient reporting from students of schools; N/P = location did not participate in the survey this year; N/G = grade not available; N/S = question was not surveyed this year; N/A = question was not asked of this grade; NB/G = this gender was not at this location

King County Trends: Socially Engaged Annual Dropout Rate By Program, Public Schools

Prepared: July 31, 2014

King



Source: [Kids Count Data Center](#)

Location	Program	Data Type	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
King	English Language Learners (ELL)	Percent	6.30%	8.90%	9.20%	12.10%	8.50%	7.30%	7.30%
	Special Education	Percent	4.70%	7.40%	6.90%	7.00%	5.90%	4.10%	4.50%
	Free and Reduced Price Lunch (Low Income)	Percent	5.80%	10.30%	7.10%	8.10%	5.40%	4.30%	4.80%
	Total	Percent	4.00%	6.20%	4.90%	4.90%	3.90%	3.20%	3.30%

DEFINITIONS & SOURCES

Definitions: The percentage of students enrolled in grade 9-12 who dropped out of school in the reporting year without completing an approved high school program. The numerator is the total number of enrolled students in grades 9-12 who dropped out of school anytime during the academic year. The denominator is all students enrolled in grades 9-12 in the academic year.

Data Source: Data for this measure come from the Washington State Office of Superintendent of Public Instruction (OSPI). Data were retrieved from "Graduation and Drop out Statistics" reports, and Appendix A and D at <http://www.k12.wa.us/dataadmin/>.

S: Data have been suppressed due to low numbers. Data were suppressed if the enrollment of students served in any of the 9th, 10th, 11th or 12th grade was 10 or less.

Footnotes: Data last updated in May 2012 by Washington KIDS COUNT.

The Federal government requires states to report an annual dropout rate in their Annual Yearly Progress (AYP) reports.

OSPI identifies a dropout as "...a student who leaves school for any reason, except death, before completing school with a regular diploma and does not transfer to another school. A student is considered a dropout regardless of when dropping out occurs (i.e., during or between regular school terms.) In addition, students who receive a GED certificate are categorized as dropouts. A student who leaves during the year but returns during the reporting period (including summer program) is not a dropout. Moreover, if a student leaves the district without indicating he or she is dropping out, and the district is not contacted by another school requesting student records (even if the district was verbally told the student was transferring), the student has an 'unknown' enrollment status and is considered a dropout," published online at http://www.k12.wa.us/dataadmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf.

OSPI suggests using caution when making comparisons across schools, districts, and states and from one year to another as different methods of calculations were used for on-time and extended graduation rates and annual and cohort dropout rates. For detailed discussion of methods and criteria that OSPI used to include or exclude groups (such as transfers in, transfers out etc.) in the calculations, please read their "Graduation and Drop out Statistics 2010-11 Report" at the link provided above.

English language learners (ELL) are defined by Washington state law as those students whose primary language is other than English and who have English language skill deficiencies that impair their learning in regular classrooms. Eligible ELLs in K-12 schools participate in OSPI Migrant and Bilingual programs.

Special Education students are children with disabilities participating in OSPI Special Education and related services.

Students eligible for free or reduced priced meals administered by OSPI Child Nutrition Services are low income.