



TIPS FOR COMPLETING CHILD IMPACT STATEMENT QUESTIONS

This document is your step-by-step companion for answering the questions in the child impact statement. It breaks down each question, providing tips on what to include and ways to help you keep your answers responsive and clear.

You don't need to follow every tip exactly—these are here to help guide you and spark ideas. And remember to refer back to the [completed child impact statements](#) for examples on what a final product could look like.

Overview

1. Name of the policy or program:

You can pull this from the official title of the legislation or program. If there is no formal name, describe it succinctly (e.g., school mental health program, county's new bus system, school district STEM/STEAM program, city's proposal to build more parks, etc.).

Be clear about what you are analyzing. Specify if this is an existing or proposed policy/program.

2. Source of the policy or program (level of government, such as city council, county commission, school board, state legislature, etc.):

This is the body of government that is responsible for either developing or changing the program or policy. For example, if the policy proposal is moving through the state legislature, then the source of the proposal is the state legislature. If the policy is a school policy, the source of the policy is most likely the local school board. Think about who the primary decision-makers are and where they sit within local, state, or federal government.

3. Reference number, if applicable (e.g., legislative bill number, resolution number, etc.):

Most policies or programs have a reference number. For example, Senate Bill 123 or Resolution 456

4. Provide one or two sentences describing the policy or program.

This should be a brief summary of the policy or program you are analyzing. You will provide an analysis of it when you answer the child impact statements later. For example:

- *The proposed legislation seeks to increase the number of STEM classes our schools will provide.*



- *This policy defines where mental health services are provided in the school system.*
- *This policy lays out the meal choices offered by the school district.*

Child Impact Statement Questions

- 1. How does the policy or program impact (e.g., hurt or help) children and youth, especially those who need it most?**

Be creative and rely on your own analysis, lived experience, and research to think through the full impact on children and young people. For example:

- *A transportation program may impact children and youth if they or their parents rely on the program to get to school, work, and other places they visit often.*
- *A parks program may impact youth if it is or isn't easy for youth to get to—or if it does or doesn't have safe equipment.*
- *A mental health program could impact youth if it is only available to certain ages or at certain times.*

- 2. Does it affect any groups of young people disproportionately (e.g., children and youth of color, LGBTQ+ youth, children with disabilities, etc.)? How?**

In your research, you may find that a certain group of children (e.g., low-income children, children from immigrant families, children who live in a certain neighborhood) needs a program most, but the program does not reach them. For example, children in a specific neighborhood may continue to lack access to libraries because the neighborhood is left out of a city's or county's plan to build more libraries.

Consider the ways in which the policy or program could have different impacts on different groups of young people, particularly those with marginalized identities. For example:

- *A parks or school program may not be accessible to children with disabilities.*
- *A school program may require students to use their own computers, even though certain students do not have their own computers.*

- 3. How does it affect parents'/caregivers' ability to support their children?**

These questions will help you think through how the policy or program impacts parents and caregivers, since their ability to support children is deeply connected to youth well-being. For example:

- *Does the program or policy help families get to work or provide childcare?*
- *Are parent programs at schools scheduled when working parents can get to them?*
- *Is school and city information provided in parents' language if English is not their primary language?*
- *Are school materials only online even though some parents may not have access to computing devices or the internet at home?*



4. Were potentially impacted youth consulted in its development?

This is asking whether the people who created the program or policy (like state legislators or school board officials) consulted youth in developing the proposal. For example, if it's a school policy, did the school board ask students what they think of the proposal? Did a state legislator consult a nonprofit organization that works with youth for their thoughts on the policy proposal?

It's also important to consider whether policymakers actually incorporated recommendations from young people into the final proposal. Consulting is one important step, but taking action on feedback youth provide is also critical.

Oftentimes, it is unclear whether youth were consulted because that is not written into the official program or policy. If youth engagement is unclear, say so. And consider adding a recommendation in response to Question 7 urging that youth be asked to help develop or provide feedback on the policy or program.

5. If the policy or program requires money to implement, is it sufficiently funded? Where is the money coming from?

This should speak directly to what the policy or program says about funding. Does it state whether new funding is required, and if so, is there language that discusses how it will be funded and for how long? Is there enough funding to ensure that the policy or program can be implemented effectively? Is there enough funding to sustain it over time? If not say so and specify that necessary funding is not included in the policy or program.

It's possible funding is specified elsewhere like in an agency's budget. But your job is to focus on the actual proposal only.

6. As the policy or program is put into action, what system is in place to make sure it meets its stated goals as they relate to all children and youth?

This question is about accountability and looking at what the program or policy says about enforcement or monitoring. For example:

- Is there language in the policy or program that requires a system of accountability, such as regular progress reports, or the inclusion of stakeholders to monitor and report on the implementation of the policy or program?*
- Is there language in the policy or program that states what happens if it is not implemented as intended?*
- Who is responsible for monitoring the implementation?*
- Is there a mechanism for youth to be involved in monitoring?*



- *Are the right stakeholders involved in monitoring? Who might be left out?*

If no monitoring or enforcement is included in the program or policy, say so. And consider developing a recommendation in your response to Question 7 about how the policy or program should be enforced or monitored (including whether and how youth should be involved in that process).

7. What changes can be made to improve outcomes for children and youth and avoid negative impacts on them?

Your answers here will be most useful to decision-makers if they include actionable recommendations. For example, instead of noting what is wrong with the policy or program, develop a recommendation for improving the policy to address the concerns you stated. For example:

- *Additional resources are needed to support outreach and education*
- *The Mayor's Youth Council should be consulted to provide feedback on the final proposal*
- *Prioritize neighborhoods that lack adequate access to services*
- *Require transparent reporting on the implementation*