

WHOLE CHILD, WHOLE DAY:

A Social Emotional Learning Symposium

August 10, 2018 | Highline College

Road Map
Project

supported by OSR



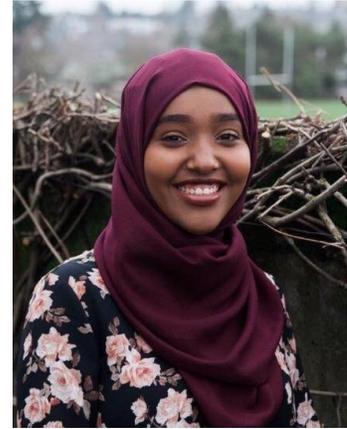
YDEKCC

Youth Development Executives
of King County

KEYNOTE SPEAKERS

Hikma Sherka, YDEKC Policy Research Assistant

Hikma Sherka is a college student passionate about elevating youth voice. She was born and raised in Ethiopia and moved to the United States in 2008. In her high school years, she got connected to the King County Youth Advisory Council and fell in love with the youth development field. She sits on multiple youth boards and was recently appointed to the King County Children and Youth Advisory Board (CYAB). After being the only young person in many spaces that claim to serve youth and young adults, Hikma aims to encourage spaces to center youth voice in the decision-making process.



Denisha Saucedo, 2018 Regional Teacher of the Year

For the past 16 years, Denisha Saucedo has taught sixth-grade in Kent, at a Title-I school, in the second most diverse district in the nation. Our school demographics are approximately 50% Hispanic/Latino, 10% Black/African American, 10% Native Hawaiian/Pacific Islander, 15% White, and many others not listed. Denisha is the recipient of many awards, including the 2018 Puget Sound Regional Teacher of The Year. She leads the school's equity team and has implemented equity-based practices and SEL lessons in her classroom and in the gym or field as a coach, all of which has positively impacted student growth, student voice, as well as student self-efficacy and collective teacher efficacy.

Mandy Manning, 2018 National Teacher of the Year

Mandy Manning is the 2018 National Teacher of the Year. She teaches English and math to refugee and immigrant students in the Newcomer Center at Ferris High School in Spokane, Washington, where she is her students' first teacher once they arrive in the U.S. Mandy uses experiential projects like map-making to help her students process trauma, celebrate their home countries and culture, and learn about their new community. Mandy has hosted more than 160 teaching candidates in the Newcomer Center. Many teach their first lesson in the Center. For others, the Center is their intercultural field experience. Mandy aims to expose as many future teachers, colleagues, and community members as possible to the diverse environment of the Center. District leaders, school board members, and legislators are regular visitors to her classroom.



SYMPOSIUM

AGENDA

- 9:00-10:30** **PLENARY: Building 8 Mt. Townsend**
Welcome & Community Building
Keynote Conversation: *Strategies that Build Relationships, Promote Youth Voice, and Develop the Whole Child*
with Denisha Saucedo & Mandy Manning, facilitated by Hikma Sherka
- 10:40-12:10** **BREAKOUT SESSION 1: Buildings 8 & 21**
· Healing Communities with Creativity
· The Intersection of Equity & SEL
· Beyond the Numbers: Exploring Students' Perceptions of the Factors Associated with Equity in School Climate
· Uplifting Viable World Males of Color through Intentional Restorative and Relationship Building
· Part I: Social Emotional Learning With an Equity Lens
· Reaction, Response, and Self Reflection
· Yoga Behind Bars: Trauma-Informed Somatic-Based Tools for Youth
· Youth-Led Change: Creating and Cultivating a Grassroots Movement
· Trauma Informed Restorative Practices
· Coaching Students to Build a Growth Mindset and Metacognitive Skills
- 12:10-12:55** **NETWORKING LUNCH: Building 8 Mt. Townsend**
- 1:00-2:30** **BREAKOUT SESSION 2: Buildings 8 & 21**
· Equity in the Classroom: Strategies that Build Relationships, Promote Student Voice, and Develop the Whole Child
· Shifting the Paradigm of School
· Social and Emotional Happenings in Washington State
· Direct Insights and Reflections from High School Youth of Color on the School System: Exploring Identity, History, Equity & Inclusion
· Part II: Social Emotional Learning With an Equity Lens
· Trauma-Informed Equity: From Healing Relationships to Just Communities
· Part I: Race-Based Caucusing for Social and Emotional Learning
· Part I: Examining Responses to Unconscious Fixed Habits to Build Positive Connections
· The Future is Inclusive- LGBTQ Youth and Justice
- 2:45-4:15** **BREAKOUT SESSION 3: Buildings 8 & 21**
· Epic Times, Epic Emotions
· Integration of Trauma and Cultural Responsive Practices in a School System of Support
· A Scan of Practices and Strategies that Support Whole Child Outcomes Across the Road Map Region
· Start With Us: Linking Research to Practice to Better Support Black Youth
· Cross Curriculum SEL Content and How to Run On Next Year's Student Climate Survey
· Healing Through Community: Self Care at the Intersection of Emotional Intelligence and Social Awareness
· Part II: Race-Based Caucusing for Social and Emotional Learning
· Part II: Examining Responses to Unconscious Fixed Habits to Build Positive Connections
- 4:15-5:15** **HAPPY HOUR: Building 8 Mt. Townsend**

BREAKOUT

SESSION 1

9:00 - 10:30

Trauma Informed &
Restorative Practices

Youth Voice,
Leadership, &
Organizing

Healing Communities with Creativity

Building 8: Mt. Constance

Aaron Counts, Lead Artist, Creative Justice

Nikkita Oliver, Support & Advocacy Manager, Creative Justice

Kardea Buss, Savion Carter, Joyee Runninghawk, Youth Leadership Board, Creative Justice

Creative Justice uses art as a means to critique and disrupt the school to prison pipeline. In this youth-led presentation, attendees will move through an interactive process that takes a closer look at their experiences with the school and justice systems. Participants will emerge with a greater understanding of the many ways institutions exacerbate the trauma already inflicted on our communities, and look at the ways Creative Justice uses art instruction as a healing force.

The Intersection of Equity & SEL

Building 8: Mt. Olympus

Mary Fertakis, CEO, M. Fertakis Consulting LLC

Research shows disproportionality in discipline, suspensions/expulsions, drop-out, and graduation rates tied to the social-emotional issues experienced by PreK-12 students – particularly students in poverty and of color. Attendees will develop their knowledge base related to: SEL principles; Adverse Childhood Experiences (ACEs); Toxic Stress; Vicarious (Secondary) Trauma; the research supporting SEL; and strategies to ensure they are making equitable policy, strategic planning, and resource allocation decisions to support student success.

Beyond the Numbers: Exploring Students' Perceptions of the Factors Associated with Equity in School Climate

Building 8: Mt. Skokomish

Dr. Charles Lea, Assistant Professor, UW School of Social Work

Tiffany M. Jones, Post-Doctoral Fellow, UW School of Social Work

Angela Malorni, Doctorate Student, UW School of Social Work

School climate is one factor that is related to academic achievement and school discipline. Yet, little is known about students' perceptions of the factors that can promote equity in school climate. This limited knowledge poses challenges for many districts using student-level climate data for reform efforts, because they may be missing and misunderstanding key factors that influence positive school climate, especially for youth of color who often experience school climate differently than their white counterparts. In this session, we discuss the findings that emerged from a collaborative research project with Seattle Public Schools that sought to better understand students' perceptions of the constructs and items being considered to address issues of race and equity in their annual Student Survey for School Climate.

Uplifting Viable World Males of Color through Intentional Restorative and Relationship Building

Building 21: Room 104

Willie Seals, Co-Founder/Director, ACE Academy

Clarence (CJ) Dancer, Jr, Co-Founder/Director, ACE Academy

Participants of this workshop will gain an understanding of the ACE model which leads to success of best practices used to cultivate intentional relationship with males of color. ACE implements the Family Academics Motivation Environment (FAME) model to ensure program focus on the whole child, improve physical health and well-being, ensure youth empowerment, and improve skills to promote healing. Young men will learn compassion and understanding (Family), a strong educational and cultural foundation (Academics), the value of perseverance and determination (Motivation), and how to use their individual talents for the greater good (Environment). The FAME model sets the foundation by which any young male scholar that participates in the program will fully develop their skill sets and characteristics of becoming "viable world citizens."

Part I: Social Emotional Learning With an Equity Lens*

Building 21: Room 105

Erin Jones, Education and System Consultant, Erin Jones LLC

This session will provide participants with an overview of basic concepts and terminology, but it will also involve activities and interaction that could be utilized in classrooms or after school programs immediately. The presentation will include storytelling, team-building activities, media and small group discussion. Attendees will leave informed and inspired to move forward with a better sense of how to ensure high quality programming for EVERY student. *(This is the first half of a 3 hour session.)*

*This is a 3 hour session. Participants are asked to commit to the full three hours (2 sessions).



Centering Racial Equity



SEL Skill Development



Whole Child/SEL System Building

Reaction, Response, and Self Reflection

Building 21: Room 201

*Denise Daniels, Asst. Director of Equity, Outreach, and Engagement,
Auburn School District*

In this session, we will unpack how we developed our thoughts, beliefs, and values around cultural norms, expectations, and ideals, and how they show up in the work that we do. We will also examine some systems in education that can present a barrier to success for students of different ethnic backgrounds. Attendees will be presented with alternative perspectives through exercise and small group discussion, made aware of potential bias, and given strategies to evaluate themselves and their systems, and support change.



Yoga Behind Bars: Trauma-Informed Somatic-Based Tools for Youth

Building 21: Room 202

*Rosa Vissers, Executive Director, Yoga Behind Bars
Alyssa Pizarro, Development Coordinator, Yoga Behind Bars*

Yoga Behind Bars, local non-profit teaching trauma-informed, body-based tools in youth and adult detention facilities, is excited to share strategies and tools that can be used with youth in any setting to foster well-being, resilience, and connection. In this session, you will learn about YBB's youth programs in five detention facilities and our trauma-informed approach to yoga and mindfulness. You'll get to experience and practice inclusive, strengths-based tools specifically for youth, but also helpful for adults experiencing trauma, anxiety and/or stress.



Youth-Led Change: Creating and Cultivating a Grassroots Movement

Building 21: Room 203

*Makayla Wright, Youth Voice Organizer, SOAR
Karla Vargas, Marika Cooper, Opportunity Youth Leaders*

What does youth-led change look like? In this session, we will hear from Opportunity Youth leaders, who have been connected to non-traditional education pathways, their personal leadership journeys. We will also highlight youth organizing efforts led by SOAR, through the King County Youth Advisory Council and Opportunity Youth United- King County.



Trauma Informed Restorative Practices

Building 21: Room 205

*Derrick Wheeler-Smith, Facilitator of Scholar Empowerment & Engagement,
Federal Way Public Schools*

An introduction to philosophy and classroom practices and it's alignment with Equity, MTSS and Trauma informed practice. Participants will leave with the foundational knowledge for what Restorative Justice is and what principles underlay the work. Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioral consequences. A restorative culture supports all school stakeholders to shift their analysis of a problem from using exclusionary discipline tactics to support healing and accountability. We hope you leave informed and inspired to begin the process of implementing in your organization or classroom.



Coaching Students to Build a Growth Mindset and Metacognitive Skills

Building 21: Room 206

*Roslyn Kagy, Secondary Success Manager, Highline Public Schools
KaLehua KaApana, Glendal Correa, Amin Shifow, Emily Kuhn, Aléjandra
Baires-Ramirez, Student Success Coaches, Highline Public Schools*

How do you help students build a growth mindset and develop metacognitive skills? In Highline Public Schools, Student Success Coaches work with students one-on-one, in small groups, in class, and afterschool to help students develop these skills through interactive workshops and activities to help all students stay on track to succeed in school and in life. In this workshop you will experience multiple coaching activities and learn how to implement these practical strategies and mini-workshops with your students to build skills in goal setting, developing a growth mindset, codeswitching, navigating systems, and identity development.



BREAKOUT

SESSION 2

1:00 - 2:30



Trauma Informed &
Restorative Practices



Youth Voice,
Leadership, &
Organizing

Equity in the Classroom: Strategies that Build Relationships, Promote Student Voice, and Develop the Whole Child Building 8: Mt. Constance

Denisha Saucedo, Regional Teacher of the Year, Kent Elementary School
Mandy Manning, National Teacher of the Year, Joel E. Ferris High School

In this session, educators will learn strategies for building student-teacher relationships. Relationships are the foundation for learning. This will be a chance to hear why student voice, and both teacher and student self-efficacy have a higher effect on student achievement than curriculum and planning. This session will prepare educators and administrators to head back to their building and look at class policies and make systemic changes that emphasize SEL for both educators and students.

Shifting the Paradigm of School Building 8: Mt. Olympus

Stacy Lappin, Director of Program, Sound Discipline
DeeAnn Wells, Principal, Campbell Hill Elementary
Tymmony Keegan-Morgan, Teacher, Dimmit Middle School
Shawnez Graham, Instructional Coach, Campbell Hill Elementary
Aletta Venzant, Parent, Campbell Hill Elementary & Dimmit Middle School
Jasmine Venzant, Student, Dimmit Middle School

It is one thing to talk about social learning and growing racial equity and quite another to implement these shifts in schools. It requires dismantling of the systems that perpetuate long term inequities and a shift in what we think of as “school” to build true learning communities. This panel of educators will share some of the hard lessons learned as they’ve begun to implement a whole school model that is trauma informed and empowers student voice. They will share some of the successes and how they continue to work to make their school a better place for every student. Together we will engage in a conversation about how we, as a larger community can move forward.

Social and Emotional Happenings in Washington State Building 8: Mt. Skokomish

Ron Hertel, Program Supervisor, Office of Superintendent of Public Instruction
Sarah Butcher, Co-Founder, SEL for WA

Social and Emotional Learning (SEL) supports the development of life-skills to generate safe and supportive school, family and community environments. This session will provide foundational information on SEL research as well as past and current work being done in Washington State with regard to the development of SEL in Washington schools. Focus areas will include the development of Washington State Standards and Benchmarks (2016), the Washington State on-line SEL module (2017), and work being done to complete SEL indicators which is due to be completed by June 20, 2019.

Direct Insights and Reflections from High School Youth of Color on the School System: Exploring Identity, History, Equity & Inclusion Building 21: Room 104

Abdinasir Mohamed, Student, Rainier Beach High School
Abdiweli Abdi, Student, Franklin High School
Nafia Finch, Student, Summit Sierra Charter School

Damme Getachew, Youth Job Readiness Training Program Lead, Refugee Women’s Alliance

Three high school youth will present their insights on building stronger, more inclusive school learning environments and utilizing the power of youth voice. With specific studies on the presenter's schools (Rainier Beach High School, Franklin High School, and Summit Sierra Charter School), they will explore youth identity, different forms of school violence, relationship building, and equitable learning methods in the classroom, while also providing data and stories of diverse student experiences to draft an honest reflection on the school system.



Centering Racial Equity



SEL Skill Development



Whole Child/SEL System Building

**Part II: Social Emotional Learning With an Equity Lens*
Building 21: Room 105**

Erin Jones, Education and System Consultant, Erin Jones LLC

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**Trauma-Informed Equity: From Healing Relationships to Just Communities
Building 21: Room 201**

Briana Herman-Brand, MSW, Community Educator and Consultant

In this workshop, we will apply a trauma-informed lens to our understanding of the impacts of oppression and inequity in students' lives. We will recognize the interconnections of trauma and oppression at individual, collective, systemic, and intergenerational levels and learn to honor the innate intelligence of young people's survival strategies and resiliency. Through interactive exercises we'll explore relationship-building rooted in empathy, mutual dignity, and shared power, and we'll discuss practices for building equitable and empowering classrooms and campuses. Participants will be supported to deepen their self-awareness, increase compassion for themselves and others, and develop their capacity to foster healing relationships at the center of efforts towards educational justice.



**Part I: Race-Based Caucusing for Social and Emotional Learning*
Building 21: Rooms 202/203**

Teddy McGlynn-Wright, Facilitator, In The Works, LLC

Kyla Lackie, Postsecondary Readiness Director, Puget Sound College and Career Network

When working for racial equity in any arena--healthcare, education, environmental justice, criminal justice--we are often working in cross-racial groups. Because we have all been socialized in a racist context, at times it can be helpful to work within racial groups in order to resist and reimagine our individual and institutional relationships to the stories we've been told about our racial superiority or inferiority. Caucusing is one way to do this. While the majority of our time will be in caucus, we will begin and end the session together. *(This is the first half of a 3 hour session.)*



**Part I: Examining Responses to Unconscious Fixed Habits to
Build Positive Connections***

Building 21: Room 205

Edna Sadberry, MA, LMHCA, Griffin Counseling & Wellness

This workshop will examine more effective ways to communicate by identifying emotional, behavioral and physical hooks that are rooted in implicit and explicit biases, which are detrimental to building positive connections. By courageously examining root causes, we will develop new possibilities for supporting tomorrow's leaders. The workshop will address cultural competency and racial equity and explore the responsibility of each individual to critically examine the internal working model that drives decisions around policy and treatment of students of color. The internal model will include individual as well as collective culture to provide a more equitable platform for all youth to be successful. *(This is the first half of a 3 hour session.)*



**The Future is Inclusive- LGBTQ Youth and Justice
Building 21: Room 206**

Finn Cottom and Karli Santos, Community Outreach Educators,

Planned Parenthood of the Great NW and Hawaiian Islands

This workshop is geared toward educators who serve youth of all ages. Come learn about working with LGBTQ youth including current research and activism. We will talk about the intersections of racism, transphobia, and homophobia. We will explore the ways in which creating LGBTQ inclusive spaces is integral in the development of positive SEL environments. We will talk about real-life scenarios and go over practical ways to intervene in moments of oppression.



***This is a 3 hour session. Participants are asked to commit to the full three hours (2 sessions).**

BREAKOUT

SESSION 3

2:45 - 4:15

Trauma Informed &
Restorative Practices

Youth Voice,
Leadership, &
Organizing

Epic Times, Epic Emotions Building 8: Mt. Constance

*Sheely Mauck, Associate Director of Statewide Quality Expanded Learning Opportunities,
School's Out Washington*

This session will provide an opportunity to learn strategies for supporting emotion coaching, including helping young people name, analyze, and manage their emotions. Participants will explore tangible, easy-to-implement activities that support self-awareness and emotion coaching through direct experience and implementation resources.

Integration of Trauma and Cultural Responsive Practices in a School System of Support Building 8: Mt. Olympus

*Concie Pedroza, Ed.D., Director of Racial Equity Advancement, Seattle Public Schools
David Lewis, Psy.D., Director of Behavioral Health, Seattle Public Schools*

This workshop will demonstrate how cultural responsive practices are interrelated with trauma responsive practices. Participants will learn about these practices and strategies to support students in schools. This includes strategies that support building positive identity and esteem for students, and overall academic and life success.

A Scan of Practices and Strategies that Support Whole Child Outcomes Across the Road Map Region Building 8: Mt. Skokomish

*Jessica Werner, Executive Director, Youth Development Executives of King County
Sarah Terry, Research & Evaluation Manager, Youth Development
Executives of King County*

What whole child efforts are happening in school districts and youth programs across our region? Join us for a presentation and table discussions on the latest findings from YDEKC's SEL scan of the region. Participants will leave with an understanding of what a whole child, whole day approach entails; will learn about SEL-related themes that emerged across the region; and will have the opportunity to discuss ways to strengthen, collaborate, and align whole child, whole day efforts across sectors.

Start With Us: Linking Research to Practice to Better Support Black Youth Building 21: Room 104

*Shelby Cooley, PhD, Research Director, Community Center for Education Results
Monika C. Mathews, Founder/Executive Director, Life Enrichment Group*

In this workshop, learn about what Black high schoolers in South King County and South Seattle say they need from the education system through key findings from the Start With Us research project. Then hear from a local practitioner about how these themes can be addressed through intentional, culturally relevant program design and school partnerships.



**Centering Racial
Equity**



SEL Skill Development



**Whole Child/SEL
System Building**

**Cross Curriculum SEL Content and How to Run On Next Year’s Student Climate Survey!
Building 21: Room 105**

*Bryan Manzo, School Counselor, Sand Point Elementary
and Founder and Creative Director, whytheface.org
Cortes Williams, Student, Eckstein Middle School*



How do you create explicit SEL opportunities in your program or school—and how will you know whether that learning is taking place? This session will highlight the framework, monthly SEL themes, counselor/teacher/student collaboration, implementation, and assessment. Students will also share their perspectives on how SEL curriculum has impacted their learning. This session will focus on elementary-age students in a diverse array of youth-focused settings but will also be applicable to middle and high school.



**Healing Through Community: Self Care at the Intersection of
Emotional Intelligence and Social Awareness
Building 21: Room 201**

*Janell Jordan, Youth Development Coordinator, SouthWest Youth and Family Services
Audry Bernal, Student Success Coach, Highline School District
Corvalli Wammer, Student Success Coach, Highline School District*



Self care is crucial for marginalized youth as a means to heal; to address white supremacy and the impact structural oppression has on their personal lives. Reflective practices are at the intersection of emotional intelligence and social awareness. This workshop will give you the tools to create safe spaces for youth of color, that are necessary for equitable practices. It will also provide white service providers and educators tools and guidelines to appropriately leverage their privilege to confront white supremacy within the education system.



**Part II: Race-Based Caucusing for Social and Emotional Learning*
Building 21: Rooms 202/203**

*Teddy McGlynn-Wright, Facilitator, In The Works, LLC
Kyla Lackie, Postsecondary Readiness Director, Puget Sound College and Career Network*



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**Part II: Examining Responses to Unconscious Fixed Habits to
Build Positive Connections*
Building 21: Room 205**

Edna Sadberry, MA, LMHCA, Griffin Counseling & Wellness



This workshop will examine more effective ways to communicate by identifying emotional, behavioral and physical hooks that are rooted in implicit and explicit biases, which are detrimental to building positive connections. By courageously examining root causes, we will develop new possibilities for supporting tomorrow’s leaders. The workshop will address cultural competency and racial equity and explore the responsibility of each individual to critically examine the internal working model that drives decisions around policy and treatment of students of color. The internal model will include individual as well as collective culture to provide a more equitable platform for all youth to be successful. *(This is the last half of a 3 hour session.)*



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What is YDEKC?

Youth Development Executives of King County (YDEKC) is a coalition and cross-sector convener supporting the holistic success of children and youth in King County. Our members represent more than 100 non-profit youth serving organizations directly serving youth ages 5 through young adulthood within King County. YDEKC works to build bridges between organizations and across systems to create an ecosystem of supports for the whole child across the whole day.

Whole Child, Whole Day

Taking a whole child approach means weaving social, emotional, and academic skill development together in an environment that is welcoming, supportive, and inclusive for all youth. This whole child approach acknowledges that learning doesn't only happen during school time, but across the whole day in a variety of settings. At the heart of whole child effort is social and emotional development for both youth and adults. Social and emotional learning informs how we teach, how we build learning environments, and recognizes that families, schools, expanded learning providers, and community members must work together to build an integrated system, or ecosystem, of supports for our youth.

What is Social and Emotional Learning?

Social and Emotional Learning (SEL) is broadly understood as the process through which youth and adults build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions- leading to success in school and life. For SEL competencies to develop, young people must have access to learning environments where every child feels safe, supported, connected, and inspired to learn and thrive. This comprehensive approach to SEL that includes school culture and climate as well as classroom instruction in both formal and informal (expanded learning) settings, has led us to use the phrase "whole child, whole day" to describe the broader context of SEL-related efforts. A whole child, whole day approach that emphasizes environments where students feel connected and inspired aligns well with the Road Map Project's System-Wide Racial Equity Essentials.

How can I get involved?

The SEL action team of the Road Map Project, staffed by Youth Development Executives of King County (YDEKC), hosts activities such as Social Emotional Learning Symposia, shares research and resources through newsletters, ydekc.org, and trainings, and partners and collaborates with other regional efforts focused on whole child, whole day efforts such as the UW's SEL Consortium, School's Out Washington, and Best Starts for Kids school partnerships. Since 2011, YDEKC has been working to improve holistic outcomes for young people in our region and elevating the importance of "non-academic" student success skills and dispositions in partnership with the Road Map Project.

SPECIAL THANKS

Symposium Advisory Committee

Shelby Cooley



Erin Hutchinson



Roslyn Kagy



Charles Lea



Sarah Butcher



SEL for Washington

Yolanda McGhee



Willie Seals



ACE Academy

Emily Tomita



Lupita Torrez



Jennifer Rojas Youngblood



Communities In Schools
Federal Way

THANKS TO OUR SYMPOSIUM STAFF & SPONSORS

YDEKC Staff: Mona Grife, Eddie Cleofe, Anne Arias, Jessica Werner, Hikma Sherka, Sarah Terry & René Murry

School's Out Washington Staff: Porter Eichenlaub, Nerrisah Townsend

Clock hour support from: Rivka Burstein-Stern, Seattle Public Schools

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Campus Map



Tweet about the Symposium! Use #SELKC and @YDEKC to find out what others are saying.

