**Whole Child, Whole Day Mini-Grants FAQs**

**1. Who is YDEKC?**  
Youth Development Executives of King County (YDEKC) is a coalition of youth-serving organizations and a cross-sector convener supporting the holistic success of youth in King County. Our members represent more than 100 non-profit 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.

**2. What is 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, and recognizes that families, schools, expanded-learning providers, and community members must work together to build an integrated system of supports for our youth. Please see the [YDEKC SEL Landscape Scan](https://ydekc.org/resource-center/sel-scan-summary/) for more information.

3. **Why Whole Child, Whole Day?**  
A rich and growing body of research points out that learning is inherently social and emotional. For our youth to thrive, especially for youth that have been marginalized because of race, poverty, or other societal circumstances, families, schools, expanded-learning providers, and community members must work together to build environments that promote social and emotional learning (SEL), inspire a sense of belonging, and reflect and value the diversity of the youth we serve. 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” approach to describe the broader context of SEL-related efforts and the variety of supports that need to be in place for our youth to succeed in school, work, and life.

4. **What are examples of projects that could be supported by Whole Child, Whole Day mini-grants?**  
 *Youth and Family Centered*   
*-*Family-, youth- or community-led efforts to provide culturally relevant, community-based approaches to improving school climate, engagement, and/or discipline approaches.   
- Efforts to support staff in engaging youth or family voice in improving program/school climate, strategies, and practices.  
   
*Authentic and Collaborative Partnerships*   
- Efforts to develop a shared vision and/ or coherent language with various partners (youth, families, schools, and/or community) for an integrated ecosystem of supports. This includes, but is not limited to, co-design meetings, outreach efforts, community meetings, and focus groups.   
- Efforts to improve coordination and/or quality of partnerships at the site level.   
- Efforts to embed SEL practice or to create SEL curricula in an Advisory/enrichment class/existing program in partnership with a community organization.   
- Efforts to embed SEL practices in existing partnership ecosystems (place-based or school-based partnerships between sectors).   
- Recognize, support, and share the expertise of principals who have had success in producing whole child, whole day learning environments in partnership with youth, community and/or families. Provide opportunities to share their learnings with one another or for mentorship opportunities.   
   
*High Quality Practice*   
- Efforts to develop and align practices and strategies with schools and community partners that promote the Washington State SEL Benchmarks as articulated in the 2016 SEL Benchmarks workgroup [report](http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf).   
- Efforts to identify, share, and align SEL practices and approaches between schools and community partners.   
- Efforts to collaborate with parents, youth, and community partners to improve SEL efforts.

\*Note on events and professional development: While events and professional development are key strategies for strengthening whole child, whole day supports, we are looking to support strategies that go above and beyond one-time events or trainings. If you are suggesting an event or support for professional development in your application, please note that events must fulfill the above- mentioned key criteria. 

5. What kind of budget are you looking for?  
An overall project budget that lets us know what the funds will be used for will suffice. The review team will be reviewing to see that the proposed budget is reasonable and aligns with the project activities. In the item description column, list the type of item (see sample format below) and description.

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| Item Type and Description | **Funding Requested** |
| Operating Costs *(e.g. Office supplies, Rent, Vans, Database, Curriculum, etc.)* |  |
| Participant Costs *(e.g. Stipends, Event Entry, Food, etc.)* |  |
| Consultants/Sub Contracts *(e.g. Capacity Building Support and Direct Service Sub-Contractors)* |  |
| Staff or Administrative Costs *(e.g. Staff That Provide Administrative Support Including IT and Accounting or Staff the provide program support)* |  |
| Grand Total Funding Request |  |

6. Can an organization or a school submit more than one application?  
YDEKC aims to invest in projects from a broad range of community-based organizations and schools from all areas in the Road Map region. To ensure that the Whole Child, Whole Day Mini-Grants serve a diversity of projects, each organization/school is allowed to submit one project.

7. Who will reviewing the application and making funding decisions?  
Proposals will be read and evaluated by a review panel of approximately 12 people, consisting of YDEKC staff, members of the Whole Child, Whole Day Advisory committee, and youth/family leaders. The selection process will be guided by a rubric based on the selection criteria. The review panel will provide a list of recommendations to YDEKC leadership, where more analysis will be conducted to examine geographic equity and to ensure that more than half of the awards go to community-based orgs. Final selection of awardees will be made by the YDEKC leadership team.