

## YDEKC Whole Child, Whole Day Mini-Grant Review Process

Whole Child, Whole Day Mini-grant proposals will be read and evaluated by a review committee of approximately 10-15 people, consisting of YDEKC staff, YDEKC members and partners, including members of the Whole Child, Whole Day Advisory committee. The selection process will be guided by the below rubric. This rubric was adapted from Youth Development Executives of King County’s strategy screen to support decision making.

The review process will commence once all proposals are received by YDEKC. The deadline for submitting proposals is March 4th by 5 pm.

<p>March 5-7</p>	<p><b>Proposals Pre-Screen-</b> YDEKC will pre-screen all proposals to ensure they meet grant requirements and are complete. All proposals that meet the requirements will move forward in the process.</p> <ul style="list-style-type: none"> <li>○ Proposal was submitted by deadline, March 4<sup>th</sup> by 5PM</li> <li>○ The applicant is a non-profit organization, govt. agency, or K-12 Education institution that serves school-aged youth (5-24) in the Road Map Region.</li> <li>○ We will consider award request ranging of 5-10K</li> <li>○ We received one proposal per school or org.</li> <li>○ Proposal is complete. All proposal questions are answered.</li> </ul>
<p>March 7<sup>th</sup> 10-11AM March 8<sup>th</sup>, 2:30-3:30 PM</p>	<p>Mini-Grant Reviewers have 2 opportunities to attend the <b>YDEKC Mini Grant Process Intro and Addressing Implicit Bias Reflection GoTo Online Meeting</b>. A recording will be available for those who cannot attend.</p>
<p>March 8<sup>th</sup></p>	<p>Proposals and score sheets sent to reviewers – On March 8th, reviewers will receive links to a Google Drive folder where their designated proposals to review will be posted.</p>
<p>March 8-20</p>	<p>Reviewers will have attended the Mini-Grant Process Intro and Addressing Implicit Bias Reflection GoTo Meeting or watch the recording before reviewing their proposals. Reviewers will read and independently score all proposals designated to them. Every application will be carefully read and independently scored by at least three people, who will meet for discussion after their initial independent review. Proposal Review Sheets will be provided for note-taking and scoring. Reviewers will be asked to score the strengths and weaknesses of each proposal. It is required that all proposal review sheets be completed and submitted for documentation purposes after the review. Each proposal should take about 10 minutes to review. Each reviewer will have approximately 6 proposals to review. The scoring / rating is intended to guide conversation. A Rating Summary Sheet is provided to list scores on one sheet.</p>
<p>March 21<sup>st</sup> 10:30-1 PM (Rainier Beach Library)  March 29<sup>th</sup>- 2-3:30PM (YDEKC Office)</p>	<p><b>Small Group Discussions</b> – On March 21st-, individuals will meet in small groups for 2-2.5 hours to weigh the merits of each individual proposal that they reviewed. The goal of this meeting is to make recommendations for which proposals should move forward in the review process after having discussion on each proposal. In small groups, each reviewer will complete their Rating Summary sheet by making a final recommendation on each proposal (yes-move forward; maybe, consider; no-do not move forward). Lunch will be provided.</p>

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April 1-3	A list of recommendations (based on all the review sheets from the small group discussions) will be brought to YDEKC staff, where final review will be conducted to examine geographic balance 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 staff team.
April 5	YDEKC notifies applicants and begins award process.

### How to use Mini-Grant Rubric and Rating Summary

- 1) Attend or watch the Go To Meeting- YDEKC Mini Grant Process Intro and Addressing Implicit Bias Reflection
- 2) Read each proposal and complete each rubric independently.
- 3) Total the scores after reading each proposal and write any pertinent notes you'd like to recall for the small group discussion. At the completion of the independent review, each proposal should have a completed rubric. To prepare for the March 21<sup>st</sup> small group discussion, fill out the Rating Summary to reflect all the scores from the proposals. The scoring and your notes are intended to guide conversation. During group discussion, you have the opportunity to adjust any scores on your summary sheet. Each person will add their final recommendation on the Rating Summary to move forward the proposal, to consider, or to not move forward.
- 4) All score sheets/rubrics will be submitted to YDEKC so that a compilation of the committee's recommendations can be recorded for the final phase of the review process. YDEKC staff will conduct more analysis 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 staff.

### YDEKC Mission, Vision & Beliefs:

**Mission:** Our mission is to build and unify the youth development sector.

**Vision:** Our vision is that every young person has the opportunity and support they need to learn, lead, connect, contribute, and thrive.

**SEL Strategy Guiding Statement:** We are committed to building cross-sector collaboration and alignment between schools and youth serving organizations that support a **whole child whole day** approach so that young people have access to learning environments where every child feels safe, supported, connected, and inspired to learn and thrive.

### **We Believe In:**

- *Strengths:* We believe that every young person has strengths and potential to be realized.
- *Building Bridges:* We build bridges between our organizations and across systems to create an ecosystem of supports for young people. We stay engaged to find solutions and support their implementation.

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- *Racial Equity:* We are committed to building a society where race is not a predictor of one’s success. We must address racism and racial inequities in our own organizations and institutions while also working for the policies, programs and systems in other sectors that will lead to optimum outcomes for all.
- *Opportunity for All:* We seek to close opportunity gaps and ensure access to high quality opportunities are available to all – especially those who need them most.
- *Innovation:* We innovate, challenge norms, and disrupt long-standing practices to create better pathways for our organizations and the youth they serve.

## Definitions:

**1. 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.

Strengthening Whole Child supports, and Whole, Child, Whole Day supports/ecosystems: This is addressed in YDEKC’s SEL Landscape scan recommendations and in the Project Goal of the Mini-Grant RFP. **Project Goal: to Increase and strengthen cross-sector alignment and collaboration between youth serving orgs. youth, families, and K-12 institutions that support social-emotional learning and youth success the whole day in the Road Map region.**

Low (1)	Moderate (3)	High (5)
Limited impact on whole child supports or whole, child, whole day supports/ecosystem. The proposal provides limited detail/evidence on how the project will strengthen the integration of social, emotional, and academic learning or cross-sector alignment, connection and collaboration of social-emotional-related supports across the day.	Moderate impact on whole child supports or whole child, whole day supports/ecosystem. The proposal provides moderate detail/evidence on how the project will strengthen the integration of social, emotional, and academic learning or cross-sector alignment, connection and collaboration of social-emotional-related supports across the day.	Project fully aligns with whole child, whole day supports/ecosystem project goal: The proposal articulates how the project will strengthen the integration of social, emotional, and academic learning or cross-sector alignment, connection and collaboration of social-emotional-related supports across the day.  Ex: The proposal articulates how the project will support whole child efforts with other partners outside of their sector, therefore extending a system of supports for the whole day. A few examples from the <a href="#">FAQs</a> - Family-, youth- or community-led efforts to provide culturally relevant, community-based approaches to improving school climate, engagement, and/or discipline approaches. - Efforts to develop a shared vision or coherent language with various partners (youth, families, schools, and/or community) for an integrated ecosystem of supports. - 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 - 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.

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		<ul style="list-style-type: none"> <li>- 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.</li> <li>- Efforts to identify, share, and align SEL practices and approaches between schools and community partners.</li> <li>- Efforts to collaborate with parents, youth, and community partners to improve SEL efforts.</li> </ul> <p>*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.</p>
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**Racial equity** is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. Racial equity work addresses root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

**Vehicle to Promote Youth/Family/Community Voice:** The project articulates how youth/family/community voice/perspective plays a central role in the design or decision-making process of the project or how the project will serve as a vehicle/platform to collect/promote/amplify youth, family, or community voice.

**Vehicle to Promote Racial Equity:** The YDEKC SEL Landscape scan address this and points out the Road Map System-Wide Racial Equity Essentials goal of increasing culturally relevant school climate and supports is a key action for shifting racial equity into the center of our learning environments. This means pursuing cultural responsiveness and cultural relevancy in settings, and in curricula and pedagogy. It also means re-imagining instructional practices so that teachers and youth development professionals can tailor their approaches to uplift the strengths and respond to the needs of the youth of color they serve.

**Youth and Family Centered:** Strong family engagement practices are another key piece of the Road Map Project's equity work. A whole day, whole child approach affirms this core principle, and posits that youth need to be at the center as well. This means seeking, valuing, and honoring the ideas, perspectives, and knowledge of both youth and families. It was pointed out in several discussions that this is often an afterthought or a "last step" rather than the "first step" in informing decisions.

**Authentic and Collaborative Partnerships:** The Road Map Project could not exist without the commitment and collaboration of partners from various sectors. This is true for a whole child, whole day system as well. Access to high quality out-of-school-time programming is another racial equity essential for the Road Map region. Many parts of the region have insufficient offerings after school and during the summer. Where they are available, high-quality afterschool programs provide expanded learning opportunities in culturally relevant and engaging programs. These programs are most effective when they are able to partner closely with schools, families, and other programs. Tapping into past learnings and taking the necessary steps to build trusting relationships between schools and partners is vital to building a system of supports across the whole day.

**High Quality Practice:** The environment in which youth spend their time is tied to how they feel about themselves, their community, and their chances of achieving the future they desire. It is well established that the quality of the learning environment affects outcomes. This is true in both school and youth

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development settings. Teacher assessment tools (the Charlotte Danielson, 5-D, and Marzano models being used in WA state) mirror in many ways the Youth Program Quality Assessment (Youth PQA) tool used by many youth development organizations in King County to assess the quality of instructional practice. All of these tools stress the importance of providing safe, supportive, interactive, and engaging environments for youth. Remaining focused on the quality of experiences young people are having in our classrooms and youth programs is essential to improving youth outcomes (YDEKC, 2014a).

### YDEKC Whole Child, Whole Day Mini-Grant Small Group Discussion- March 21 and 29

**Objective:** To finalize recommendations for which proposals should move forward in the process after discussion. Each reviewer will be able adjust their Rating Summary sheet. Rubrics and rating sheets will be collected for YDEKC records. Each group will consolidate their recommendations on the Team Summary Sheet and vote for the top 1-2 proposals.

#### **10:30-10:45: Welcome: Introductions and Implicit Bias/Blind Spot Review**

- Review Agenda and today's process
- Reflections: What resonated for you during the implicit bias reflection? Did you notice any of your own biases surface while reviewing?
- End with: We recognize that we all have biases and by naming them, we are taking the first step in minimizing the impact that our own biases can have on our decision-making process. Can we all agree to try our best to base our decisions entirely on the merits of the proposal, and how it furthers the goal of the project? Have folks verbally say yes or a thumbs up. *(Goal: The Whole Child, Whole Day Mini-Grants aim to increase and strengthen cross-sector alignment and collaboration between youth serving organizations, youth, families, and K-12 institutions that support social and emotional learning (SEL) & youth success across the whole day in the Road Map region.)*

#### **10:45-12:45PM: Begin discussing each assigned proposal. Aim to discuss at least all assigned proposals.**

- Use the **Team Summary Sheet** to record final notes. For each proposal discuss the below questions.
  1. What strengths does this proposal have in furthering the overall goal to increase and strengthen cross-sector alignment and collaboration between youth serving organizations, youth, families, and K-12 institutions that support social and emotional learning (whole child supports) & youth success across the whole day in the Road Map region (whole child, whole day ecosystems)?
  2. What questions or wonderings do you have about this proposal?
  3. What is your recommendation for moving this proposal forward (yes, no, maybe)? What notes do we want the final review team to keep in mind?
- **Complete the Group Rating Summary. Have the group vote for the top 1-2 proposals. Record notes for consideration.**
  - Turn in all rubrics, review sheets in designated envelope

## **YDEKC Whole Child, Whole Day Mini-Grant Review Process**

### **YDEKC Whole Child, Whole Day Mini-Grant Final Review- April 1-3**

A list of recommendations (based on all the review sheets from the small group discussions) will be brought to YDEKC staff, where final review will be conducted to examine geographic balance 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 staff team. YDEKC staff team will review scores and all top proposals from the review panel. A spreadsheet will be compiled to map out geographic diversity and what group(s) the investment would benefit. All applicants will be followed up with via email by Friday, April 5<sup>th</sup>.

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# YDEKC Whole Child, Whole Day Mini-Grant Review Process

Person using Rubric:

Date:

Applicant:

Requested Amount:

Circle one: School

Community-based Organization

Geography served:

Expected demographics/numbers of program participants:

Criteria		Low (1)	Moderate (3)	High (5)	Notes	Rating
1. Project Rationale: Project will strengthen whole child supports or whole child, whole ecosystem		Limited impact on whole child supports or whole child, whole ecosystem	Moderate impact on whole child supports or whole child, whole ecosystem	High impact on with whole child supports or whole child, whole ecosystem		
2. Is the budget reasonable and in alignment with project activities?		Budget is unclear and/or does not align with project activities	Some evidence that budget is reasonable and aligns with project activities	Budget is reasonable and aligns with project activities		
3. Can be a vehicle for Youth/Family/Community voice/perspective		Youth, family and/or community voice is very minimal	Youth, family and/or community voice has moderate role in project.	Project actively centers youth, family and/or community voice.		
4. Can be vehicle to promote racial equity		Limited impact on racial equity.	Some evidence that will promote racial equity.	Actively promotes racial equity.		
5. Can be vehicle to promote one or more of the core principles. Projects must promote one or more).	<i>Youth &amp; Family Centered</i>	Limited or indirect engagement with youth and families.	Some direct engagement with youth and family.	Actively engages youth and families.		
	<i>Collaborative Partnership</i>	Limited or no partnerships & collaboration between sectors.	Some evidence that will strengthen partnerships & collaboration between sectors.	Actively strengthens partnerships and collaboration between sectors.		
	<i>High Quality practice</i>	No focus on high quality practice.	Some evidence that will promote high quality practice.	Actively promotes high quality practice.		

Notes: