



**WHOLE CHILD,
WHOLE DAY**

CULTIVATING OUR SCHOLARS

“executing engagement strategies that both reinforce welcoming and inclusive educational spaces and create opportunities for authentic partnerships with kinship networks”

**REGINA ELMI, SOMALI PARENTS EDUCATION BOARD
CHERRYL JACKSON-WILLIAMS, RENTON SCHOOL DISTRICT**

Chief Si'ahl

"We are still here!"



STAND WITH THE
DUWAMISH
#STANDWITHDUWAMISH **TRIBE**



**Before We Delve Into this Learning
Opportunity.....**

We Give Honor for Place and Space

*We are grateful for this land and our space to
come together with a shared goal to
significantly improve outcomes for children,
youth, and families.*

Please share your truth...



- 1) Please tell us your name
- 2) What is the role you bring to this space e.g. parent/kinship network leader, student, educator, community advocate, etc.
- 3) What attracted you to this learning opportunities

"As human beings, our greatness lies not so much in being able to remake the world as in being able to remake ourselves."

~ Mahatma Gandhi

Tackling issues in education through the Community or World Café Model



WORLD CAFÉ FIVE COMPONENT

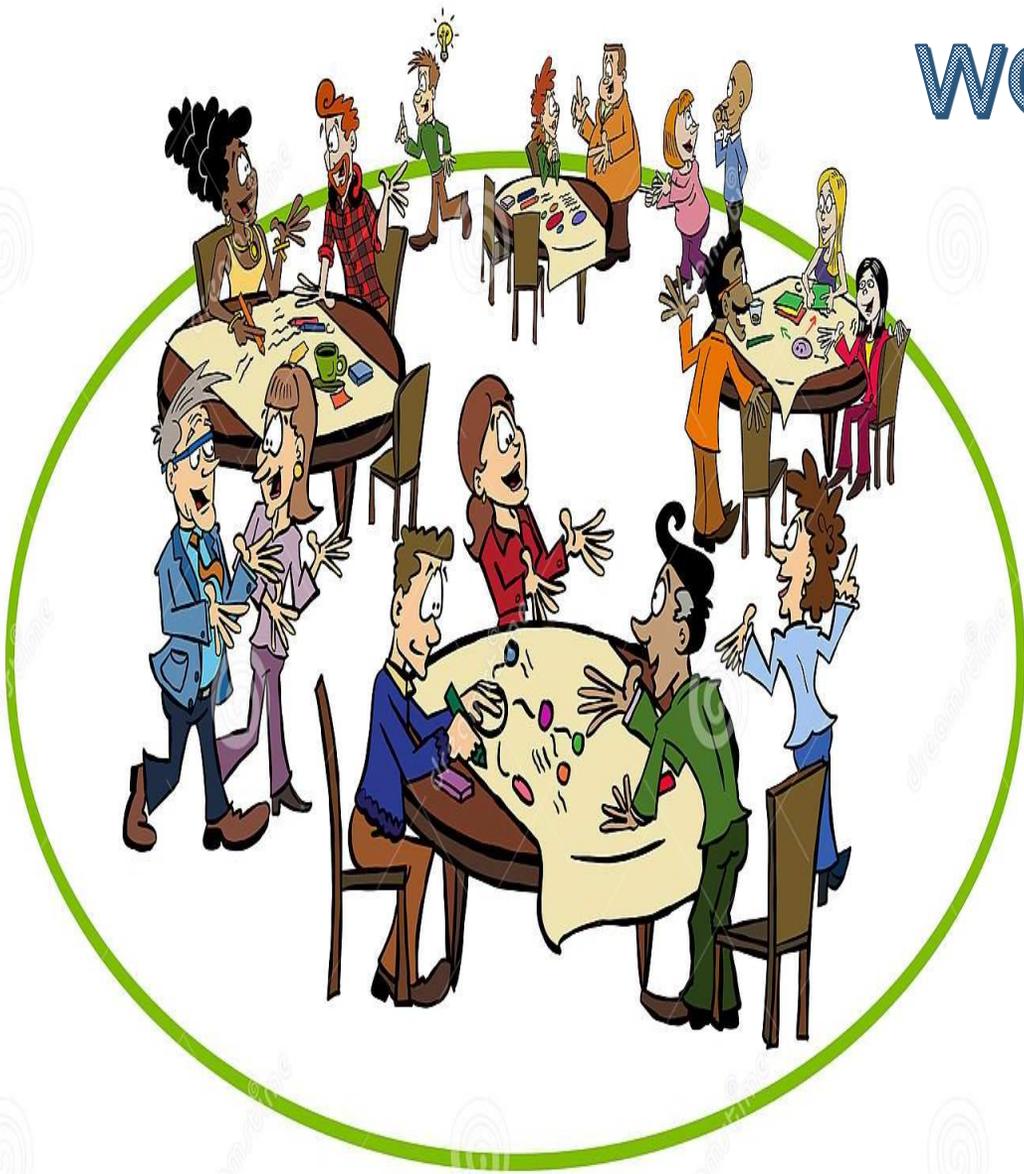
Create a “special” environment, most often modeled after a café, i.e. food provided with each table given paper and markers.

The host begins with a warm welcome and an introduction to the World Café process...putting participants at ease.

The process begins with the first of three or more twenty-minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table.

Each round is prefaced with a question. The same questions can be used for more than one round. Questions can also be built to focus the conversation or guide its direction.

After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.



World Café Guidelines





FLI

ANIMALS AND THEIR SOUND

Horses.....neigh	Snakeshiss
Rattle snakesrattle	Roosterscrow
Henscackle/ cluck	Crowscaw
Ducksquack	Parrotstalk
Birdschirp/ tweet	Pigeonscoo
Owlshoot	Cuckooscuckoo
Hogsgrunt	Wolveshowl
Donkeysbray	Bullssnort
Lionsroar	Goatsbleat
Whaleshum/ sing	Puppiesyelp
Catsmeow/ purr	Dogsgrowl/ bark
Beesdrone	Fliesbuzz
Elephanttrumpet	Monkeyschatter/ gibber
Dolphinsclick/ whistle	Frogs..... ribbit/ croak
Sheepbaa	Hyanaslaugh
Humansbrouhaha/ hubbub/ babble	

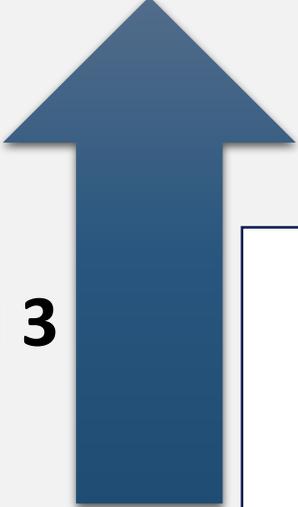


QUESTION 1

How can a school enhance its environment to be welcoming and inclusive?

QUESTION 4

What can a school do to help an individual who has a concern feel comfortable and confident talking to someone at the school?



QUESTION 2

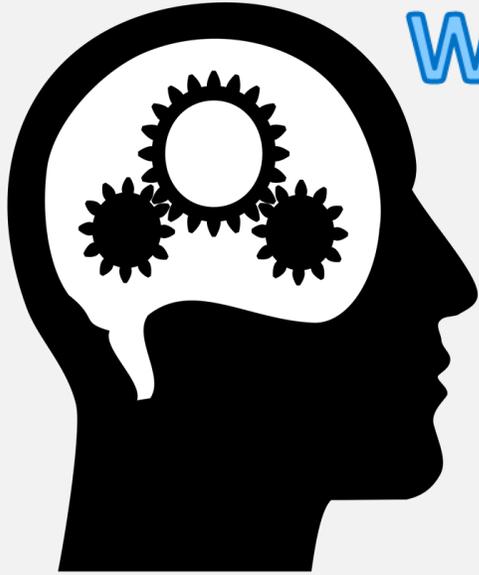
How can a school enhance its communication to families to be inclusive?

QUESTION 3

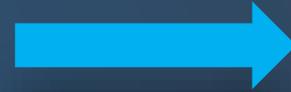
How can kinship networks or community members be empowered and leveraged to support Question 2?

THE HARVEST





WHAT STRATEGY SHARED TODAY RESONATED WITH YOU?



Building Authentic Alliances

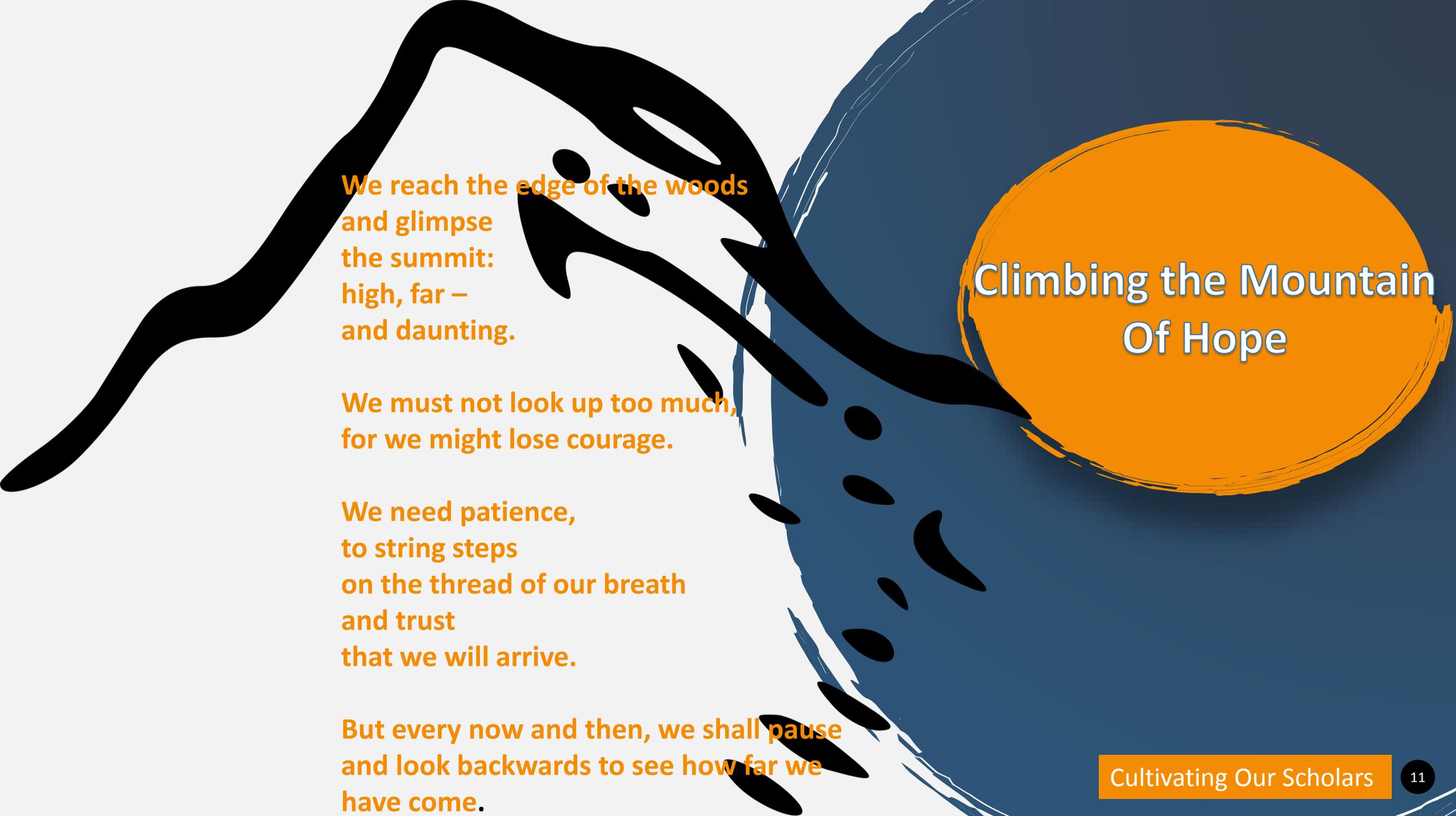


**Recognizing the promise of
kinship networks**

Reflection



Using one word, what insight did you gain from this learning opportunity?



**We reach the edge of the woods
and glimpse
the summit:
high, far –
and daunting.**

**We must not look up too much,
for we might lose courage.**

**We need patience,
to string steps
on the thread of our breath
and trust
that we will arrive.**

**But every now and then, we shall pause
and look backwards to see how far we
have come.**

Climbing the Mountain Of Hope

THANK YOU

Regina Elmi, Somali Parents Education Board
Cherryl Jackson-Williams, Renton School District

