

YOUTH DEVELOPMENT EXECUTIVES
OF KING COUNTY

YOUTH-SERVING ORGANIZATIONS SUPPORTING THE WHOLE CHILD

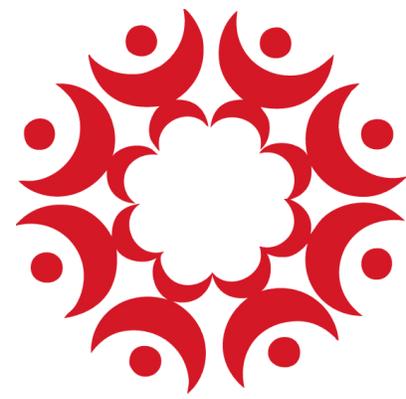
SEL Partnership Cohort Zine 2019-2020



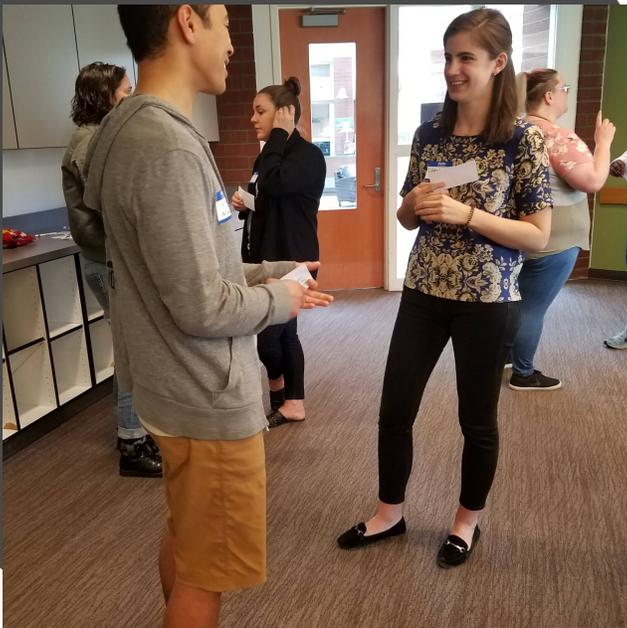
Image courtesy of WAPI Community Services



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WELCOME TO YDEKC'S SOCIAL & EMOTIONAL LEARNING (SEL) PARTNERSHIP COHORT ZINE!

Our intentions for this zine are twofold—to highlight the role of the youth development sector in achieving whole child outcomes and to offer a directory showcasing the unique strengths of the programs participating in our current cohort.

This asset-based approach to supporting youth-serving organizations reflects our personal backgrounds in youth development and our organization's mission to build and unify this unique sector. Just as all young people should have the opportunity to express themselves, share knowledge, and challenge themselves in learning environments including school and expanded learning opportunities, so should the adults who support them.

In alignment with YDEKC's mission to build and unify the youth development sector, we strive to provide professional development opportunities such as this SEL Partnership Cohort, which mirror components of a youth development approach:

- Ensure identity safe learning spaces, that value diversity and ensure both physical, and psychological safety;
- Emphasize positive and supportive relationships;
- Promote a sense of belonging for all participants and honor their communities, backgrounds, and stories;
- Provide opportunities for skill building that are engaging, challenging, and responsive to a youth's (or adult's) strengths, needs and interests;
- Enable and encourage the agency of participants through voice, choice, and leadership opportunities.

The contents of this zine represent the first project in a series of learning experiences for our cohort participants designed to strengthen their capacity to develop messaging and tools amplifying the ways their programs and partnerships support social and emotional learning and the whole child. As our collective understanding of SEL grows, we believe it is critical for us to raise our voices so that many different stakeholders (families, schools, districts, state agencies, funders, etc.) are able to see the way programs apply a youth development approach in this work.

We hope our cohort participants continue to invest in relationships and strengthen this network of youth-serving organizations. For our other stakeholders, we encourage you to partner with these specific organizations or those who are leading this work in your own community. May our collective efforts enable us to reach a vision where every young person has the opportunity and support they need to learn, lead, connect, contribute, and thrive!

- Anne Arias, YDEKC Project Manager



WHAT IS THE YDEKC SEL PARTNERSHIP COHORT?

Youth Development Executives of King County (YDEKC) is a cross-sector convenor and a coalition of over 100 youth serving organizations working together to improve holistic outcomes for children and youth in our region. To learn more about YDEKC, visit us at ydekc.org.

In March 2019, YDEKC launched the Social & Emotional Learning (SEL) School-Community Partnerships Cohort, a 16-month peer learning cohort for community-based organization coordinators and managers building sustainable school-community partnerships and programs supporting the social emotional development of youth in grades Kindergarten through 12th grade in King County.

Cohort participants learn and apply strategies and tools from YDEKC's School-Community Partnership Toolkit, which provides supports for multiple stages of partnership: Assessing Readiness, Mapping Needs and Assets, Establishing Partnership, Working Together, and Evaluating Programs.

These resources are intended to help schools, school districts, and youth-serving organizations build the web of partnerships that can provide every young person the opportunity and support they need to learn, lead, connect, contribute, and thrive. Check out the tools online at: <https://ydekc.org/resource-center/school-community-partnership-toolkit/>.

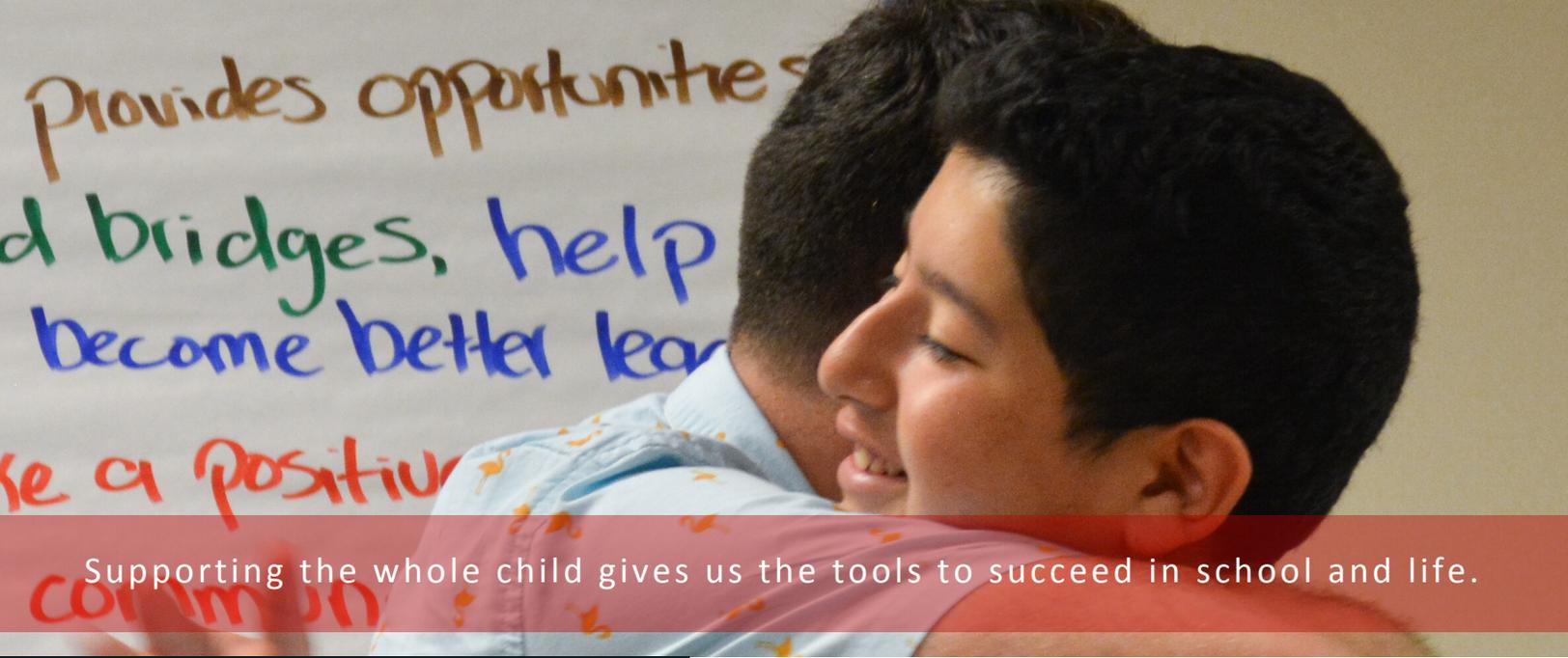
☆ YDEKC SEL School-Community Partnerships Cohort ☆



WHAT DOES AN SEL PARTNERSHIP COHORT SESSION LOOK LIKE?

Sessions are designed to be interactive and engaging for participants. Each 2 hour session includes:

- a community building activity
- group discussion
- introduction to at least one tool or strategy and an opportunity to apply it through practice or discussion.
- session topics such as: Partnership Ecosystem Mapping and Building Strong Partnerships, Communication Strategy: Elevating the Youth Development Sector's Role in SEL, and Intersections of SEL and Equity.



Supporting the whole child gives us the tools to succeed in school and life.

After-School All-Stars Puget Sound

After-School All-Stars provides free, comprehensive after-school programs that keep children safe and help them succeed in school and life.

“ASAS makes you want to be better than what you came as the day before.”

—Malia, ASAS alum

How does your organization support social and emotional learning and the whole child?

Our staff work to foster a growth mindset in all our students: the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Achieving this view helps students perceive life’s failures not as a reflection of their abilities, but as challenges to be overcome. To support this, youth voice and choice is one of ASAS Puget Sound’s cornerstones. We have two key strategies to keep them involved: (1) Design our programs around students’ input via Youth Advisory Councils at each site and pre/post surveys; and (2) Actively market our programs to students through daily lunchtime recruitment and one-on-one relationship-building.

What have you learned about your partnerships in support of the whole child?

It is important for partners to have clear streams of communication and similar goals in order to best support the whole child. When multiple organizations work together instead of in silos or in competition with another, success comes faster and the impact of partnerships have greater longevity. Through exploration of the Partnership Toolkit tools, our organization has been more strategic in our collaboration with current partners and exploration of new partners. We aren’t looking for quick fixes, but rather resources to put lasting supports in place for our young people as they prepare for high school, college, career and beyond.

Website: www.asaspugetsound.org
Instagram, Twitter: @asaspugetsound
Facebook: @AfterSchoolAllStarsPugetSound
Cohort participant: Libby Gutschenritter
Contact: libby@as-as.org



Supporting the whole child happens through empowered learning.

Bike Works

Bike Works promotes the bicycle as a vehicle for change to empower youth and build resilient communities.

"Bike Works began to feel like a second home to me. Program staff became mentors. Working on bikes began to feel natural. I made friends with people who are still my best friends today."

– Habib, participant

How does your organization support social and emotional learning and the whole child?

Teamwork is integrated in our curriculum. We have activities that encourage young people to reflect on a deeper level, about their personal lives, and how they show up in the world.

Besides working on collaboration skills, we utilize our unique blend of programming to encourage youth to use their voice to empower themselves and others. Youth develop their leadership here within our tiers of programming, while also thinking critically about social justice and the environment. Working towards a common goal, youth learn the importance of truly being in community with each other.

What have you learned about your partnerships in support of the whole child?

Seeing communities through an asset based lens, we are another resource within a web that helps support the whole child. We cannot expect to fit everyone's needs.

Website: www.bikeworks.org

Instagram: [@bikeworks206](https://www.instagram.com/bikeworks206)

Cohort participants: Ricky Rodriguez & Jim Labayen

Contact: youthprograms@bikeworks.org



Supporting the whole child happens when our community & cultural identity are seen as strengths.

Center for Human Services

CHS strengthens the community through counseling, education and support to children, youth, adults and families.

How does your organization support social and emotional learning and the whole child?

- a welcoming & safe space that youth have ownership over
- healthy meals to support full body wellness that promotes self management
- community building infused into program routine
- opportunities for social awareness and engagement through sharing of cultural traditions and experiences
- mentors that provide encouragement, inspiration and support creative problem solving to promote youth's strengthening of self-efficacy
- leadership opportunities that promote youth's social engagement and contribution to the community

What have you learned about your partnerships in support of the whole child?

We have learned that our program is based on the foundation of promoting social emotional skill development, however we have not communicated that work effectively. By exploring the WA SEL standards, we have developed a common language to better communicate our program goals and intended outcomes to our partners, so they understand that we are supporting the whole child. We are promoting SEL as the foundation to a youth's academic progress and achievement.

“The most important thing I experienced participating in this program was I learned that every kid has been through their own challenges that make up the person they are.”

- 15-year old student

Website: www.chs-nw.org

Facebook: @CHS.NW

Cohort participants: Prisma Hernandez, Nora Otiz, and Tanya Laskelle

Contact: tanya@chs-nw.org



Supporting the whole child happens when we are welcomed into a space.

College Success Foundation

CSF provides a unique system of supports & scholarships to inspire underserved low income students to finish high school, graduate from college, & succeed in life.

"You matter here."

- CSF Staff

How does your organization support social and emotional learning and the whole child?

College Success Foundation Advisors support the whole child by promoting our students' and families' identities and by using a culturally responsive lens when providing supports. We welcome them into our spaces, curriculum, and programming.

What have you learned about your partnerships in support of the whole child?

In this SEL Partnership Cohort, we learned that other organizations have the same challenges.

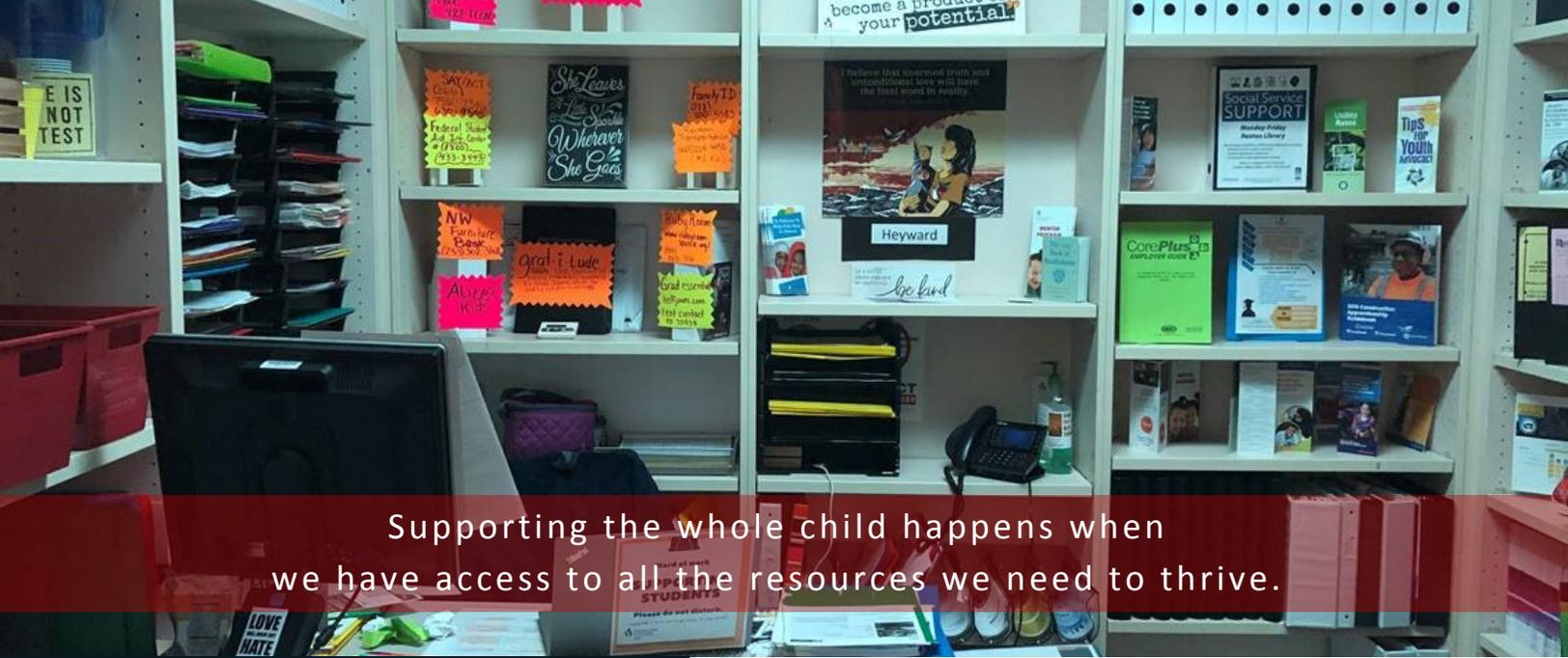
Website: www.collegesuccessfoundation.org

Facebook: @CollegeSuccessFndn

Twitter: @College_Success

Cohort participants: Elly Mata, Cam Tu Nguyen

Contact: amata@collegesuccessfoundation.org



Supporting the whole child happens when we have access to all the resources we need to thrive.

Communities In Schools Renton-Tukwila

Our mission is to surround students with a community of support, empowering them to stay in school and achieve in life.

How does your organization support social and emotional learning and the whole child?

CISR works with young people as they face multiple barriers and lack opportunities to grow, they start life steps behind and often fall further behind as they grow up. In partnership with local communities, we do whatever it takes to ensure that all kids—regardless of the challenges they may face—have what they need to realize their potential.

What have you learned about your partnerships in support of the whole child?

No two students in my caseload have an identical scenario, challenge or trauma, but they all have one thing in common, their willingness to achieve greatness regardless of the obstacles. I believe that supporting the whole child is looking into their own world from their perspective while focusing on the now and lining up choices with the aim to graduate on time. The resources (in school and outside school) are vast and helping students understand how to navigate the system to advocate for themselves is key. Teaching each student to advocate for themselves will empower them beyond the school setting.

"In schools to help kids stay in school"

- CIS Renton-Tukwila

Website: www.rentontukwila.ciswa.org
Facebook: @CommunitiesInSchoolsofRenton
Cohort participant: Glee Heyward
Contact: gheyward@rentonschools.us



Supporting the whole child happens when our community and cultural identity are honored and celebrated.

East African Community Services

East African Community Services (EACS) inspire East African immigrant and refugee families to achieve cradle to career success.

“EACS is passionately committed to encouraging our young minds to be whatever they want to be. By fusing innovative, modern education programming with East African cultural values of respect, collectivism, humility and a strong work ethic, EACS youth scholars are destined for great things.”

– EACS Staff person

How does your organization support social and emotional learning and the whole child?

Nurturing the whole-life development of East African youth from cradle to career by unapologetically embracing a growth mindset that centers the strengths of our community.

What have you learned about your partnerships in support of the whole child?

Partnering with youth serving organizations has helped us engage in and exchange deep conversations about the best practices and tools about quality youth programming.

Website: www.eastafricans.org

Facebook/Instagram/Twitter: @eastafricans

Cohort participants: Fardowsa Ali and Ola Wietcha

Contact: fardowsa@eastafricans.org



Supporting the whole child happens through opportunities that develop interpersonal skills.

FareStart

Our mission is to transform lives, disrupt poverty and nourish communities through food, life skills and job training.

How does your organization support social and emotional learning and the whole child?

Our Culinary and Customer Service Training program uses food prep and our café as tools for helping young people develop important skills and allows them interactions with diverse groups of people. The program requires Youth to participate in 1:1 goal setting check-ins with Trainers. The program also builds interpersonal skills like building self-confidence, positive relationships, and accountability.

What have you learned about your partnerships in support of the whole child?

I have learned that we must work together positively in support of the whole child.

"I feel like the Trainers have helped me think about what I want to do in my future."

– Youth Participant

Website: www.farestart.org
Cohort participant: Tamera Cook
Contact: tamera.cook@farestart.org



Supporting the whole child happens when adults become allies that honor our journey.

Guided Pathways

Guided Pathways-Support for Youth and Families (GPS) is a King County-based family support organization committed to providing services for families, with families, and by families.

“We are families helping families. We empower and support families and youth struggling with behavioral, emotional, or substance abuse challenges in navigating resources to achieve wellness and resilience.”

-GPS Mission

How does your organization support social and emotional learning and the whole child?

Our organization supports social and emotional learning and the whole child by individualizing mentorship, so each youth is able to grow with their specific tools from SEL workshops, games, and strength-based conversations.

What have you learned about your partnerships in support of the whole child?

I have learned to appreciate that children change depending on their environment. Youth wear different masks depending on their environment. Through appreciating the whole child, I am able to see the child throughout each mask and value who they are in every situation they face.

Website: www.guidedpathways.org

Facebook: [@GuiPathways](https://www.facebook.com/GuiPathways)

Cohort participants: Meagan MacKay, Anusha Maharaj

Contact: mmacKay@guidedpathways.org

amaharaj@guidedpathways.org



Supporting the whole child happens in a stable, vibrant and healthy community.

Mercy Housing Northwest

Mercy Housing Northwest creates stable, vibrant & healthy communities by developing, financing and operating affordable, program-enriched housing for families, seniors & people with special needs who lack the economic resources to access quality, safe housing opportunities.

Mercy Housing Northwest also provides support to its affordable housing residents through onsite services that help people improve their lives. One such service is out-of-school time programming, which promotes student success in school.

“Mercy Housing’s Homework Club program has helped my children with their homework when they were younger and now my kids are volunteers and help the younger ones with their homework.”

- Appian Way mother of five children

How does your organization support social and emotional learning and the whole child?

In programming, Mercy Housing Northwest allows youth to make authentic choices related to their hobbies and interests. There is designated space available during programming for mindfulness as well as time dedicated for structured activities that allow youth to share and discuss their emotions.

What have you learned about your partnerships in support of the whole child?

As we work to maintain a supportive and productive relationship with our neighboring schools, Mercy Housing Northwest strives to learn better ways to implement what teachers are instructing during the day at our program space. By also providing an avenue for teachers and parents to meet once a month, we have learned how together we can support our youth best.

Website: www.mercyhousing.org/northwest
Cohort participant: Allison Rodriguez
Contact: ARodriguez1@mercyhousing.org



Supporting the whole child happens when we develop our voices to effect change in the world.

Reel Grrls

Reel Grrls empowers young women and gender non-conforming youth from diverse communities to realize their power, talent and influence through media making.

"I believe in Reel Grrls because we're advocates. We create inclusive environments, safe spaces for young leaders to not only come out of their shells, but to come out with creativity, not worrying about being judged or who will listen because they know they're safe and we're there to support them and their ideas, no matter what.

-Deoni Dallas-Herring
Reel Grrls Teaching Artist & Mentor

How does your organization support social and emotional learning and the whole child?

Reel Grrls works with young people to allow them to express their emotions, engage in collaborative work, and empower them to discover and develop their creative, technical and professional skills.

What have you learned about your partnerships in support of the whole child?

When we work in partnership with other organizations we are able to provide young people with even more support, opportunities, and access to further their artistic expressions, as well as engage with more diverse group and perspectives, in turn this helps see themselves and each other as whole people.

Website: www.reelgrrls.org
Facebook: @reelgrrls
Instagram: @reelgrrls
Cohort participant: Tara Fisher
Contact: programs@reelgrrls.org

Thank you so much for the psychology class and talking with us about the issues your organization fights for. Before the sessions, I barely knew anything about human trafficking and labor trafficking. Now I know that it happens more than we realize, and it's a very complex issue. But, I also know that there's so much we can do, and there are things I can do to help myself and others.

Supporting the whole child happens when we are empowered to impact social change.

Thank you for taking the time to educate us, I wish everyone got that chance!

Seattle Against Slavery

Seattle Against Slavery mobilizes our community in the fight against labor and sex trafficking through education, advocacy, and collaboration with local & national partners. We envision a community where no one is exploited for labor or sex.

"I really liked how this program is respectful of the different/diverse opinions, perspectives and cultural beliefs that people had in the classroom. I also love how there wasn't any information that was kept from us about trafficking and we got the chance to learn all about the impact of sex trafficking and the statistics, which allowed us to be more aware and woke."

-Participant

How does your organization support social and emotional learning and the whole child?

Seattle Against Slavery's Trafficking Prevention for Schools program aims to reduce sexual and labor exploitation in our communities by encouraging high school students to examine the root causes of human trafficking. We facilitate dialogue that promotes critical thinking, empathy, social responsibility, and self-efficacy so that students understand that they have the power, ability, knowledge, and tools to choose healthy behaviors, prevent exploitation, interrupt harm, and change the culture. During our program, participants have the opportunity to practice these skills in a safe, judgment-free environment with the hope that by the end of the final session youth will feel confident continuing these conversations with themselves, each other, their parents, and their larger communities.

What have you learned about your partnerships in support of the whole child?

The same persistence, authenticity, patience, and graciousness it takes to build deep and sustainable relationships with the youth we work with is what it takes to build deep and sustainable partnerships with stakeholders, schools, community organizations, parents, and each other.

Website: www.seattleagainstsavery.org

Facebook: @SeattleAS

Instagram: @seattleagainstsavery

Cohort participant: Tanya Fernandez

Contact: tanya@seattleagainstsavery.org



Supporting the whole child happens when communities are built around what we are passionate about.

Seattle Music Partners

Seattle Music Partners (SMP) cultivates a diverse and vibrant music making community by providing youth with free music instruction and one-on-one mentoring to eliminate racial and economic barriers to quality music education.

"Being a part of this program has made me proud of my community. It's great to know there are so many people with the same passions I have and it's inspired me to work harder to make everything I do better."

-Participant

How does your organization support social and emotional learning and the whole child?

Seattle Music Partners supports social and emotional learning by providing space for students to explore and express themselves through a new medium.

What have you learned about your partnerships in support of the whole child?

Each partner approaches the whole child in a different way that works for the students.

Website: www.seattlemusicpartners.org

Instagram: @seattlemusicpartners

Cohort participant: Aja Utsugi

Contact: Aja@seattlemusicpartners.org



Supporting the whole child happens when partners work together to center our voice and cultural identity in their programs.

Vietnamese Friendship Association

We are an organization that works with refugee and immigrant communities experiencing educational inequities.

“The most important thing is that they love us like family. It doesn’t matter where we come from or who we are. They don’t see that. They treat us all incredibly well and they are great, unique people.”

- Luis Madrazo Gonzalez, former student enrolled in Project RISE programs, Seattle World School Class of 2018

How does your organization support social and emotional learning and the whole child?

VFA works with Seattle World School, students, families, and other partners to support immigrant and refugee students to overcome educational barriers.

What have you learned about your partnerships in support of the whole child?

Partnerships are essential to our work. As the main after school partner of Seattle World School, we are able to work closely with school staff to support students. After building trust and rapport with the school for 10 years, we’ve found it extremely beneficial to have physical space within the school, receive student data, and represent student and family voice in school leadership teams.

We’ve also been working with community partners for many years. From our space within the school we are able to learn directly from students about what barriers they are facing and what supports they need, and then bring in the resources and partners they want. We share our knowledge of the school with these partners to ensure that the programs they offer best support our English Language Learner students.

Website: www.vfaseattle.org

Facebook: [@VietnameseFriendshipAssociation](https://www.facebook.com/VietnameseFriendshipAssociation)

Instagram: [@vfa_rise](https://www.instagram.com/vfa_rise)

Cohort participant: Ali Arthaud

Contact: ali.arthaud@vfaseattle.org



Supporting the whole child happens when adults empower youth by helping us tap into our full potential.

WAPI Community Services

We provide and advocate for culturally competent and age-appropriate prevention and substance abuse treatment services for Asian Pacific Islander and all under-served youth and families.

“I really enjoyed hearing about the youth who didn’t want to come to school but then came because of their love of WAPI’s LevelUp program. I know that this will have an impact on their life in the future.”

- Community Member

How does your organization support social and emotional learning and the whole child?

Our LevelUp Youth Academy curriculum taught in elementary schools has been completely redrafted to include SEL topics such as: Warm Welcome, Belonging & Empathy, as well as Mindfulness and Engagement. Our Teaching Artists have all been trained in SEL and have attended monthly and annual meetings through School’s Out Washington’s Quality Improvement System in order to implement our additions confidently.

What have you learned about your partnerships in support of the whole child?

I have learned that through SEL, we are able to keep more students with different skill levels engaged. Although many times it seems that adding SEL to our curriculum lessens the time we have for actual programming, we are able to address the student as a whole, keeping students more interested in not just the program but engaged in conversation with our Teaching Artists when they feel like their teacher cares about them and not just the curriculum they are teaching.

Website: www.wapiseattle.org
Facebook: @WAPISeattle
Cohort participant: Karrie Williams
Contact: karrie@wapiseattle.org



Supporting the whole child happens when we are presented with voice, choice, and leadership opportunities.

YMCA of Greater Seattle

Building a community where all people, especially the young, are encouraged to develop their fullest potential in mind, body, and spirit.

"Sometimes I only come to school because I know that I get to go to the YMCA after school. It is my favorite place to be. We get to do lots of fun activities and the Y teachers are my friends."

– Kindergarten program participant

How does your organization support social and emotional learning and the whole child?

The Y has a child care program model designed to provide a caring, learning environment that promotes academic, social, and emotional growth for all students. Our programs balance structured time with youth-driven play to allow for learning and increased pro-social skill development. Each day our staff teams facilitate lessons that provide opportunities for youth to learn and grow together through art education, STEM, community time, global learning, and health and wellness, while also promoting youth ownership and leadership by incorporating youth voice and choice in program planning, development, and delivery.

What have you learned about your partnerships in support of the whole child?

When we work in partnership with other organizations we are able to create a network of supports which ensures that each child's individual and unique needs are met.

Website: www.seattlemca.org
Facebook/Instagram/Twitter: @YMCASeattle
Cohort participant: Caitlin Kaminski
Contact: ckaminski@seattlemca.org

CONTACT US



Image courtesy of College Success Foundation

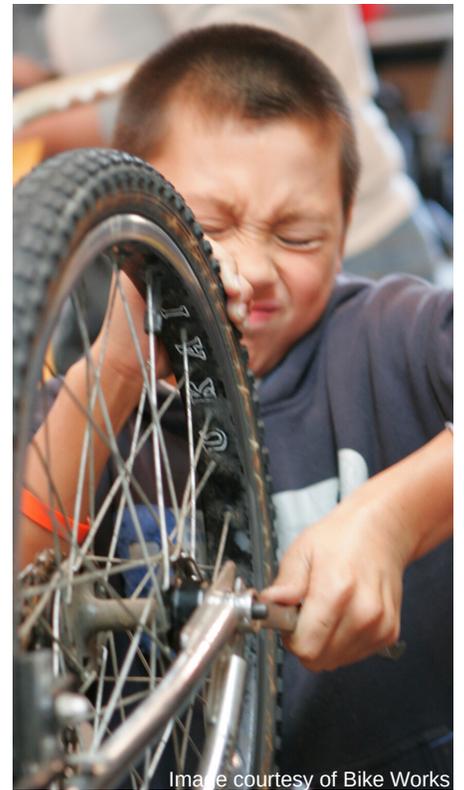


Image courtesy of Bike Works



Image courtesy of Center for Human Services

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 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. Learn more about youth development, our member organizations, and how you can support the whole child at www.ydekc.org.



Image courtesy of YMCA of Greater Seattle



Image courtesy of FareStart



Image courtesy of Mercy Housing Northwest



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Youth Development Executives of King County (YDEKC) is a coalition of youth-serving organizations working together to improve outcomes for young people.