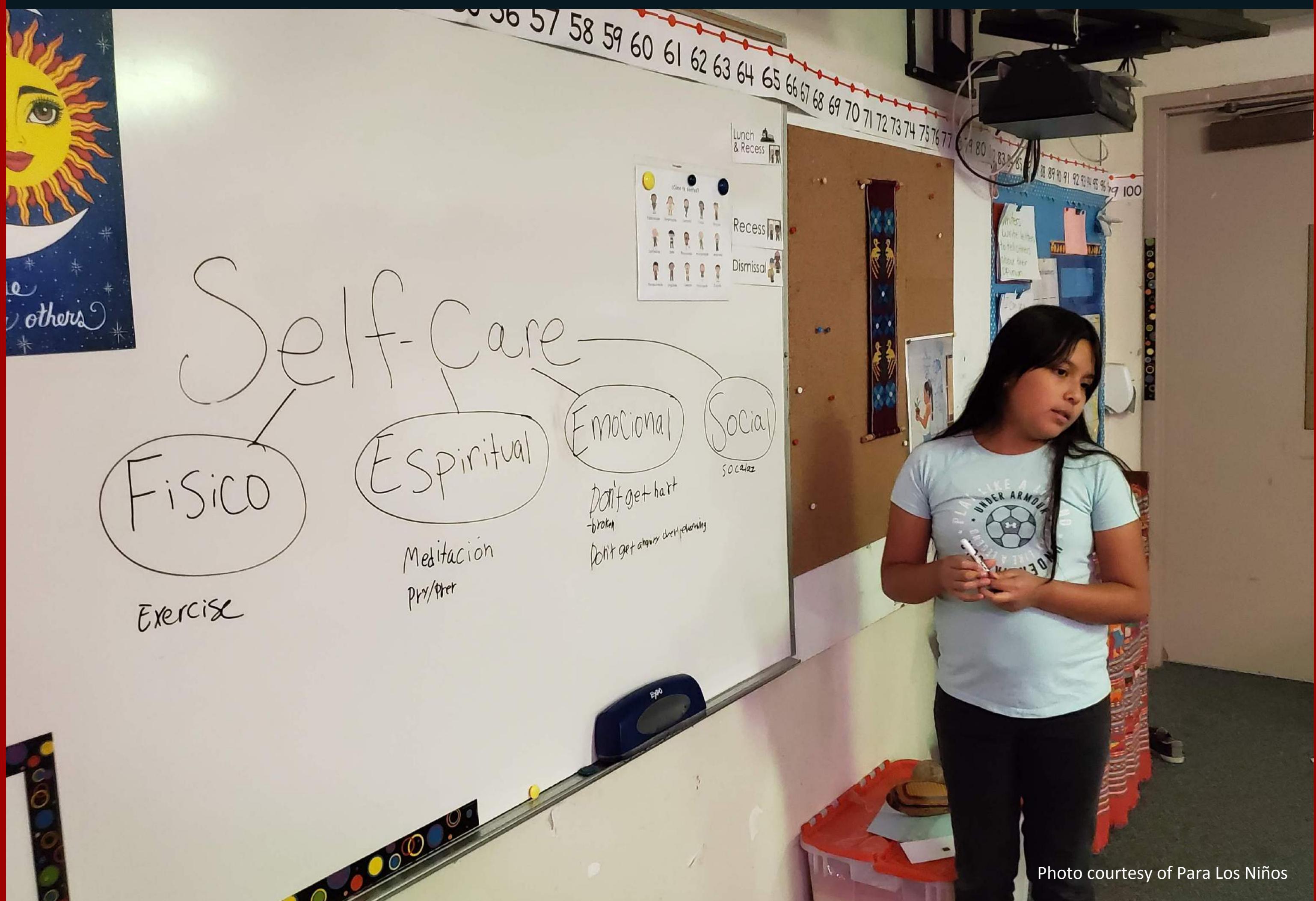


YOUTH DEVELOPMENT EXECUTIVES
OF KING COUNTY

WHOLE CHILD, WHOLE DAY MINI-GRANTEES

A poster collection of mini-grant journeys

April-December 2019



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What does supporting the whole child look
like, sound like, and feel like?

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Why does this matter?

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Who is YDEKC?

What does supporting the whole child look like, sound like, and feel like?

YOUTH DEVELOPMENT EXECUTIVES OF KING COUNTY

In April 2019, Youth Development Executives of King County (YDEKC), with generous support from the Bill and Melinda Gates Foundation, provided funding to 16 community-based organizations and schools for projects that support social and emotional learning (SEL) and youth success. This overall investment of \$123,000 supported new and existing efforts that center racial equity, honor youth and family voice, and strengthen partnerships in whole child efforts across the whole day. A central goal of this project was to celebrate these collaborations and to spotlight all the great work happening in South King County, WA. We hope that by sharing this report, we begin to paint a picture of what supporting the whole child looks, feels, and sounds like when the whole community works together to build safe and inclusive learning spaces and systems for young people.





What do we mean by Whole Child, Whole Day?

“Whole child” means the focus is on physical, social, emotional, and academic skill development.

“Whole day” means that alignment and intentionality of whole child supports must span a child’s whole day.

Photo courtesy of El Centro de la Raza

Why does this matter?

Youth can reach their full potential when they have an ecosystem of support that spans the whole day. The learning experiences provided by youth-serving organizations are vital to that ecosystem. These organizations- led by community members, families, and youth- partner with communities and schools to provide whole child services before, during, and after-school that:

- Ensure identity- safe learning spaces, that value diversity and ensure both physical, and psychological safety;
- Center 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 strengths, needs and interests;
- Value and encourage the agency of participants through voice, choice, and leadership opportunities.

These characteristics make up a youth development approach, the unifying principle for YDEKC's diverse coalition of organizations. This approach puts relationships first, centers on youth's strengths, and emphasizes the relationship between youth and their environments as reciprocal and dynamic.

Through the Whole Child, Whole Day (WCWD) Mini-Grants Initiative, we are celebrating organizations doing this work and creating a better understanding of what whole child, whole day looks like in practice. The pictures and stories submitted by the WCWD mini-grantees answer these questions:

1. What does it look like to support the whole child in partnership with families, youth, and community?
2. What does it look like in practice when you lead with racial equity in this whole child work?

One of our goals for this initiative was to elevate these bright spots through pictures and videos in lieu of a written evaluation report, which can often be quite burdensome for grantees. We are excited to see this work come to life in this poster collection and the accompanying impact video. You'll see through these stories that these programs provide special experiences for young people to learn, lead, connect, contribute, and thrive. Let's celebrate and support them by connecting and aligning our efforts to create a vibrant whole child, whole day ecosystem.

Mona Grife
Social & Emotional Learning Strategy Manager
Youth Development Executives of King County



Photo courtesy of Sound Discipline



Photo courtesy of Space Between



Photo courtesy of Communities in Schools of Renton-Tukwila

THANK YOU
WHOLE CHILD
CHAMPION!



Arts Corps

at Martin Luther King Jr. Elementary (Seattle)

#community healing through creativity!



Supporting the whole child happens when we use our creativity.

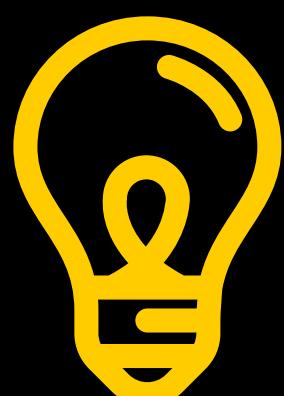
Mini-Grant Award: \$5000

Numbers Impacted:

- 277 youth
- 225 families
- 10 teachers

Project Summary:

Martin Luther King Jr. Elementary students and families experienced arts-integrated learning opportunities in their classroom and school-wide arts activities designed to foster inter-generational understanding and a strengthened sense of belonging in the school community. In addition, 10 teachers received embedded professional development for integrating arts in their curriculum in order to boost social emotional learning (SEL) and collaboration. YDEKC's mini-grant contributed to funding for a part-time teaching artist to lead this work in the Fall of 2019.



"This project allowed for our teaching artist Greg Thornton to connect with the community... in a way that I've never witnessed before. Greg has taken his artistry and has shared his love and passion for people to create a strong bond between himself and the MLK students during a time of grief."

-Arts Corps staff

What Happened:

Arts Corps teaching artist Greg Thornton was able to connect and support the community at Martin Luther King Jr. Elementary during a time of grief. Greg led a community wide project and worked with the students and teachers to build a community garden to pay tribute to a young student who passed away from cancer. Greg also worked with two teachers to integrate arts learning into the classroom. This included working with the students to design the signage and event posters for the tribute. The strong bonds that Greg built with the school community were instrumental in facilitating this project.

What's Next:

MLK Jr. Elementary students were able to process their grief by creating a dynamic tribute piece, a rain garden, to Andy. The journey will continue into 2020 as Greg and the school community work on enhancements to this project.

THANK YOU
WHOLE CHILD
CHAMPION!

Boys & Girls Clubs of King County

in Federal Way and White Center

• • • #infusing summer SEL with youth energy and voice



Supporting the whole child happens in summer programs that integrate SEL instruction.

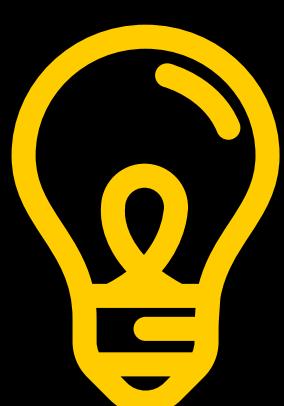
Mini-Grant Award: \$5000

Numbers Impacted:

- 40 youth
- BGCKC teen summer staff

Project Summary:

Boys & Girls Clubs of King County (BGCKC) delivers Summer Brain Gain during their nine-week summer programs at each of their Clubs. Each week during the program, learning focuses on themes related to self-awareness, self-management, social awareness, relationship skills and responsible decision making, and incorporates 20 minutes daily each of reading, math, writing, and social emotional skill development. This mini-grant supported ongoing efforts at the Southwest and Federal Way sites to enhance the Summer Brain Gain Social Emotional Learning (SEL) curriculum.



"We saw youth sharing their experiences and feelings with one another in a more in-depth way. Youth got to relate to one another and to staff in a way that felt more meaningful."

-BGCKC staff

What Happened:

Boys & Girls Clubs of King County made enhancements to the Summer Brain Gain SEL curriculum based on participant feedback. This included customizing activities that reflected real-life situations that youth could relate to. As a result, staff started to see youth reflect, connect, and share their own personal stories and challenges with their peers. This past summer, staff felt more comfortable delivering the curriculum, and staff observed youth being more engaged with the social emotional learning activities.

What's Next:

Boys & Girls Clubs of King County plans to further build on the Summer Brain Gain Social Emotional Learning curriculum based on the feedback received from youth this past summer. One example: Club teens will design the Summer Brain Gain journals during the school year and have them printed and ready to go for next summer.

THANK YOU
WHOLE CHILD
CHAMPION!

Coalition for Refugees from Burma



#expanding our emotion vocabulary



Supporting the whole child happens
when we share our stories.

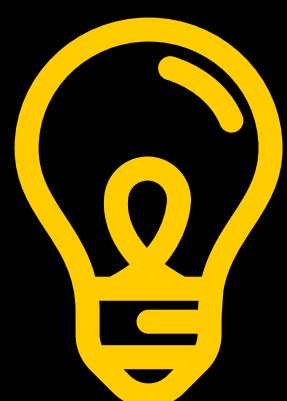
Mini-Grant Award: \$5000

Numbers Impacted:

- Approximately 45 youth and families

Project Summary:

Coalition for Refugees from Burma (CRB) is working towards improving social emotional learning (SEL) practices in their programs through intentional reflection and by exploring SEL themes in books, with one of the main goals being to increase empathy. This project involved students creating a book at each of CRB's after-school reading programs at Daniel Elementary, Meadow Ridge Elementary, and Birch Creek Youth Center in Kent. The books centered on topics such as "What Caring Means to Me" and "This is Why I am Proud" and will be shared at a Family Engagement Night. This mini-grant contributed to CRB's existing partnerships and programming efforts supported by Best Starts for Kids.



"I noticed that the kids are empathizing with each other more and seem to have some language to share with each other."

- CRB staff

What Happened:

The book creation process included exploring emotion vocabulary, brain-storming, and illustrating their stories. The students were able to have conversations about their pictures and to share their thoughts about the various aspects of emotions. The book writing also encouraged self-reflection and gave opportunities for students to practice empathy by sharing and listening to each other's experiences.

What's Next:

Books are being formatted for formal printing. Planning for the Family Engagement Night is underway. This project emphasized the value in meeting young people where they are and letting them guide the speed at which the work moves forward.

THANK YOU
WHOLE CHILD
CHAMPION!

Communities In Schools of Federal Way



#youth organizing -a transformative experience



Supporting the whole child happens
when we have the opportunity to lead.

Mini-Grant Award: \$10,000

Numbers Impacted:

- Approximately 100 youth



"This project has allowed us to recognize that we have a voice, and the more we learn how to use that voice, the more change is possible."

- Youth participant

Project Summary:

Communities In Schools of Federal Way (CISFW) has School Outreach Coordinators (SOCs) at all seven middle schools and four high schools in Federal Way. These SOCs advise the student-led groups, Scholar Voice Collaborative (SVC) and the Students Organized Against Racism (SOAR). Both groups aim to amplify youth voice to actively create student-driven change within each school. The students develop ways of understanding complex relations between self and systems of oppression and work together to challenge and change institutional practices that negatively impact all students. The mini-grant contributed to staffing costs for the CISFW's School Outreach Coordinators.

What Happened:

SVC is active at most sites and the SOCs are seeing growth in the students' ability to advocate for change and to articulate their vision for their school. For example, at Lakota Middle School, the SVC were involved in the Positive Behavior Intervention System review committee at the school. SVC was able to give recommendations on what rewards students would like for positive behavior. They suggested spicy chips, music, and cell phones at lunch. This valuable feedback was very different from what teachers had in mind (lunch with the principal). The suggestions were implemented and now students are more likely to seek out the rewards.

What's Next:

SVC is slated to continue through the end of 2021 due to current funding sources. CISFW continues to fine-tune this work and to build the momentum so that the programs can continue to thrive.

THANK YOU
WHOLE CHILD
CHAMPION!

Communities In Schools of Renton-Tukwila



#youth voice in action



Supporting the whole child happens
when we see our actions create change.

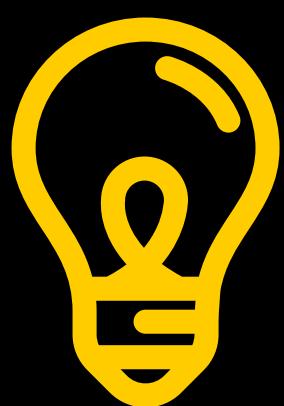
Mini-Grant Award: \$4021

Numbers Impacted:

- 35 youth

Project Summary:

Agents of Change was developed to explicitly make the connection between social emotional learning (SEL) and racial equity, and the role each plays in building positive climate and culture. A group of students at Dimmitt Middle School in Renton meets twice a week and conducts two projects over the course of the school year. The purpose of the projects is to harness students' courage, compassion, and collaborative energy to take positive action and create lasting change in their school. The program fosters cooperation, communication, empathy, and problem-solving skills. The mini-grant funded three months of the year-long program.



"I felt more connected to adults, engaged in school, and felt more positive about myself."

- Youth participant

What Happened:

Through the Agents of Change program, a strong community was built, and students were able to have deep conversations about their individual struggles. One student shared with the group about her experience with homelessness and just recently being home secure. She had not shared this with anyone at school before. It was a powerful and emotional day for the group, a day in which the program staff were able to see the value of creating a safe and supportive space for the participants. School staff reported that the students in the program have better social and emotional skills, including more positive attitudes toward themselves, their school, and their peers. They also saw fewer conduct problems and less emotional distress.

What's Next:

One of the projects the group is working on is a film about the youth's experiences in school. This will be a special keepsake of their time in the program and shared with the greater school community.

THANK YOU
WHOLE CHILD
CHAMPION!

Community for Youth

#youth voice youth choice



Supporting the whole child happens
in youth-centered programs.

Mini-Grant Award: \$4500

Numbers Impacted:

- Approximately 20 youth

Project Summary:

Community for Youth's Participatory Action Research (PAR) project aims to create a more authentic and sustainable bridge between their programs, mentors, students, and the broader communities they serve. The project included two community sessions with the goal of collecting feedback to shape a redesign of Community for Youth's program offerings and to build authentic and collaborative relationships with community leaders, common stakeholders, and peer service providers to best align efforts around the mission of better supporting our students. Student LeaderCorps helped plan, market, and facilitate these community conversations.

What Happened:

Community for Youth (CfY) went through a staff transition and the project timeline and scope were adjusted. The first session was a conversation between the CfY's LeaderCorps and CfY's board. This was a crucial and valuable session that enabled the teens to share their feedback and thoughts regarding the staff transitions, what they valued about the program, and their role in serving on the hiring committee and facilitating workshops for incoming mentors. In December of 2019, the LeaderCorps planned and led a Community Voices session for the CfY community that included a potluck, a workshop, and community building. The students learned that the community loves having the youth lead and these affirmations helped empower them to continue this work.

What's Next:

From the community conversation, the LeaderCorps came up with the concept of having a Mentor Career Panel as part of Community for Youth's programming. They have already started implementing this project and are seeing a positive response from participants.



"We have learned that if we create space for our students, and support them, they really are ready and able to step up!"

-Community for Youth staff

THANK YOU
WHOLE CHILD
CHAMPION!

East African Community Services

● ● ● #incredible socio-emotional development w/ our Muslim girls



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

Mini-Grant Award: \$10,000

Numbers Impacted:

- 25 East African Muslim girls
- 10 East African women Mentors

Project Summary:

The East African Muslim Girl Identity pilot project, which was based on a culmination of community conversations, is designed to nurture self-confident, community-connected, ethically-centered and academically-engaged girls. This pilot project served 25 hijab-wearing East African Muslim girls in 12 sessions and used photography to reinforce positive self-image by capturing images that express the participants' unique perspectives. The project centered on the strengths and knowledge of East African Muslim girls and East African volunteers to deliver a transformative program for girls who regularly experience multiple forms of identity violence.



"I learned to love myself and to be proud of my Muslim faith and family struggles [refugee background]."

- Youth participant

What Happened:

The pilot program ran smoothly and participants and their mentors worked together on various projects. They used the power of self-portraiture to safely explore the root causes that negatively impact the socio-emotional and cognitive development of East African Muslim girls. The girls also learned about the rich tapestry of Black Muslim culture, gained a greater appreciation of their own voice, and developed skills to become self-advocates. Additionally, the program provided opportunities for the girls to interact with nature and science through planned trips to state parks and recreation areas. The program concluded with their work being displayed at an art show.

What's Next:

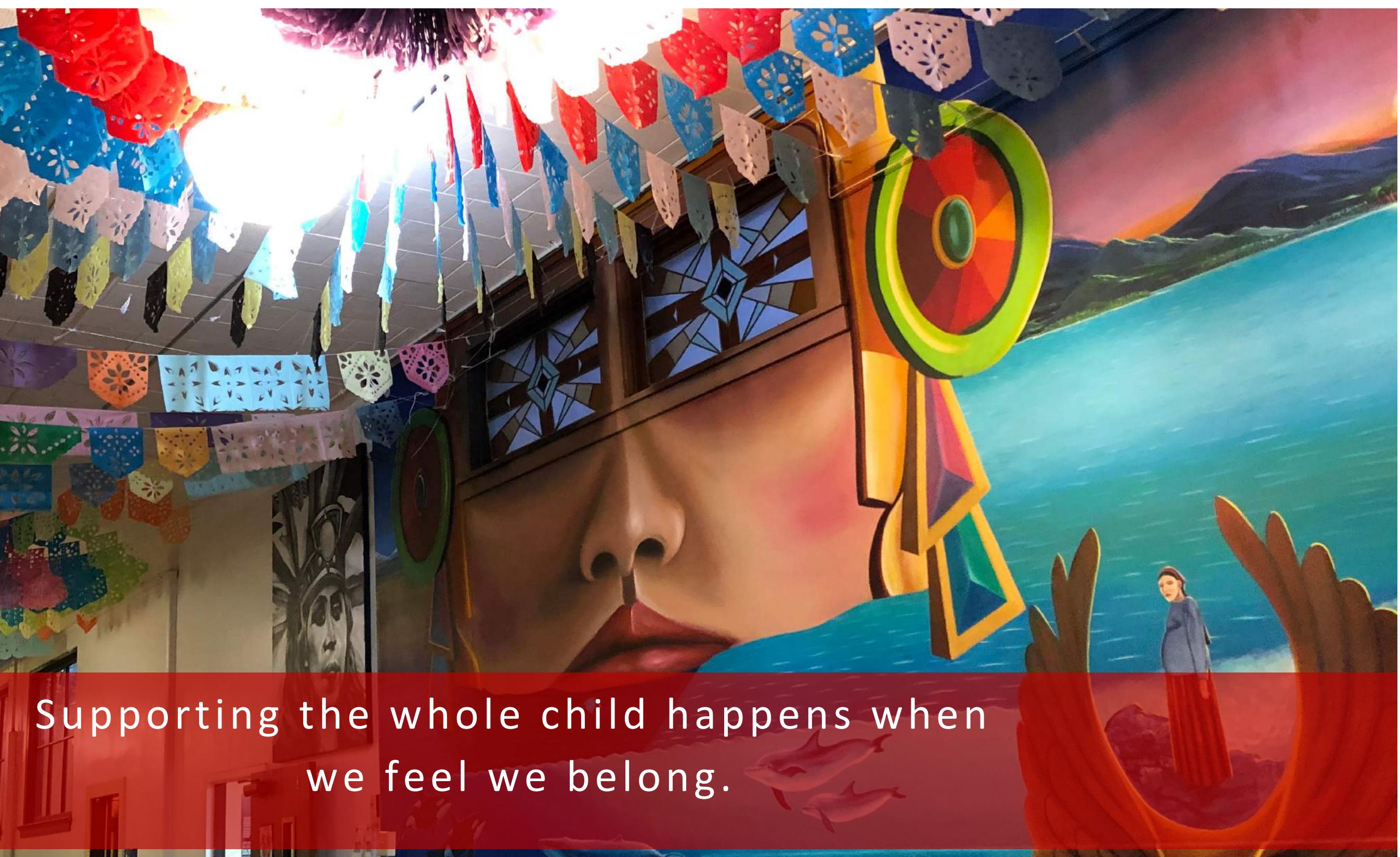
The Parent Leadership Training Institute and the Youth Leadership Council at East African Community Services are being consulted about the pilot for quality assessment and to determine what changes should be made for future iterations of the program.

THANK YOU
WHOLE CHILD
CHAMPION!

El Centro de la Raza

Plaza Roberto Maestas After-School Program

#living our best life after school



Supporting the whole child happens when we feel we belong.

Mini-Grant Award: \$5000

Numbers Impacted:

- 20 youth

Project Summary:

El Centro de la Raza (The Center for People of All Races) implemented a social justice arts program within the Plaza Roberto Maestas After-School Program. The after-school program provides comprehensive and culturally competent support for low-income middle school students, primarily Latino and youth of color. The mini-grant helped fund teaching artists, supplies, and program support for the social justice arts activities. Youth engaged with art that focused on identity, culture, and community, led by working community artists in these mediums. Sessions culminated in an exhibition of student artwork for the participants' families.



"Youth learned about self-identity and how their perception of themselves is important in a society that prescribes identity."

-El Centro de la Raza staff

What Happened:

Program participants were able to work with three teaching artists from the community to explore self-expression, social justice, and racial identity through linocut projects, mixed media collages, and water-color paintings. The students' work was celebrated on December 17th at a showcase with their parents and community members. Students shared what they enjoyed most about their projects: getting the opportunity to create, to be creative, and to share snacks and conversation in an unstructured space. Staff noticed that a balance of structured activities and downtime allowed the youth to connect and have genuine conversations about their lives.

What's Next:

El Centro de la Raza continues to run the Plaza Roberto Maestas After-School Program and to integrate activities that include arts and culture as tools to build racial equity in their communities.

THANK YOU
WHOLE CHILD
CHAMPION!

Mother Africa

#immigrant youth voice matters



Supporting the whole child happens when we have access to after-school programs.

Mini-Grant Award: \$10,000

Numbers Impacted:

- Approximately 30 youth
- Approximately 20 parents

Project Summary:

Mother Africa organized various focus groups comprising of African immigrant and refugee youth and their parents. The project's goal was to determine what the African community feels that a program that promotes social and emotional learning, encourages a sense of belonging, and reflects and values the diversity of youth in the community should look like. Focus groups determined if there are currently any out-of-school programs in the community that address the social and emotional well-being of youth in the community; what would encourage parents and youth to participate in such programs; and what sort of programs they might be interested in.



"The majority of parents and youth [in our community] did not know about the after-school programs and for those who knew they don't know how to access the programs. These sessions served as an introduction to what is out there in the area of youth development."

- Mother Africa staff

What Happened:

Mother Africa (MA) hosted focus groups with youth and one with parents. Their last session brought all participants together to reflect on session themes and to share information on youth programs. The mini-grant provided funding for translators, transportation, food, child care, and outreach for the sessions. Through this process, MA confirmed that youth and parents want to be involved in after-school programs either at MA or at their respective community centers, schools, and local organizations. They learned that organizations can improve immigrant families' access to programs by explaining to parents what its benefits are. Eliminating barriers, such as providing interpreters for events and outreach materials also increased access.

What's Next:

Mother Africa intends to engage parents in a monthly support group to learn collectively about existing youth programs. MA intends to apply for funding to address participation barriers for families and to keep the youth involved in activities they specified such as field trips, homework assistance, and youth and family events.

THANK YOU
WHOLE CHILD
CHAMPION!

Para Los Niños

#community-led spaces devoted to whole child learning



Supporting the whole child happens
in strong communities.

Mini-Grant Award: \$10,000

Numbers Impacted:

- Approximately 300 children and parents



"The most rewarding part was seeing, how through the eyes of their children, parents became role models showing them that age does not matter when it comes to education, which in the Latino community it is not seen often."

- Para Los Niños staff

Project Summary:

The mini-grant contributed to existing programs at Para Los Niños: Aprendamos Juntos (Learning Together) and Descubriendo Nuestra Cultura (Discovering Our Culture). Aprendamos Juntos is an after-school program that provides academic support and tutoring for school-age children while parents attend certified English as a Second Language (ESL) classes and other skill-building workshops. Descubriendo Nuestra Cultura is a Latino heritage and Spanish language learning summer program that fights summer learning loss by supporting the bilingual, biliterate, and bicultural growth of pre-kindergarten to sixth-grade children and provides free and reduced-fee arts, cultural learning, physical fitness, and academic skill-building. They are led by bilingual and bicultural Latina teachers who educate children on the Spanish language and Latin American history and culture.

What Happened:

2019 was a year of transitions and great accomplishments for Para Los Niños (PLN). They welcomed new staff and board members; nearly all their after-school programs reached capacity; and they led a successful summer program with over 183 kids. Additionally, PLN was able to partner with Highline Community College and many other community organizations to provide parental support education.

What's Next:

Para Los Niños is currently looking for a new space for their programs and office. The Burien Annex Building that houses PLN and six other non-profit organizations is being closed due to safety issues in the building. PLN will continue to be in their current space until July 31, 2020.

THANK YOU
WHOLE CHILD
CHAMPION!

Seattle Parks and Recreation

Community Learning Centers at Seattle Public Middle Schools

#weekend camp-out, a memory of a lifetime



Supporting the whole child happens through opportunities to connect with others.

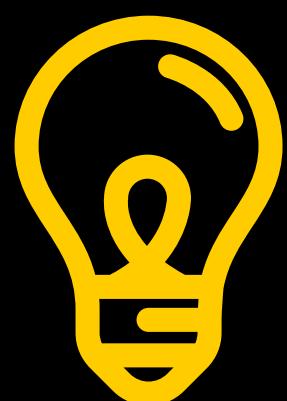
Mini-Grant Award: \$10,000

Numbers Impacted:

- 100 youth
- 15 adult mentors

Project Summary:

Seattle Parks and Recreation (SPR) provides gender and culturally specific programming for African American, East African, and Latinx middle school students at various Seattle Public Schools through the My Brothers/Sisters Keeper (MBSK) and Herman@s Unid@s (HU) mentoring programs. MBSK and HU provide cultural, social, academic, and mentoring opportunities led by adults that share the students' racial and cultural identities. Key elements of the programs include mentoring, community service, group meetings, integrated school support, stipends, and use of strategic data tracking. The mini-grant funded a 3 day-2-night camping trip for students and mentors.



"The most rewarding part of the trip was the community building that took place. There were students that cried once we started departing the facility because they didn't want to leave their new friends."

- SPR staff

What Happened:

100 students from five middle schools spent the weekend at Camp Seymour with their mentors. They got to experience a camp setting and participate in activities such as a ropes course, boating, and archery. Students also engaged in workshops and discussions led by mentors and students focusing on: college and career readiness; community, culture, and heritage; social development and life skills; and personal health and wellness. Staff report that "students were more engaged in history workshops... If we could go back, we would have created more time...for the rich discussions this produced." Participation in this event deepened the relationships between students and their mentors and peers, provided transition support for the end of the school year, and promoted healthy relationships across school campuses and communities.

What's Next:

Seattle Parks and Recreation continues to partner with Seattle Public Schools, delivering the MBSK and HU programs through shared resources, data, and collaboration. Funding is provided through the Families and Education Levy, coordinated by SPR staff who are employed at the schools full-time.

THANK YOU
WHOLE CHILD
CHAMPION!

Somali Community Services of Seattle



#creating great projects that youth love



Supporting the whole child happens
in relationships.

Mini-Grant Award: \$5000

Numbers Impacted:

- Approximately 700 youth and adults

Project Summary:

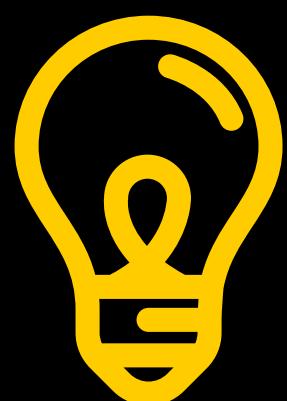
Somali Community Services of Seattle's Operation Kooxda (team) provides activities that aim to build social emotional learning (SEL) skills, improve educational experiences, and promote relationship-building among the Somali community and South Shore K-8 School in Seattle. Activities include monthly discussion groups and quarterly events for Somali youth; parents; and a combination of Somali youth, parents, and school staff. The mini-grant supported funding for group facilitators and staff time to coordinate the groups and events.

What Happened:

Somali Community Services of Seattle (SCSS) hosted discussion groups with Somali families that have children attending South Shore K-8 in Seattle. The discussion was facilitated by a mental health professional experienced in working with their community. It provided a space for families to have conversations about school, parenting, and the needs of Somali youth. The mini-grant also helped support SCSS events such as their annual community event and monthly youth events that center relationship-building for Somali and non-Somali kids. Youth particularly enjoyed having a space to hold their own discussions and dances. Each event involved prizes, SOM-TV and other media coverage, and a community meal to encourage youth participation and parental (audience) attendance.

What's Next:

Somali Community Service of Seattle continues to provide opportunities for their community. They continue to partner with South Shore K-8 and have worked for 10+ years with staff to improve Somali students' school experience.



"... this project engaged other youth to become leaders [and] that is great to see youth helping other youth."

- SCSS staff

THANK YOU
WHOLE CHILD
CHAMPION!

Somali Parents Education Board

#community power. emerging leaders.



Mini-Grant Award: \$10,000

Numbers Impacted:

- 178 Students, 100 Parents,
- 10 Parent Leaders, 5 Young Adult Leaders



"The most rewarding part of this project was that our district saw the need for OST [Out of School Time] ... and it resulted in... bringing OST opportunity to all our RIZ [Renton Innovation Zone] schools this year. The other most important reward was ...elevating the community leadership so that they are leading their work in their own neighborhoods."

-SPEB staff

Project Summary:

The Strengthening High-Needs Achievers through Public Empowerment Demonstration Project (S.H.A.P.E.) was developed in collaboration with the Somali family community, community-based organizations, as well as the Somali Parents Education Board (SPEB). It aims to leverage community leadership-building efforts to positively impact academic and social emotional outcomes for Somali students at the Lakeridge Elementary School in Renton. The Somali family community explored Strengthening Families (SF), a relational building curriculum with a research-informed family skills training approach. Various parent-school partnership projects were provided, aiming to strengthen communication and connection between Somali families and the school. The mini-grant supplemented existing funding sources.

What Happened:

SPEB was able to respond to concerns presented by Somali families and to offer pathways for strengthening relationships between the school and Somali families. The Strengthening Families curriculum included sessions for improving family relationships, parenting skills, and improving the youth's social and life skills. SPEB also worked with Lakeridge Elementary to increase after-school enrichment opportunities and to diversify staff; one suggestion to help diversify was to pool funding to hire young adults from the Somali community to provide after-school tutoring.

What's Next:

SPEB continues to leverage resources and to elevate leaders in the community. Running high-quality youth programs led by the community they serve continues to be a focal point of their work. SPEB continues to look for sustainable resources to keep this work moving forward.

THANK YOU
WHOLE CHILD
CHAMPION!

Sound Discipline

with Dimmitt Middle School (Renton) and Evergreen High School (Highline)

● ● ● #teachers & students working to transform systems



Supporting the whole child happens when youth and adults work in collaboration.

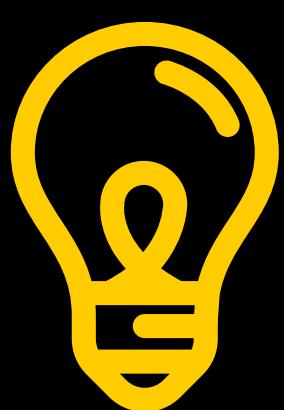
Mini-Grant Award: \$10,000

Numbers Impacted:

- 1600 students
- 120 educators

Project Summary:

Sound Discipline (SD) partnered with teams comprised of students and teachers to adapt the research-based Positive Discipline curriculum for use in middle and high schools. The goal of this project is to empower teens in their own learning and to develop a tool to enhance adolescent well-being. During phase one of this three-year project, students co-design, pilot, and begin to assess the social emotional learning (SEL) curriculum that will eventually be published and distributed for use across the nation. The mini-grant supplemented a larger grant and allowed Sound Discipline to host a “summer institute” for both students and teachers to work on creating the SEL curriculum. The grant enabled SD to provide compensation to the 6 students at the institute.



“We can contribute as students and teachers. They [the teachers] don't see us as students anymore; they see us as proper human beings who are all on the same playing field... and it's just yeah, they're still older than us, but we still have the same amount of power.”

-Youth participant

What Happened:

The summer institute “exceeded our expectations in our sense of connection with each other, the products we developed, and the hopes we have for bringing this work back to our schools.” The first day was spent building community and everyone commented on how powerful and fun it was to be a part of a collaborative space for both students and teachers. This foundation of respect and community was valuable in shaping and inspiring the work. Providing the teens compensation, just like their teachers, made an immense difference in how valued the teens felt and how seriously they approached this work.

What's Next:

The teams have started to roll out the curriculum at their schools. At Evergreen High School students are teaching other students to lead lessons during their advisory period. In summer 2020, Sound Discipline plans to have the same students and teachers come back together to discuss how the pilot year went, to refine the curriculum, and to prepare it for publication and nationwide distribution in 2021.

THANK YOU
WHOLE CHILD
CHAMPION!

Space Between

with Leschi Elementary in Seattle

● ● ● #self-care for teachers, especially for teachers of color.



Mini-Grant Award: \$10,000

Numbers Impacted:

- 407 students, 22 teachers, and 40 other school staff

Project Summary:

The mini-grant supported two integral goals: bring mindfulness practices to Leschi Elementary in Seattle and contract facilitators who represent the demographics of the school. Space Between (SB) facilitators worked directly in classrooms to demonstrate mindfulness practices. Teachers at Leschi received professional learning focused on practicing mindfulness as self-care, becoming aware of implicit biases and emotions, and responding skillfully when students are dysregulated. Teachers learned to use trauma-informed mindfulness practices and mindful classroom management to support student self-regulation. SB also provided communication and education to families, building skills across the whole school community. This mini-grant extended existing work, originally funded by Best Starts for Kids.



"It's actual time to reflect, to breathe, and to really center yourself. It's something we haven't been taught. She is teaching people how to breathe who are 38, 48, 58, 68, and for some of us, it's the first time..."

-Teacher participant

What Happened:

In addition to facilitating mindfulness activities with students and teachers, SB also provided self-care activities explicitly for teachers of color. They facilitated an after-school yoga class and the "Self Care in Color" retreat for POC staff, where participants shared how nourishing it was to have a space for POC to focus on self-care. Teachers are starting to see the benefits of a school where both students and teachers practice mindfulness. One teacher of a class of 4- to 5-year old students shared this reflection: "I was waiting for my students and I announced, 'Okay, I am waiting.' I was being calm and cool on the outside, but inside I was frustrated. Then, one of my students came up to me and started to lead me through some mindful breathing practices."

What's Next:

The after-school yoga class for educators of color has been so important to the school staff for supporting their own self-care so they can be their best with students. Space Between is looking for funding to continue this work in the spring.

THANK YOU
WHOLE CHILD
CHAMPION!



Young Women Empowered

with Foster High School in Tukwila

#y-we supports students and teachers.



Supporting the whole child happens
in safe and supportive spaces.

Mini-Grant Award: \$10,000

Numbers Impacted:

- 30 youth and 30 teachers
- 80 people at Youth Leadership Summit

Project Summary:

Young Women Empowered (Y-WE) delivered activities addressing key social emotional learning (SEL) areas and priorities identified by Foster High School teachers and students. This work included: community partnership development, two 6-week SEL sessions for youth focusing on relationship skills and self-management, and two training sessions for teachers and school leadership focused on healing-centered engagement and trauma-informed work. The mini-grant also supported Y-WE's Youth Leadership Summit, which is free and open to the community, and featured youth-led and youth-chosen workshops addressing health, culturally-relevant healing, arts, and community engagement.



"When working with schools, we recommend a strong emphasis on entering the community with respect, an orientation to serve, a curious mind, and a willingness to listen. It's important to enter a school partnership... having a strong familiarity with the population that the school is serving."

- Y-WE staff

What Happened:

Y-WE successfully delivered planned activities. The SEL sessions with the students centered youth voice, self-care, and stress management. The teacher sessions focused on strengthening staff capacity to support SEL in youth through trauma-informed and healing practices—particularly youth of color and other marginalized youth—while strengthening staff's personal SEL-informed self-care. In doing this, Y-WE increased and strengthened cross-sector collaboration to effectively support social and emotional learning (SEL), youth success, and the elevation of youth voice in community.

What's Next:

Y-WE continues to build their relationship with Foster High School and continues to offer resources, skills, and tools centered on SEL and self-care.



Guiding Principles

for a Whole Child, Whole Day Ecosystem

Racial Equity

Working to address root causes of inequities, not just their manifestation, is critical. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

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Youth and Family Voice

Seeking, valuing, and honoring ideas, perspectives, and knowledge of both youth and families are central to all learning environments.





Guiding Principles

for a Whole Child, Whole Day Ecosystem

Authentic Partnership

Trusting relationships between schools, youth, families, and community partners are vital to building a system of supports across the whole day.



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High Quality Practice

Focusing on adult practice and the quality of experiences young people are having in our classrooms and programs is essential to improving youth outcomes.



PASSING ON THE LEARNING

A COLLECTION OF PRACTICES THAT SUPPORT THE WHOLE CHILD

INCORPORATE IDENTITY DEVELOPMENT

Create time and space for youth to learn about and explore their families' history. Make sure you have ample time for questions and reflection. Connect and consult with mentors, educators, and elders who share similar backgrounds and histories to lead these sessions.

LET YOUTH LEAD

Ask youth for their opinions and how they would like to learn. Meet young people where they are at and give them opportunities to see how their efforts and voice can impact their communities.

CENTER RELATIONSHIPS

Focus on creating a safe and welcoming place for everyone by building in community agreements, relationship-building activities, and sharing stories. Continuously do this throughout your time together.

CONNECT WITH COMMUNITY

Create a community of learning for both families and youth. Reduce barriers by providing childcare, food, and a multi-lingual setting. Invite and include family in decision-making, programs, and events.

SUPPORT ADULT WELLNESS

Provide intentional time for staff to reflect, breathe, and center themselves as part of professional development. Offer self-care opportunities at work, especially for staff of color. In return, everyone benefits, including the youth.

FOSTER REAL WORLD CONNECTION

Create learning activities that incorporate relevant topics in youth's lives. Provide alternative ways for youth to reflect, communicate, and share their thoughts.



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.



YDEKC Member Summit 2019



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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.