

# SOAR

building effective partnerships  
for children, youth & families

7th Annual Putting the Pieces Together Conference



**Weaving Our Common Threads:**  
Social-Emotional Learning,  
Engagement & Social Justice

June 24, 2011

South Seattle Community College

# ABOUT SOAR

SOAR is King County's community coalition working *together* to promote the healthy development of children, youth and families – to ensure that all children succeed in school and in life.

SOAR improves the lives of children, youth and families in King County by:

- **Promoting collaboration.** SOAR creates working partnerships among early childhood and youth development providers, based in shared goals and a common vision;
- **Creating networks.** SOAR centralizes information, leverages resources, and shares expertise-- strengthening the connection and capacity of individuals, organizations and communities; and
- **Supporting advocacy.** SOAR catalyzes coalition partners to improve the conditions and system supports for children, youth and families in King County.

Our efforts are guided by two community-developed action agendas, and implemented through nine action teams. Action teams work to transform goals into tactics, strategies and actions, ranging from raising public awareness, to implementing community-based projects, to impacting policy changes at the city, county and state level. SOAR convenes hundreds of stakeholders to create a better world for the children, youth and families – **work that no single agency can accomplish alone.**

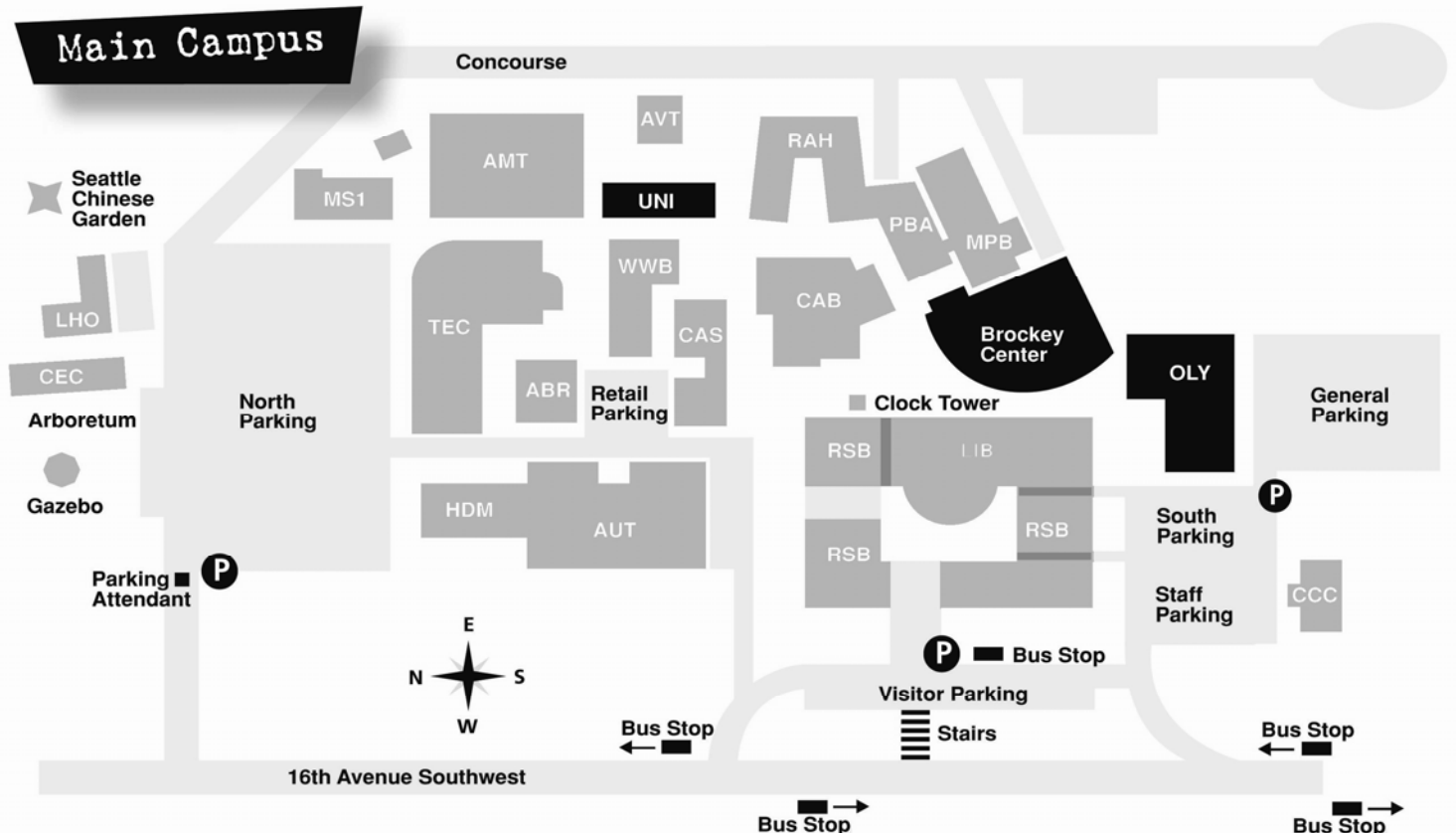
We believe that by working together we can achieve greater alignment of efforts, broad cooperation and coordination, and better leverage public and private support for innovative programs, activities and initiatives. If you are an organization, parent, youth, business, local government, funder, coalition or other stakeholder working for the success of children from birth to age eighteen, **you are part of SOAR's vision and we encourage you to join in this exciting partnership.** Please contact us to get involved!

# EVALUATIONS

**Win free registration to next year's conference!** Complete your evaluation and enter to win while also helping us strengthen the conference each year. Return your evaluation to any volunteer or the registration table. Thanks!

# FACILITIES MAP

Workshops are in Olympic (OLY) & University (UNI). The welcome, lunch, keynote & networking are in Brockey Center,



# CONFERENCE SCHEDULE

**7:30-8:30**                      **REGISTRATION & BREAKFAST**                      **Brockey**

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**8:30-8:45**                      **WELCOME**                      **Brockey**

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**9:00-10:15**                      **SESSION 1 WORKSHOPS**

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Laying a Foundation for Early Learning: Integrating Practices that Promote Social, Emotional & Cognitive Dev.	OLY 100
Strengthening Families: Adults and Youth Learning Together	OLY 101
Improving Program Quality: Getting to Engagement	OLY 103
Community Conversations about Young Children	OLY 105
Without the Luxury of Realism: Theater as a Tool for Empowerment	OLY 120
Lessons Learned in Culturally Relevant Programming	OLY 202
Crushes, Dating and Romance: Tools for Supporting Healthy Youth Relationships	OLY 204
Somos Familia: Los Efectos del Acoso en Estudiantes Hispanos/Latinos, Primera Parte *	UNI 100
Increasing Educational Outcomes for Youth in Foster Care: Educational Advocacy 101	UNI 200
Welcoming Schools: A Program for Improving School Climate and Embracing Diversity	UNI 201
PathNet- A Networked Reengagement System	UNI 202
Parent Leaders Making Connections in Families, Schools, & Communities	UNI 203

**10:30-11:45/12:00**                      **SESSION 2 WORKSHOPS**

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Video Observations: Supporting Teacher Reflection, Goal Setting & Promotion of Children's Social-Emotional Dev.	OLY 100
Making the Social Emotional Connection: Promoting First Relationships Program	OLY 101
From Charity to Social Justice- Supporting Youth Led Service Learning, Philanthropy & Action Projects	OLY 103
Building Cultural Competency to Better Serve Refugee and Immigrant Families	OLY 105
Creatively Challenging Oppression & Building Community in the Classroom	OLY 120
Talking with Children about Racism and Privilege	OLY 202
The Social Side of Social Networking	OLY 204
Somos Familia: Los Efectos del Acoso en Estudiantes Hispanos/Latinos, Segunda Parte *	UNI 100
Advocating for Change in Public Education - Understanding & Engaging in the Decision-Making Process	UNI 200
Social Emotional Learning and Bullying Prevention	UNI 201
Opportunities to Learn: Eliminating Barriers that Exclude Juvenile Justice Involved Youth from Ed. Success	UNI 202
Transformational Partnerships: A Catalyst for Change and Student Support	UNI 203

**12:00-12:30**                      **LUNCH**                      **Brockey**

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**12:45-2:15**                      **SESSION 3 WORKSHOPS**

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Weaving Social-Emotional Learning into Daily Classroom Activities	OLY 100
Building Community through Youth Leadership and Empowerment	OLY 101
Fundraising For Busy Activists and Advocates	OLY 103
Challenging Behavior: Why, Where and What to Do About It	OLY 105
Verbal Graffiti: Celebrating Youth Voice through Poetry	OLY 120
Addressing Equity and Diversity in Afterschool Programs	OLY 202
Time In - Understanding, Listening to and Supporting Toddlers to Teens	OLY 204
La Importancia de la Estructura Familiar y del Apego en el Desarrollo de Niños y Jóvenes *	UNI 100
Want to Make a Difference? How to Effectively Advocate for Yourself and Others	UNI 200
OUTspoken: Coming Out Stories from LGBTQ and Ally Youth	UNI 201
Experiential Education for Socio-Emotional Development- Discovering Compassion and Empathy	UNI 202
Pathways to Partnerships: What's Working Locally between Schools and Organizations?	UNI 203

**2:30-3:15**                      **KEYNOTE PANEL DISCUSSION**                      **Brockey**

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**3:15-4:30**                      **NETWORKING SESSION**                      **Brockey**

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\* These sessions are conducted in Spanish with English interpretation headsets available on a limited, first-come, first-served basis. If you need English interpretation, sign up for a headset for each session in University 100.

**Laying a Foundation for Early Learning: Integrating Practices that Promote Social, Emotional & Cognitive Development OLY 100***Rebecca C. Cortes (University of Washington, Center for Child and Family Well-Being; co-author, PATHS Preschool Curriculum)*

In this session, parents, teachers, and others who interact with young children will learn how to integrate best practices that provide a solid foundation for children's social, emotional, and cognitive development. Participants will discover how many of the activities they provide for young children, such as book reading and creative arts, build skills in several areas of development that affect children's ability to self-regulate and maintain a love of learning. This is a relationship-focused session where the role and needs of adults is balanced with the needs and learning process in children. Participants will learn the biological basis of social emotional learning; how to integrate best practices in early childhood; and the importance of a developmental perspective on adult-child relationships.

**Strengthening Families: Adults and Youth Learning Together****OLY 101***Sue Lerner (WSU King County Extension), Marath Men (Atlantic Street Center) & Isabel Mireles (Seattle Parks and Recreation)*

Finally, an evidence-based, culturally appropriate family skills development program that improves parenting of 10 to 14 year olds, prevents substance abuse and increases school performance. Strengthening Families works! In this workshop, participants will experience activities and games used in the program, find out about training and resources available through WSU and learn about the program's evidence of positive outcomes in promoting healthy families during the transition from elementary school. Experience for yourself how effective and fun SFP is during this interactive workshop presented by site staff and WSU trainers who facilitate this program in diverse cultures throughout King County. Participants will learn about the SFP components; program effectiveness and supporting research; how to implement SFP; and how to find trained facilitators.

**Improving Program Quality: Getting to Engagement****OLY 103***Jessica Paul Werner (YMCA of Greater Seattle: Center for Youth Program Quality) & Krista Galloway (School's Out Washington; Center for Youth Program Quality)*

Learn how to put youth engagement and social-emotional learning into practice! The Youth Program Quality Enhancement (YPQE) is a 3-part model developed by the Weikart Center for Youth Program Quality, that has gained much traction in the past 2 years in King County and Washington State. We will present the YPQE framework, which includes a quality assessment tool, an improvement process, and direct service staff training component that helps organizations adopt common language and improve quality at the point of service for young people in our communities. Both social-emotional learning and engagement are critical areas of focus for the Youth Program Quality process and the theory behind it. Participants will learn a common language to speak about Program Quality for youth ages 6-18; an introduction to various Youth Worker methods that support high quality programming; and how to connect with other local organizations focused on Youth Program Quality.

**Community Conversations about Young Children****OLY 105***Angelica Cardenas (Child Care Resources), Community Partners & Parent Leaders*

Conversations for the Community was created in response to the need for child development information that is simple and understandable. Conversations offers research-based dialogue and hands-on activities that natural leaders, community liaisons, service providers and educators can use to engage parents and caregivers of young children in informative conversations about how they can support early learning and development. Each topic includes a fact sheet, Q & A for dialogue, hands-on activities, highlights about school success, and cultural considerations. Participants will learn about the purpose and content of Conversations and explore how to use Conversations in their neighborhoods, networks, and communities, including skills needed and challenges.

**Without the Luxury of Realism: Theater as a Tool for Empowerment****OLY 120***Ashton Barrett, Adam Rosendahl & Eli Steffen (Power of Hope)*

In a world where youth and youth workers face many obstacles to living healthy, fulfilling lives, how do we create spaces for personal and communal empowerment? Through the art of play, improvisation, and community building, this workshop will explore techniques for using theater as a tool for empowerment. We will learn basic lessons and activities that can be used with groups of all ages and abilities. No experience is necessary. Participants will learn strategies for encouraging youth voice and empowerment; skills for increasing self-awareness, social awareness and ultimately social engagement; and strategies that cultivate safe spaces for youth to speak and learn.

**Lessons Learned in Culturally Relevant Programming****OLY 202***Frank Fuentes (Francisco Consulting)*

This session will introduce participants to guidelines and activities they can use to implement culturally relevant programming. Based on a program model and methods developed at Van Asselt Elementary in southeast Seattle, participants will learn cross-cultural strategies to help youth understand similarities among differences. The experiential activities presented are designed to get participants (and ultimately the youth they work with) moving and having fun. Participants will learn a set of guidelines for cultural relevancy to prepare them to design and implement their own culturally relevant programming and develop skills to refine their program's current games & activities to be more culturally relevant.

**Crushes, Dating and Romance: Tools for Supporting Healthy Youth Relationships****OLY 204***Rebecca Goldberg (New Beginnings) & Eli Crawford (Northwest Men's Project)*

Crushes, dating and romance are exciting, complicated and emotionally-charged topics at all ages and stages. How do we support youth in navigating the complex world of intimate relationships and help them develop healthy boundaries and communication? Participants will explore strengths and challenges around supporting healthy youth relationships; learn new activities to help youth explore healthy and unhealthy relationships; and discover strategies for supporting youth to develop healthy relationships and interrupt unhealthy dynamics.

**Somos Familia: Los Efectos del Acoso en Estudiantes Hispanos/Latinos, Primera Parte**

UNI 100

*Heather Carter (Youth Suicide Prevention Program), Virginia Herrera & Marcos Martinez (Entre Hermanos)*

Los estudiantes que son objetivo del acoso (bullying) sufren emocional y físicamente. Para los estudiantes que son gay, lesbianas, bisexuales o transgénero los efectos del acoso (bullying) pueden ser extremadamente perjudiciales. En este taller se explorarán los efectos en que el acoso (bullying) impacta a los estudiantes Hispanos/Latinos, incluyendo aquellos que son LGBTQ. Después de una breve introducción, se ofrecerá una presentación sobre el acoso (bullying) en las escuelas y cómo éste afecta a todos los estudiantes. El enfoque de esta presentación será el de explorar las maneras en que el acoso (bullying) impacta a los estudiantes que son gay, lesbianas, bisexuales, transgénero o aun no definidos. También veremos "Siempre mi Hijo" un video que muestra los resultados positivos de la aceptación en una familia hispana-tradicional que tiene un hijo gay. Al final del video tendremos tiempo para tener una discusión sobre nuestras opiniones.

**We are Family: The Effects of Bullying on Hispanic/Latino Students, Part 1**

UNI 100

*Heather Carter (Youth Suicide Prevention Program), Virginia Herrera & Marcos Martinez (Entre Hermanos)*

Students who are targets of bullying suffer emotionally and physically; for students who are gay, lesbian, bisexual or transgender, the effects of bullying can be extremely harmful. This workshop will discuss ways that bullying impacts Hispanic/Latino students, including those who are LGBTQ. After a brief introduction, we will hear a presentation about bullying in school and how this effects all students, with a special emphasis on the affects of bullying on students who are lesbian, gay, bisexual, transgender or questioning. We will also view "Always My Son"- a video that shows the positive outcome of family acceptance in a traditional Hispanic family with a gay son, and have time for discussion. (Conducted in Spanish. English interpretation headsets available on a first-come, first-served basis. Sign-up in UNI 100.)

**Increasing Educational Outcomes for Youth in Foster Care: Educational Advocacy 101**

UNI 200

*Heather Toothaker (Treehouse)*

10,000 youth live in foster care in Washington State at any given moment. Many of these youth experience home and school instability, creating barriers to school success, and leading to a graduation rate of between 32-44%. However, with the support of caring and knowledgeable adults these barriers can be greatly minimized. This foundational training provides professionals working with children birth to 18 years old with the knowledge and tools to be effective educational advocates. Participants will learn complex educational issues of foster youth including early learning, school stability, information sharing, school discipline, truancy, and special education; key education policies that impact foster youth including the McKinney-Vento Act; and how to be an effective educational advocate.

**Welcoming Schools: A Program for Improving School Climate and Embracing Diversity**

UNI 201

*Tracy Flynn (Welcoming Schools, Human Rights Campaign Foundation)*

Welcoming Schools is an elementary school climate improvement program that provides tools to help the entire community embrace family diversity, avoid gender role stereotyping, and stop bullying. Welcoming Schools is unique because it addresses gender bias and is LGBT-inclusive, and it teaches the skills necessary to be respectful of all members of the school community. We will include data on families and bullying to clarify the need for this program and show how school climate affects academic success. We will present how other communities have implemented the program, and share tools and resources that can be used for family inclusion and staff training. Participants will learn strategies to embrace family diversity across a broad spectrum of family constellations; practices to reduce gender role stereotyping and bias; and skills to use teachable moments to interrupt and end bullying behaviors.

**PathNet- A Networked Reengagement System**

UNI 202

*Dr. Kelly Goodsell & Dr. Mick Moore (Puget Sound Educational Service District)*

This courageous conversation will discuss what King County is doing to end the dropout epidemic among juvenile justice involved youth through the PathNet System. We will discuss how a systems-changing, policy-driven, coordinated partnership of youth-serving agencies can make a true impact. PathNet breaks down silos by systematically coordinating youth-serving organizations and key institutions that support interconnected pathways to credential attainment, post secondary education and career training for juvenile justice involved youth. Participants will explore the four cornerstones to successful re-engagement (strength-based assessment, youth-driven plan, care management, and connectivity). Participants will learn how to promote and create networked pathways for youth engagement; to deepen their capacity to connect with youth through the four cornerstones of re-engagement; and to understand current policy development and best practices to systematically re-engage out of school youth.

**Parent Leaders Making Connections in Families, Schools, & Communities**

UNI 203

*Nelrica Mosqueda & Flora Ybarra (Dearborn Park Elementary), Yui Dhevaraj & Olga Wilson (Bailey Gatzert Elementary), Parent Leaders (Seattle Public Schools' Readiness to Learn Project)*

Parent leaders from Bailey Gatzert and Dearborn Park Elementary Schools will share their hands-on strategies for welcoming and involving parents in engaging activities that strengthen their children's academic and social success. From multicultural potlucks to zumba classes, Parent Leaders—home grown school volunteers—are trained to reach out and attract fellow parents from richly diverse communities to be part of their schools. Participants will learn about differences made by the Parent Leader program; program successes, failures & lessons learned; and how to identify needs, brainstorm solutions & transform your own ideas into action.

**Video Observations: Supporting Teacher Reflection, Goal Setting, & Promotion of Social-Emotional Development** OLY 100*Soleil Boyd & Claudia Marquez (Child Care Resources)*

Participants will learn how video observations can be used as a collaborative assessment tool for professional development in education. We will focus on caregivers' awareness of their own behaviors, emotions and interactions with children, using video observation to identify teacher strengths and concerns, and setting goals for improved interactions and social-emotional supports for children. We will also introduce the Classroom Assessment Scoring System, a tool that can help caregivers pinpoint particular aspects of caregiver/child interactions and guide goal setting. Participants will also learn how social emotional support and interaction skills can be fostered in a child care setting.

**Making the Social Emotional Connection: Promoting First Relationships Program** OLY 101*Deborah Greenleaf (Public Health- Seattle & King County - CPS Early Intervention Program; Early Family Support Services), Beth Larsen & Marie Sohl (Childhaven), Lea Ann Miyagawa (PHSKC, White Center Early Learning Initiative) & Julie Nagel (UW Promoting First Relationships)*

It is vital that in young children's first relationships with caregivers, their feelings are validated and their needs acknowledged and understood. Promoting First Relationships (PFR) is a prevention and early intervention program that seeks to build a strong and secure foundation for caregiver-child relationships. Community service providers will share their experience in applying PFR principles with low income families in public health, CPS, and Childhaven, a Medicaid treatment childcare center. Participants will learn the importance of developing social-emotional health and well-being, how to use strength-based and positive feedback as well as a reflective approach in relationship-based work, and how to apply PFR with diverse families.

**From Charity to Social Justice- Supporting Youth Led Service Learning, Philanthropy & Action Projects** OLY 103*Mike Beebe (Penny Harvest, a program at Solid Ground)*

Learn from Penny Harvest staff about the social justice philanthropy curriculum they use to help young people grades K-12 think about making grants and planning service projects that move beyond charity to a social justice approach. This tool helps young people reflect and find ways to address root causes of the issues affecting their communities. Participants will discuss and share best practices for helping young people explore the difference between charity and social justice, participate in the two key activities of the curriculum, and explore ways to integrate this curriculum into their program.

**Building Cultural Competency to Better Serve Refugee and Immigrant Families** OLY 105*Laura E Garcia (Reachout)*

Cultural proficiency is an ongoing process. We will use a discussion process to identify our strengths and to foster the integration of cultural competency into daily life and work with refugee and immigrant families. Participants will be inspired to renew their personal and professional commitment to cultural competency, and will take away relevant strategies and an action plan to sustain these skills. Participants will improve knowledge to effectively work in cross cultural situations and pinpoint strategies and action steps for implementing and sustaining cultural competency skills.

**Creatively Challenging Oppression & Building Community in the Classroom** OLY 120*Roberto Ascalon, Lara Davis & Estrella de Leon (Arts Corps)*

We approach professional development for educators and youth workers armed with a transformative lens of creativity, community-building and liberation. Using theater exercises participants will identify, examine and challenge institutional racism, sexism, heterosexism and adultism in majority-youth, adult-led settings. As we discuss "student-initiated" conflicts, we will look critically at the ways adult facilitators can unintentionally contribute to a culture of disempowerment, disunity and oppression. And most importantly, we will tap into our collective brilliance to challenge this! The scenarios we will role-play are taken directly from the experiences of Arts Corps's Teaching Artist faculty. Participants will deepen their analysis of institutional oppression, sharpen skills of identifying how classroom dynamics are shaped by power & privilege, and explore anti-oppression tactics to build and sustain community with students.

**Talking with Children about Racism and Privilege** OLY 202*Ilsa Govan (Cross Cultural Connections)*

In this interactive workshop, we will discuss real situations drawn from work with children and youth from preschool through high school. Learn how parents, educators and other care-givers can intervene to help children develop a healthy ethnic identity in the face of stereotypes and bias they encounter daily. Participants will learn how children learn, internalize and apply racial stereotypes, ways to address particular instances where they have seen or heard racism affecting children, and new strategies for talking with children about race in a way that promotes healthy ethnic identity development.

**The Social Side of Social Networking** OLY 204*Mike Donlin (School Safety Center, Office of Superintendent of Public Instruction)*

21st century youth have a full, rich life online -- creating communities, establishing social norms, and dealing with experiences which directly impact their social-emotional learning. Given what is often portrayed in mainstream media, adults often wonder what's going on! We will focus on social networking and its role in social-emotional learning and look at the 5C's: cyber safety, cyber security, cyber literacy, cyber citizenship, and, of course, cyber bullying. We will discuss caution signs to be aware of, ideas to help keep young people safe, and excellent resources directed to parents. We'll reserve time to ask questions and share with others. Participants will gain awareness of online issues; understand aspects of "LOL" - life online; and get hints and resources for parents and adults working with youth.

**Somos Familia: Los Efectos del Acoso en Estudiantes Hispanos/Latinos, Segunda Parte**

UNI 100

*Jessy Esponda, Edi Flores, María Guillén Valdovinos, Cesar Lopez & Alexandra Solis*

Los estudiantes que son objetivo del acoso (bullying) sufren emocional y físicamente. Para los estudiantes que son gay, lesbianas, bisexuales o transgénero los efectos del acoso (bullying) pueden ser extremadamente perjudiciales. En este taller se explorarán los efectos en que el acoso (bullying) impacta a los estudiantes Hispanos/Latinos, incluyendo aquellos que son LGBTQ. Durante la segunda parte de Somos Familia/ We are Family, se incluirá una discusión con un grupo de personas que han experimentado y que personalmente han sufrido los efectos y los estragos del acoso (bullying). Esta discusión será interactiva y ofrecerá la oportunidad para responder preguntas y compartir comentarios con un Panel integrado por miembros de la comunidad.

**We are Family: The Effects of Bullying on Hispanic/Latino Students, Part 2**

UNI 100

*Jessy Esponda, Edi Flores, María Guillén Valdovinos, Cesar Lopez & Alexandra Solis*

Students who are targets of bullying suffer emotionally and physically; for students who are gay, lesbian, bisexual or transgender, the effects of bullying can be extremely harmful. This workshop will discuss ways that bullying impacts Hispanic/Latino students, including those who are LGBTQ. Part II of "Somos Familia/We are Family" includes a panel discussion with community members who have experienced and know the effects and struggles of bullying firsthand. The panel discussion is interactive and there will be time for questions and comments. (Conducted in Spanish. English interpretation headsets available on a first-come, first-served basis. Sign-up in UNI 100.)

**Advocating for Change in Public Education- Understanding & Engaging in the Decision-Making Process** UNI 200*Flor Alarcon & Alma Villegas (Stand for Children)*

Understanding power structures and engaging in the decision-making process are key components of grassroots organizing and advocacy. Learn how Stand for Children uses member-driven policy development and a civic action process to ensure equitable, high quality education for all students. Participants will learn the structure of the decision-making process from the state to the local school level; learn the basics of how local school districts are funded, how they allocate their money and how individuals, as a community, contribute financially; and discuss a local concern and learn how to make systematic change through strategic actions, civic engagement and advocacy.

**Social Emotional Learning and Bullying Prevention**

UNI 201

*Brian Smith PhD & Mia Doces (Committee for Children)*

We will present a brief overview of Social Emotional Learning (SEL), discuss the latest science on the prevention of bullying, and discuss from both research and practice perspectives the ways in which SEL can be used to support bullying prevention. We'll also address what is needed for bullying prevention that goes beyond SEL, and some surprising reasons that increasing social competence may not be the best way to reduce bullying. Participants will learn what bullying is, how it operates within children's social worlds, best practices for bullying prevention, skills students can acquire from SEL instruction, and how SEL can support and strengthen bullying prevention while creating a positive school climate.

**Opportunities to Learn: Eliminating Barriers that Exclude Juvenile Justice Involved Youth from Education Success** UNI 202*Hazel Cameron (4C Coalition), Karen Pillar (TeamChild), YMCA Alive and Free Outreach Staff, & Youth Advisor*

Youth who are in secure detention and state facilities are suspended or expelled from school at disproportionately high rates. After they are released, youth face the same barriers to completing education that existed before they were incarcerated. Systemic change is needed to divert youth from what is nationally called "the School to Prison Pipeline". This panel, funded by a public/private partnership which includes the U.S. Department of Labor, will prompt participants to rethink school discipline and how to reconnect at-risk youth back to school. We will share effective collaborations that increase opportunities for school success. Participants will identify the structural and systemic barriers that impact educational success for youth who are in detention or state institutions; learn how schools, districts and communities can improve outcomes for youth released from detention or state institutions; and explore examples of successful collaborative efforts that have increased the rates of returning to and staying in school or achieving other educational goals.

**Transformational Partnerships: A Catalyst for Change and Student Support**

UNI 203

*Courtney Cameron (Seattle Public Schools), Solynn McCurdy (Alliance for Education), Asha Mohamed (Seattle Housing Authority), Bernardo Ruiz (Seattle Public Schools, National Network of Partnerships Schools, Harvard Family Research Project), & Rachael Stewart (Seattle University Center of Service and Community Engagement)*

In this interactive presentation, participants will gain understanding of how meaningful, strategic, and intentional partnerships improve students' outcomes and social justice at our schools. Educating students is a "shared responsibility of teachers, school staff, families, and community, as well as students themselves." Come learn how meaningful, strategic, and intentional partnerships improve students' academic performance and social justice at our schools. Participants will learn about the value of non-traditional partnerships to support students and families; understand the importance of looking beyond an organizational lens to change systems; and renew your commitment to explore innovative partnerships to support students and their families.

**Weaving Social-Emotional Learning into Daily Classroom Activities**

OLY 100

*Huyen Lam (South Shore), Tonje Molyneux (Committee for Children), & Karen Virta (Everett Community College Early Learning Center)*

You will come away from this interactive session knowing research-based, innovative ways to develop children's self-regulation and social-emotional skills in early childhood classrooms (preschool through grade 3). In the context of the new Second Step program, you will learn about core self-regulation and social-emotional skills needed for school and life success, and classroom activities that integrate social-emotional learning. You will experience innovative, engaging ways to develop these skills through games, songs and puppets, and learn how to reinforce skill use throughout the day.

**Building Community through Youth Leadership and Empowerment**

OLY 101

*Karly Feria (Community Schools Collaboration) & Student Presenters (Tye Educational Complex, Community Schools Collaboration)*

This workshop will provide a hands-on learning opportunity for participants to hear directly from youth about their experiences, learn about innovative programs developed and facilitated with youth, and develop ideas for working collaboratively to support youth. In this session, participants will learn how to build community through youth leadership and collaboration and learn about youth leadership strategies that empower diverse youth, prepare youth for life after high school, and creatively address issues facing the community.

**Fundraising For Busy Activists and Advocates**

OLY 103

*Lisa Arnold (Lisa Arnold Consulting)*

How can community groups working for systemic change raise needed funding without spending so much time and effort that they are too tired to focus on their social change work? This workshop covers: 1) four keys to designing successful fundraising events, 2) four real life examples of how different organizations have applied these key principles to efficiently reach fundraising goals, and 3) how fundraising activities can advance social change goals. During the last 45 minutes, you will design a fundraiser for your organization and have a chance to share your plans with the group for discussion and feedback. Participants will learn keys to designing successful fundraising events, four ideas for fundraisers that won't sap your activism energy, and how to use fundraising activities to advance social change goals.

**Challenging Behavior: Why, Where and What to Do About It**

OLY 105

*Jody McVittie, MD (Sound Discipline)*

How can teachers and childcare providers respond to challenging behavior and lead young children in ways that demonstrate that we know they are capable and can be socially successful? We will discuss the link between social-emotional development and discipline -- "connection before correction" -- and how what we do is linked to brain science. We will talk about how to set effective limits and feel good in the process. You'll learn tools for encouragement and how to use discipline to teach children to do the right thing when no one is looking. Participants will learn why children's beliefs matter and how we can use that to teach, five criteria for effective discipline, and three practical tools for encouraging young children.

**Verbal Graffiti: Celebrating Youth Voice through Poetry**

OLY 120

*Shanyanika McElroy (Ethereal Experiences) & Alicia Whitlow (Saghaile Middle School)*

Verbal Graffiti is a curriculum and youth development tool that uses spoken word poetry to help young people develop communication skills and literacy, experience positive social and emotional development, and heighten their sense of social justice. Verbal Graffiti challenges young people to employ the power of written and oral expression to examine themselves, their environment, and the impact they have on their community. With this curriculum, youth exercise crucial life skills while mastering creative expression and gaining a sense of belonging within a writers' collective. Participants will receive an overview of the youth development and group facilitation best practices upon which Verbal Graffiti is based; preview the curriculum and participate in experiential exercises (participants will receive a free copy of the unit on identity); and learn tips for implementing material in youth development programs.

**Addressing Equity and Diversity in Afterschool Programs**

OLY 202

*Charhys Bailey, April Miller, Louie Praseuth, & Melody Waring (School's Out Washington)*

Join us to discover tools, strategies and best practices that address equity, diversity, and cultural relevancy in afterschool programs. You will experience a research-based model that has been used in afterschool programs in Seattle, Spokane and Tacoma to address racial equity and diversity. Learn methods and best practices to create afterschool and youth programs that embrace equity and truly include the youth you serve! Participants will experience Pathways to Excellence, a research-based model designed to plan, implement and evaluate afterschool and youth programs firsthand; receive curriculum and tools to help address equity and diversity in afterschool programs; and learn techniques while engaging in discussion and dialogue around addressing equity and diversity.

**Time In- Understanding, Listening to and Supporting Toddlers to Teens**

OLY 204

*Moshe Hecht (Seattle Parks and Recreation)*

How are young people institutionally oppressed and set up to act out irrationally and often violently? How can supportive adults counter this? Calling "Time-In" creates a safe space to heal from racism, classism, sexism, heterosexism, learned patterns of oppression and other ways a young person may be hurt. "Time-In" nurtures strong bonds between adult and young people, heals internalized oppression, increases hopefulness, and strengthens one's sense of self-efficacy. Participants in this session will learn the three main techniques of Time-In that help contradict and heal the oppression young people experience; how to include active listening in classes and programs; and how to facilitate a youth leadership group using Time-In. Examples of Time-In from recreational programming will also be shared.

**La Importancia de la Estructura Familiar y del Apego en el Desarrollo de Niños y Jóvenes**

UNI 100

*Alberto Rábago, M.A., Ph.D. MHP (Sea Mar Community Health Centers)*

Después de definir lo que debería de ser una "familia," el Dr. Alberto Rábago, terapeuta de Salud Mental de las Clínicas Sea Mar, discutirá el gran impacto que las primeras relaciones paternas ejercen en nuestras vidas. La falta de "conexión" o vínculos con los padres, o la pérdida de una figura significativa durante las etapas importantes en la vida de un niño puede conducir a serias dificultades -como el abuso de drogas y de alcohol, pandillerismo, embarazos tempranos, relaciones interpersonales fracasadas, síntomas de depresión, altos niveles de ansiedad (muchas veces malentendidos en las escuelas e interpretados como ADHD) y la falta de auto-estima e identidad. En esta sesión, los participantes podrán obtener un mejor entendimiento sobre el significado y la estructura de lo que debe de ser una "familia" y sobre lo que crea fuertes vínculos; también se presentarán ejemplos típicos sobre el desarrollo pobre de estas conexiones. Se explorarán algunos de los problemas especiales que enfrentan las familias inmigrantes cuando los niños bi-culturales chocan con padres mono-culturales; así como lo que los padres y educadores/proveedores de servicios sociales pueden hacer para fortalecer y ayudar a niños y a jóvenes que sufren de déficit de conexión/vínculo.

**The Importance of Family Structure and Bonding in Child & Youth Development**

UNI 100

*Alberto Rábago, M.A., Ph.D. MHP (Sea Mar Community Health Centers)*

Dr. Alberto Rábago, mental health therapist at Sea Mar, after defining what a "family" should be, will discuss the fundamental impact that early relationships exert throughout our life. The absence of "attachment" or bonding with parents, or the loss of a significant attachment figure at important stages of a child's life can lead to serious difficulties -- such as drug and alcohol abuse, gang involvement, early pregnancies, failed interpersonal relations, symptoms of depression, high levels of anxiety (many times misunderstood in schools and labeled as ADHD), lack of self-esteem and self-identity. In this session, participants will gain better understanding of the meaning of family, what builds strong attachment, and typical developmental signs of poor attachment; explore special problems facing immigrant families when bi-cultural children clash with "mono-cultural parents; and what parents and educators/social service workers can do to strengthen attachment and help children and young people who suffer from attachment deficits. (Conducted in Spanish. English interpretation headsets available on a first-come, first-served basis. Sign-up in UNI 100.)

**Want to Make a Difference? How to Effectively Advocate for Yourself and Others**

UNI 200

*Catalina Ángel, Tammy Dang, Mia Franklin, Patricia González, Verónica Guzmán, Khadro Jama, Lance Morehouse, Barni Musse & Teresa Nguyen (Arc of King County)*

African American, Caucasian, Latin, Somali, and Vietnamese presenters from the Arc of King County, an organization that serves people with developmental disabilities and their families, will share their testimonials about the importance and basics of advocating at a personal, community, and legislative level. In this hands-on workshop, you'll learn specific ways to get involved at a level that is comfortable for you-- ranging from very easy and basic steps (asking questions, teaching others, writing letters) to complex (community organizing, lobbying). Participants will learn what advocacy is; the importance of advocacy; the barriers keeping people from advocating; how the legislative process works; and strategies to successfully advocating at a personal, community, and legislative level.

**OUTspoken: Coming Out Stories from LGBTQ and Ally Youth**

UNI 201

*Youth Panelists & Kristina Armenakis (OUTSpoken Speakers Bureau)*

Hear the stories and experiences of a diverse group of LGBTQ youth and allies and how issues of bullying, hate crimes, hate language, and the lack of institutional, social, and familial support affect the lives of queer and trans youth today. After the panelists have shared, you can ask questions and find out about strategies to make your environment safe and supportive for all youth. Participants will learn the diversity of the LGBTQ experience, multicultural perspectives that honor and respect all people, and ways to reduce the isolation and fear LGBTQ youth experience.

**Experiential Education for Socio-Emotional Development- Discovering Compassion and Empathy**

UNI 202

*Roger Kluck (Alternatives to Violence Project)*

Come experience the power of discovery-based learning to develop compassion, empathy, create community, and change the culture in your classroom or organization. You will participate in several exercises from the Alternatives to Violence Project and Help Increase the Peace Project's experiential programs. These are aimed to quickly build community, create inclusiveness, and reduce conflict and bullying. Learn by doing. Participants will learn how to invoke compassion and empathy, community building through compassion, and the possibility of reducing behavioral problems and violence through empathy. (Limited to 20 people)

**Pathways to Partnerships: What's Working Locally between Schools and Organizations?**

UNI 203

*Members of the Pathways to Partnerships Action Team & Local Partnership Practitioners*

Pathways to Partnerships (P2P) explores effective collaboration strategies that support children and youth's academic and social success by sharing local testimonials from front line staff, principals, teachers, and administrative staff. This interactive session will expose you to the exciting P2P project; the five (5) cornerstones of collaboration: communication, relationship building, common goals, benefits, and process; and information on adding to the P2P body of work. Participants will learn about the P2P project, site and resources; be able to add resources to the P2P project; and explore local collaboration models. P2P is a SOAR Action Team and is open to new team members- sign up for more information at this session!

This dynamic panel discussion features four community partners with expertise in social-emotional learning, engagement & social justice. Facilitated by award winning journalist Naomi Ishisaka, the panel will share their impressions and insights on key issues and respond to audience questions.

**Facilitator:**



**Naomi Ishisaka** is an award winning journalist and publisher. She is the Director of Communications for SEIU Healthcare NW Training Partnership, which provides training to home-care workers. Between 2008-2010, she was Communications Director for OneAmerica (formerly Hate Free Zone), and until October 2008, served for the previous eight years as the Editor in Chief of ColorsNW Magazine, a monthly magazine focusing on communities of color in the Northwest. Under her leadership ColorsNW won over 50 awards in the Society of Professional Journalists Western Washington Competition, and Naomi won five first place awards for editorial writing, feature writing and commentary. She is a native of Seattle and a graduate of The Evergreen State College with a B.A. in ethnic studies and journalism.

**Panelists:**



**Caprice D. Hollins, Psy.D.** is co-founder of Cross Cultural Connections and a licensed clinical psychologist. She received her bachelor's degree in psychology from Seattle University and her doctorate at Alliant International University—Los Angeles campus, with an emphasis in multicultural and community psychology. She has over 15 years of experience providing mental health services, facilitating workshops and teaching graduate courses as an adjunct professor at several local universities including Seattle Pacific University, Antioch University, University of Washington and Mars Hill Graduate School. She is the former Director of Equity and Race Relations at Seattle Public Schools where she supported the educational mission of the district to dismantle institutional racism.



**Shomari Jones** graduated from Tuskegee University with a Bachelor of Science degree in mathematics. He has been the Director of the YMCA Black Achievers Program since August, 2007, providing high school youth at risk of not graduating or attending college with opportunities to explore career options, develop leadership skills, prepare for college and participate in service learning and social activities. Through caring relationships with African American professionals and high quality programming, participating youth learn to set educational goals, understand professional standards and strengthen developmental assets.



**Mario Paredes**, Executive Director of NewFutures has a proven track record of successful management, effective advocacy, and strategic coalition building. As the former executive director of Consejo Counseling and Referral Service, Mario led the organization from a local to a statewide agency with a \$6 million annual budget and serving hundreds of low-income, immigrant families. Mario currently serves on the boards of the Minority Executive Directors Coalition, Washington Community Action Network, and the Casa de Esperanza National Advisory Board, and is a former board president of the King County Coalition Against Domestic Violence. He earned a masters degree in Non-Profit Management from Seattle University and a bachelor's degree in Human Services from Western Washington University. As an immigrant to the United States from El Salvador, Mario brings a deep understanding of the challenges facing the children, youth and families of our community.



**Dr. Debra Ren-Etta Sullivan** is the Director of the Behavioral Sciences program at Seattle Central Community College and co-founder and first President of the Praxis Institute for Early Childhood Education, a racially, culturally, linguistically diverse organization that provides professional development and continuing education for early childhood and elementary teachers and others who work with young children, their families, and their communities. Dr. Sullivan has a doctorate in Educational Leadership (Seattle University) and has worked in public and private higher education for thirty years in a variety of capacities. She is the author of two books, and has taught leadership classes at both the graduate and undergraduate levels. She has over ten years of experience providing consultation and presenting on topics such as leadership development, cultural relevancy, organizational change, and school readiness.

**NETWORKING SESSION**

**3:15-4:30**

**BROCKEY**

Do you attend conferences with the intentions of meeting new people, making connections, and building relationships that set a foundation for effective collaboration but find yourself spending most of the day with your co-workers and walking away with business cards you'll never follow-up with? Don't let your good intentions go to waste! SOAR's King County Youth Development Network (KCYDN) will host this dynamic networking session that will help **intentionally weave together individuals and organizations that share concerns, values, and visions** to make way for potential new partnerships, shared efforts, and connections. There will be **something for everyone—don't miss out!** Suggest your networking topic ideas in the Brockey Center throughout the day.

## SOAR PARTNERSHIP AWARDS

### Dianne Aid, Episcopal Network for Economic Justice

Dianne supports Latino and Purepecha families in South King County through the Centro Jubileo/Jubilee Center at San Mateo Episcopal Church in Kent. Diane has been a valuable partner in SOAR's work with young Latino parents and instrumental in developing partnerships in South King County.



### Paula Steinke, Child Care Resources

Paula has played an integral role in the Getting School Ready and Champions for Children Action Teams, focusing on effective transition to kindergarten, creating family friendly workplaces, and supporting family, friend and neighbor caregivers.



### Lorena Sepin, YWCA of Seattle, King County, Snohomish County

Lorena is a strong voice for women of color, especially in the Latino community, and has been an active volunteer in SOAR's early childhood outreach and education efforts for the past four years.



### Lauren Mehl, Notre Dame AmeriCorps, Seattle

Lauren has contributed her creativity, knowledge of the youth development community, and several hours each week to help build and sustain the King County Youth Development Network. Lauren provides consistent support to SOAR projects. We wish her the best in her next adventures!



### Nancy Chang, City of Redmond

As a chair of the King County Youth Development Network Planning Committee, Nancy has contributed significantly to the growth of KCDYN and other team members. Nancy plays a lead role in organizing KCYDN community networking events and brings a "can do" approach to any effort.



## SOAR MEMBERSHIP

**Share – Connect – Invest**

**Do more. Become a Member.**

Since 2004, SOAR has been advancing the healthy development of children, youth & families in King County. We are a community coalition – an alliance of organizations, schools, governments, individuals, business and community leaders, grant makers, parents and faith-based groups – working *together* to ensure that all children succeed in school and in life. Simply put, we believe there is strength in numbers. Together we are more dynamic, powerful and effective than when we stand alone.

For the first time this fall, we will ask you to do a little more – to empower our work in a new and different way. **This fall we want you to become a Member.** Your financial investment will help underwrite the operating cost of the coalition but more than that, your contribution will give SOAR leverage – sending a clear message to funders and policy makers alike: our work for children, youth and families *matters*.

**We need you.** When you receive an invitation to join us as a member this fall, **please say yes.**

Much appreciation to the presenters, volunteers,  
donors & all who contributed to this event!  
Without you, this event would not be possible.

### SPECIAL THANKS TO:

SOAR Pieces Planning Committee, SOAR Promotores and Community Liaisons,  
King County Youth Development Network, SOAR Action Teams & Partnership Council

Angelica Alvarez, Lois Brewer, Elle Carne, Heather Carter, Chief Printing, Mary Fickes, Laiza Jara, Kids Co. at South Shore,  
Christin Kundert, Sarah Larson, Evelyn Lemoine, Ricardo Leyva-Puebla, Regina Lum-Witkoske, Sonia Morales,  
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Sullivan, Sol Villarreal, Alma Villegas, Zach Wilson, Adrienne Wingo, & Ken Wong

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&  
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Program



Service Learning Seattle



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For more information about getting involved with SOAR, visit  
[www.childrenandyouth.org](http://www.childrenandyouth.org)