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EXECUTIVE SUMMARY

The Seattle University Youth Initiative (SUYI), facilitated by the Center for Community Engagement (CCE), supports youth and families living in the neighborhoods near the Seattle University campus. One of the neighborhoods within the SUYI area is Yesler Terrace, a mixed income community with over 300 families looking to have positive learning experiences for their children to have bright futures in Seattle. Since the inception of the Youth Initiative in 2011, CCE has partnered with families, community organizations, public schools, and staff from Seattle Housing Authority to enhance the education of Yesler Terrace children and youth. Even more so, as the family population increase, we seek to increase collaboration and resource development for family voice and choice on their educational journeys.

From 2011-2019, the CCE worked in partnership with Seattle Housing Authority and local community organizations through the Department of Housing and Urban Development’s Choice Neighborhood Grant. At the end of the Choice Neighborhood Grant in 2019, the partners developed five goals to continue the work of the newly named Yesler Education Collaborative:

- **Language Justice**: Build our collective capacity for multilingual community-based strategies in education
- **Academic Outcomes**: Provide coordinated and evidenced-based programming for neighborhood youth and their families
- **Family and Youth Voice**: Elevate and integrate youth and family decision making into education policies and programs
- **Family Engagement**: Focus on families at the margins of the education system
- **Capacity Building of Collective**: Support participants and the wider community to work in a coordinated fashion to impact policy and education initiative in our neighborhood

Just as Seattle University and the other Yesler Education Collaborative partners began to pursue these goals, the COVID-19 pandemic began and uprisings for racial equity occurred throughout the nation. The dual pandemics of COVID-19 and racism have created crises within the education system in Seattle. There is an immediate need for creating an equitable health, safety and education agenda with families as we know these crises will be here for years to come. We can leverage our partnerships to meet the demands for more equitable education systems and for the lives of residents living, working and building together in the SUYI neighborhoods.

The purpose of this report is to provide a snapshot of CCE’s programs, partnerships and funding allocations within the neighborhood of Yesler Terrace. The report includes data on enrollment of Yesler Terrace children and families in SUYI programs and partnerships. The report also includes information on CCE’s Yesler Terrace response to the COVID 19 pandemic including funding for summer 2020 programs and reports from summer program partners (see Appendices A-C). Finally, the report includes an overview of CCE’s new theory of change that is guiding CCE’s actions during this time of disruption and transformation (see Appendix D).
Full details of our finds and recommendations can be found pg.10-11.

**Key findings from this report include:**

1. There are not enough program slots to support the growing population of Yesler Terrace youth.
2. Summer programs continue to be an important way to develop the capabilities and confidence of Yesler scholars.
3. The COVID-19 pandemic has highlighted the importance of digital equity for Yesler Terrace residents to actively participate and thrive in the education system and the economy.

**A summary of recommendations are to:**

- Continue providing opportunities for all Yesler families including financial support to provide materials/kits, multilingual strategies, technology and family engagement efforts to effectively host online early learning.
- Develop a funding contract with Youth Tutoring Program in partnership with Bureau of Fearless Ideas to run summer learning programming for SHA youth complementary to SPS Summer Staircase program at Bailey Gatzert Elementary.
- Pursuing a formalized partnership with Technology Access Foundation (TAF) at Washington Middle School between both the Yesler Education Collaborative and Seattle Housing Authority.
- To support high school aged students, young adults and families we recommend a dedicated “Maker Space” to meet the digital divide and learning needs through technology.
- To continue to facilitate belonging and community at the Yesler Terrace Community Center, we recommend a Yesler Terrace community-produced agreements and vision for what happens in their “garden community” for increased self-efficacy, connection and community.
## CCE PROGRAM ENROLLMENT OF YESLER YOUTH, 2019-20

<table>
<thead>
<tr>
<th>Early Learning (0-4)</th>
<th>Elementary (5-10)</th>
<th>Middle School (11-13)</th>
<th>High School (14-17)</th>
<th>Adults (18+)</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Jumpstart: All BG Pre-K students</td>
<td>16 ELP Scholars</td>
<td>10 RAMP Scholars</td>
<td>Unknown</td>
<td>Morning Programs: 2-3 Caregivers</td>
<td>Estimated 100-125 PreK-12 Scholars</td>
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<tr>
<td>KPL*: 17 families</td>
<td>16 ELP Scholars</td>
<td>10 RAMP Scholars</td>
<td>Unknown</td>
<td>Field Trip Activities: 15-20 Families</td>
<td>Estimated 110 families</td>
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<tr>
<td>Early Learning Circle: 10 caregivers</td>
<td>16 ELP Scholars</td>
<td>10 RAMP Scholars</td>
<td>Unknown</td>
<td>Morning Programs: 2-3 Caregivers</td>
<td>Estimated 100-125 PreK-12 Scholars</td>
</tr>
<tr>
<td>Early Learning Kits: 60 SHA families + 98 BG families</td>
<td>16 ELP Scholars</td>
<td>10 RAMP Scholars</td>
<td>Unknown</td>
<td>Field Trip Activities: 15-20 Families</td>
<td>Estimated 110 families</td>
</tr>
<tr>
<td><strong>Total # of Yesler Terrace Youth in 19-20 CCE Programs</strong></td>
<td>97</td>
<td>124</td>
<td>70</td>
<td>101</td>
<td>759</td>
</tr>
<tr>
<td><strong>Total # at Yesler Terrace (June, 2020)</strong></td>
<td>97</td>
<td>124</td>
<td>70</td>
<td>101</td>
<td>759</td>
</tr>
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*Kaleidoscope Play & Learn

## CCE ACTIVITIES WITH YESLER CHILDREN, YOUTH, AND FAMILIES

### JUMPSTART

Seattle University Jumpstart had two teams placed in the preschool classrooms at Bailey Gatzert. Additionally, team members were placed in the Chinese Information & Services Center classroom at the Yesler Community Center. We have worked with these classrooms for the past six years, partnering with the instructors to build literacy skills for pre-K students.

### EARLY LEARNING NETWORK SUPPORT

The Seattle University Youth Initiative (SUYI) Early Learning Program offered an Early Learning Circle, delivered in a Community Café format in early December. Other gatherings for the year were cancelled due to COVID-19. The Early Learning Program also began building a network of caregivers that may become Early Learning Connectors in the future, as well as supported the Kaleidoscope Play & Learn Program at Yesler Terrace.
EXTENDED LEARNING PROGRAM (ELP) AT BAILEY GATZERT

In 2019-20, ELP offered 12 weeks of afterschool programming to 60 scholars. Program staff supported other school partners in facilitating transportation and arranging activities for program gaps and absences. Additional events targeted either all ELP scholars or the Bailey Gatzert school community, not just Yesler Terrace families, including:

- ELP Family Night
- ELP Field Trip to the movies
- Whole school field trip to a SeattleU Woman's Basketball game.

REDHAWK ACADEMIC MENTORING PROGRAM (RAMP) AT WASHINGTON

In 2019-2020, RAMP offered one on one mentoring for 73 scholars during the school day and provided afterschool group programming to 36 scholars. Additional programs targeted either all RAMP scholars or the entire Washington Middle School community, not just Yesler Terrace families, including:

- Meet the Mentor event in fall quarter
- Summer e-mentoring recruitment. Information was provided to Saadia Hamid and Ben Wheeler at Seattle Housing Authority to share with the Yesler community. CCE staff also reached out directly via emails and phone calls to Yesler families already enrolled in school year programming.

FAMILY ENGAGEMENT

In 2019-2020, our Family Engagement team supported families through morning community gatherings, evening programs with ELP and RAMP families, and weekend field trips. The team also supported several events planned by school or parent leaders and worked to build collaborations with other partners.

MORNING COMMUNITY GATHERINGS:
Prior to the pandemic, several Yesler family leaders were regularly attending CCE-led Community Workshop Wednesdays and leading cooking classes in a dedicated Family Room.

WEEKEND FIELD TRIPS:
CCE partnered with Yesler community leaders to help organize families for weekend outings including:

- Sounders game
- Movie Theatre
- STEM days
- Lion King theatrical production
COLLABORATIONS & SUPPORT OF COMMUNITY MEMBERS:
The CCE Family Engagement team regularly collaborates with Bailey Gatzert teachers, staff/administration, and the school’s Family Partners team. Other external collaborations included:

- Meeting quarterly with neighborhood-based Seattle Public librarians.
- Attending Red Cedar opening event to meet the new Eritrean families and hired a Tigrinya speaking Seattle U student employee to help build relationships with new families.
- Supporting the Guiding Good Choices workshop series in Somali (hosted by Neighborhood House) by doing outreach and connecting the trainers to Yesler families and staff at Gatzert.
- We hired one community member from Yesler Terrace to support the Kaleidoscope Play & Learn program for early learners and their families. For our events and meetings, we purchased food and goods from local businesses including Cypher Cafe, Tougo Coffee, Loving Hut, and Soulful Dishes.

COVID-19 IMPACT & RESPONSE

The COVID-19 pandemic interrupted CCE programming and required immediate adjustments to support families in new ways that promoted social distancing and prioritized family health and safety. Knowing the COVID 19 impacts on families and organizations in the region will widen existing inequities, CCE focused on supporting family and community-led solutions to the challenges. CCE priorities include:

1. Centering scholars, families, community-based organizations led by people of color and businesses led by people of color.
2. Cultivating and sustaining vibrant anti-racist community engagement campus networks.

SUPPORTING EARLY LEARNING FAMILIES

With the closure of Pre-K Classrooms, Jumpstart students pivoted to provide new supports. Seattle U Jumpstart students hosted virtual reading sessions and created literacy kit content for delivery to families. Early learning connector meetings and early learning circles were cancelled. CCE’s early learning programs pivoted to focus on the delivery of early learning literacy and math kits. CCE worked closely with partners to coordinate activities for families at Yesler. In total, 98 kits were distributed to Gatzert families that are in pre-k and kindergarten. An additional 120 kits went directly Yesler Terrace families in July and August, 2020.

SUPPORTING BAILEY GATZERT FAMILIES

ELP staff members have hosted monthly zoom calls for extended learning partners since the closure of schools due to the pandemic. Organization participating in these calls include Seattle Music Partners,
Big World Breaks, Frye Art Museum, Youth Tutoring Program, and more. The zoom calls provide a space for partners to share knowledge and resources, as well as best practices related to virtual learning platforms. In addition, SeattleU Center for Community Engagement helped facilitate a donation of $85,000 in Costco food and household supplies to Gatzert families. The school has received donations between March and September. Families pick up supplies at designated times each week.

**SUPPORTING WASHINGTON MIDDLE SCHOOL SCHOLARS**

The RAMP program transitioned to an online e-mentoring program starting in May. Yesler families that were part of RAMP programming were invited to family orientation calls for e-mentoring. RAMP continued with e-mentoring through the month of July and will resume again in early October.

**SUMMER 2020**

**CCE’S FUNDING FOR YESLER TERRACE SUMMER PROGRAMS**

To respond to the significant need for additional summer programming at Yesler Terrace, Seattle University supported several community organizations through $166,600 in gifts from several individual donors and grant funds from the Bill & Melinda Gates Foundation. Funded partners include Youth Tutoring Program (Catholic Community Services of Western Washington), Bureau of Fearless Ideas, Chinese Information & Services Center, Austin Foundation, Gatzert Family Partners, and Multimedia Resources and Training Institute (MMRTI)/Yesler Youth Media Project. See the chart below for the dispersal of funds.

![Funding through SU Gift Funds & Gates Elementary Network Grants, 2020](chart_image.png)
2020 SUMMER PROGRAMMING PARTICIPATION AT YESLER TERRACE

Below is a description of programs that occurred in summer 2020: The Bureau of Fearless Ideas YETI Program, Youth Tutoring Program at Bailey Gatzert, and MMRTI/Youth Media Project. Detailed narratives of these programs can be found in Appendices A, B, and C.

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<thead>
<tr>
<th></th>
<th>Number of Yesler Residents Directly Involved</th>
<th>Number of Yesler Residents Indirectly Supported</th>
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<tbody>
<tr>
<td>Bureau of Fearless Ideas</td>
<td>5 (high school aged)</td>
<td>Summer Learning: 50 (elementary aged)</td>
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<tr>
<td></td>
<td></td>
<td>Idea Books: 150 families</td>
</tr>
<tr>
<td>Youth Tutoring Program</td>
<td>21 (elementary aged)</td>
<td>-</td>
</tr>
<tr>
<td>MMRTI/Youth Media Project</td>
<td>12 (high school aged)</td>
<td>7-8 families</td>
</tr>
<tr>
<td>Totals</td>
<td>38 students</td>
<td>150+ families</td>
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KEY OBSERVATIONS FROM SUMMER EDUCATION PROGRAM PROVIDERS

Yesler Terrace Education Providers gathered in September 2020 to debrief on their summer programs. The following themes emerged from the conversation:

- **Collaboration.** Collaboration was key this summer. The Bureau of Fearless Ideas and Youth Tutoring had success with BFI YETI interns working in Youth Tutoring Program classrooms. Partners also acknowledged that working with Ben Wheeler & Saadia Hamid of Seattle Housing Authority was essential to their success in reaching families.

- **Language Access.** Some organizations were able to translate materials into multiple languages, while others struggled to effectively communicate with families. More support in this area could improve access to programs and also encourage more family involvement.

- **Family Engagement.** MMRTI/Youth Media noted that having participants that lived in Yesler Terrace in the programs improved the ability to communicate, reach out, and bring families into the program. They observed that kids engaged best when their parents were also engaged. They would like to explore how to more effectively partner with parents in the future.

- **Opportunities to Gather.** The partners recognized the challenges of COVID-19 impacted their ability to connect with families. They missed the opportunity to gather and celebrate scholars and recognize this is a key component of programs for the future. Still, they found ways to connect during weekly supply pick-up days and virtual gatherings.

- **Improved Capabilities.** Students had a range of both academic and enrichment activities. Partners observed that skills in building online activities and accessing virtual platforms was a skill gained by staff, students, and families.
• **Need to Address Digital Inequity.** Despite increased capabilities related to virtual learning, challenges persisted for families, including time for technical onboarding, access to hardware, helping with computer navigation, having physical spaces in the home environment conducive to virtual lessons, and dependable Internet access.

**FAMILY EXPERIENCES WITH VIRTUAL LEARNING, SUMMER 2020**

Families are making the most with resources available to them from the City of Seattle, Seattle Public Schools, Seattle Housing Authority, and the Seattle Public Library. For example, families have shared the following with us:

• One family has children attending university, middle school, and elementary school. The children all access their classes via a hotspot from Seattle Public Library and the low-income Comcast connection through SPS.

• A provider observed that the City’s low-cost Internet program has been helpful, but has not had sufficient bandwidth for families with multiple family members needing to get online at the same time. One family shared that having five kids all trying to connect to the internet at the same time is not working well. They have to find multiple ways to connect and the Microsoft Teams meetings constantly drop and freeze.

• Another family mentioned that although they are not having problems with internet connection, their scholar’s classmates are. This disrupts the entire class because the teacher has to spend the majority of class time trying to help scholars connect to the class.

• One parent shared that her two daughters are having completely different experiences – one daughter is loving being online rather than in person, and very comfortable using online platforms, and if the internet connection wavers, she can take a break and come back. The other daughter is already struggling to stay engaged online, so anytime she loses internet connection, she becomes very frustrated and unable to get back on task or stay motivated.

• Educational providers have observed that their Seattle Public Schools students have mostly received their laptops, but there have been challenges with using these laptops to access programming. Students are gradually getting help and getting connected, but these challenges have had a greater impact on families who have had fewer resources (such as other computers to try) or parents who speak languages other than English.

• Another observation by an education provider is that small houses/apartments with many residents makes it harder for students to have spaces that are quiet and dedicated to their computer usage. Some students might benefit from headsets, other students might benefit from having access to tech access centers such as the one at the Garfield Community Center. It would be great if there was such a center at Yesler Terrace.
The Yesler Education Collaborative and Seattle University are challenged by three central conditions: First, as the density of residents increases at Yesler Terrace, programmed space and educational program slots are not increasing. Just as central is language access, multilingual strategies and culturally appropriate family engagement to build meaningful relationships to work with and on behalf of families. Lastly, harnessing technology and addressing digital inequity has become a necessity for all educational programming birth to college.

Early Learning communities at Yesler have varying needs. Successful programming from last year has all moved online including Kaleidoscope Play and Learn (KPL), Community Learning Circles, where the community do quarterly knowledge exchange and Kindergarten Readiness activities. There are 70+ early learning families at Yesler Terrace.

To continue providing opportunities for all Yesler families we recommend: financial support to provide materials/kits, multilingual strategies, technology and family engagement efforts to effectively host online early learning. While these strategies are part of the SUYI effort we do not have the financial capacity to serve all families and want to avoid any exclusionary barriers because of finances. In addition, we look to partner with in-home care providers to strengthen the relationship with in-home care providers at Yesler as they have their own wants, challenges and strategies to pursue equitable early learning strategies.

For Elementary youth we look to retain school year efforts through the Yesler Education Collaborative partners online programming. However, currently there is no secured funding for Summer 2021. The City of Seattle FEPP Levy did not award funding to Bailey Gatzert Elementary School community leaving, at a minimum, a $70,000 funding gap for about 55 SHA elementary students in the forthcoming summers.

To continue providing opportunities for elementary aged students, we recommend a funding contract with Youth Tutoring Program in partnership with Bureau of Fearless Ideas to run summer learning programming for SHA youth complementary to SPS Summer Staircase program at Bailey Gatzert Elementary.

Washington Middle School is changing to a Technology Access Foundation (TAF) school. They started their own rising 6th grade summer program at Washington Middle School and the Seattle Parks & Recreation Department is running a citywide 7th and 8th grade summer academy. The Yesler Education Collaborative engaged them in the planning stages. There is an opportunity to acclimate TAF to the community and use their skills to address critical educational needs around digital equity that many families are facing at Yesler Terrace and in the SUYI zone at large.

To better support middle school aged students, we recommend pursuing a formalized partnership with TAF between both the Yesler Education Collaborative and Seattle Housing Authority.
Opportunities for older youth have also decreased. For several years, Joyce Walker offered STEM and basketball camps at Yesler Terrace through Rejoyce. She has now relocated her programming to SeaTac. Moreover, the City of Seattle Parks Department has closed RecTech at the Yesler Terrace Community Center. This has multiple effects. One, this leaves the long-standing Youth Media Program without permanent space impacting summer opportunities for high school aged youth at Yesler. Additionally, this has disconnected families from technical assistance for Asfaha Lemlem, RecTech Manager at Yesler. He has played a critical role in communication and access for families.

To support high school aged students, young adults and families we recommend a dedicated “Maker Space” to meet the digital divide and learning needs through technology. MMRTI has played a pivotal role in bridging this arena and we are pleased they have joined the Yesler Education Collaborative.

Finally, the COVID closure of the Yesler Community Center and Yesler playground has brought a tension to an already existing issue of Yesler families feeling unwelcomed at the Community Center. The Community Center is part of the garden community and could play a more meaningful role in the community building that the Yesler Education Collaborative partners are advancing through collaboration, family engagement, language justice, increased academic outcomes, capacity building and family/youth voice.

To continue to facilitate belonging and community at the Yesler Terrace Community Center, we recommend a Yesler Terrace community produced agreements and vision for what happens in their “garden community” for increased self-efficacy, connection and community.
APPENDIX A: BUREAU OF FEARLESS IDEAS SUMMER NARRATIVE

The Bureau of Fearless Ideas team approached the summer of 2020 with an attitude of creativity, collaboration, community building and growth mindset. Out of this powerful mix we are thrilled to report a series of new accomplishments: Idea Book, the YETI Fellowship, and CommuniTEA. These programs were designed to simultaneously address current critical online academic and social emotional needs while looking forward to vibrant possibilities of Yesler Terrace youth engagement in a post-COVID world.

YETI: Yesler Education Team Initiative

Our staff recruited, trained and supported five young people ranging from sophomore year in high school to senior year in college to form the inaugural cohort of the Yesler Terrace Team Initiative (YETI) fellows. YETIs central task was to serve as digital assistants in support of accredited classroom teachers teaching online summer school for 1st through 5th grade classes at Bailey Gatzert Elementary. In addition, they were required to attend and recruit for a weekly creative session for elementary aged youth, CommuniTEA. The concept behind YETI originated in the summer of 2019 when Fearless Ideas identified a need for Yesler Terrace young folks to cultivate their own internal language & shared culture of kindness, creativity and fearlessness. The online constraints of this summer offered the perfect lab to develop a vehicle for this project using a model of peer-to-(near) peer mentorship. YETI fellows were recruited through a variety of sources (past BFI participants, YTP, Seattle Housing Authority contacts) and all live or have connections to Yesler Terrace Community.

TRAINING:

YETI began with just over 15 hours of virtual training. To prepare them for work in the classroom, YETI fellows received support, training, and inspiration from multiple communities: staff, youth alumni from Fearless Ideas, lead SLP teachers, YTP administrators, and, their own cohort. Sessions included: group games & improvisation, reflective writing, creativity, engagement, virtual presence and leadership. In addition, after the initial training week YETIs received weekly skill building sessions, cohort building, and 30 min one-on-one checks in with Roberto.

YETI training consisted of creative facilitation techniques designed to stimulate learning, spark creativity, build community, and uphold supportive peer-to-peer behavior within the cohort. YETIs, in turn, modeled this style of facilitation across SLP virtual classrooms. In addition, YETI fellows were trained to deploy skills based on best practices in youth program quality assessment (YPQA) that current research identifies as the foundation for effective learning environments. Those skills included greeting all students by name, offering encouragement, asking open ended questions. Prior to landing in the classroom, lead teachers received a rubric enumerating this skillset with the understanding that YETIs could be asked to draw upon them. YETI fellows then self-evaluated at the end of program with this rubric in hand. Prior to their first session YETIs met with lead teachers and were accountable for setting up a professional working relationship and generally maintaining regular email & text communication. YETIs were observed daily by some combination of accredited lead teacher, YTP staff, and / or Fearless
Ideas staff. In addition, BFI staff had a slot during SLP staff meetings that allowed us to get feedback to YETIs in real time.

SUPPORT FOR SUMMER LEARNING PROGRAM

Through this work YETIs connected with and supported over 50 elementary students throughout the summer session, twice a week, dramatically leveraging BFI’s capacity to connect with community and deliver programming. YETIs were paired with teachers from the Summer Learning Program at Bailey Gatzert Elementary and, depending on the age group, supported thirty-five minute to hour long online classes a minimum of two sessions per week. During class time, YETIs were responsible for a variety of tasks including: daily greeting of students as they entered virtual space, connective icebreakers, mindfulness exercises to focus attention, breathing to promote student regulation, short energizer games to transition activities and lift class mood, strategically employing the chat box to offer praise and encouragement, helping individual students problem solve, reading out loud, and modelling classroom engagement by answering questions and prompts. Some YETIs provided extra support to lead teachers by offering curriculum development, developing worksheets & PowerPoint presentations, hosting breakout rooms, even offering critical feedback and brainstorming teaching solutions.

YETI VIDEOS

Each YETI created a 10-12 minute video that offered a mini workshop on the topic of personal identity for their culminating project. Each video consisted of a mindfulness technique, an example of creative writing, a facilitated activity that directly connected their personal identity to a personal passion, and a set of reflective questions. Activities ranged from wellness, exercise, to drawing to personal writing. The videos capitalized on their relationships with Bailey Gatzert students and functioned as instructional material during the final enrichment week of SLP. These videos showcase YETI facilitation, writing, and social emotional reflection skills learned over the course of the fellowship.

EVALUATION

Feedback for the YETI program was very positive. During weekly feedback sessions YTP staff offered multiple glowing reports. One teacher went so far as to recruit her YETI fellow (a rising college freshman & pre-med student) to consider becoming a teacher, saying “she would be a natural!” Teachers reported some of the most important additions to their classrooms were: YETIs providing a model for answering questions, YETIs facilitating space during breakout rooms, YETIs creating positive energy, YETIs monitoring the chat function, and YETIs facilitating regulation activities.

The final component of the YETI program was self-evaluation. Every YETI completed their fellowship. Roberto Ascalon met individually with each YETI and they talked about their successes, what they learned and their leadership skills. Upon analysis, YETI resulted in an engaged, tight-knit, cohort-based community that reinforced participants’ ability speak to a positive self-image. Here is a sample of some of the evaluations as noted by staff:
What did you learn about yourself? About your students? About the world? What will you remember from the program? What will stick with you?

People in YETI don’t judge. They want you be confident in who you are. They help you when you need help. They make you feel safe and wanted. All of this builds up self-love.

To be yourself and to be proud of who you are. The kids I was teaching also taught me that. It was usually one of three kids talking – they became leaders. The others just needed a push – they just need to feel wanted. I’m going to remember the breakout rooms – it gave other students the chance to talk. It gave them the chance to talk – smaller groups helped for those kids.

What are you most proud of about your time with YETI?

I got out of my comfort zone. I’m a shy person. When we first started to have classes I had to talk lot. I had to practice my speaking skills. I had to be loud, lead rooms – I was the leader in those situations.

I’m very proud of my new skills. I was fearless to speak what was on my mind - even though I might get it wrong. For example – when I did Brain Breaks – you could see their smiles – they enjoyed it. When you would play a game with them they’d get energy and wouldn’t be bored. I’d be proud of myself – I’d make them smile – I like to make people smile!

COMMUNITEA

Fearless Ideas has been trying to build momentum for a virtual program called CommuniTEA, which has been a successful model for our Greenwood location. CommuniTEA includes: community building, writing and creativity challenges, sharing, mindfulness and movement. YETI fellows helped both with recruitment (encouraging youth they know as well as making announcements in the summer classes) and sharing in the leadership. With the Summer Learning Program being a large chunk of the day, we found that 2-3pm on Mondays led to inconsistent attendance, but we served approximately seven students in this format. We believe we started to build some momentum, and will continue to build on that this fall.

IDEA BOOK

In response to students spending so much time online and in virtual learning activities the Fearless Ideas Team saw an opportunity to engage students with the tactile experience and physical engagement of an actual book. We created the Summer Idea Book, a take home activity book with over 20 days of writing prompts, creativity challenges, coloring and more. The reliance on the virtual world will provide a tangible (non-virtual) experience that re-creates some of the feeling of magic and
adventure often described in the BFI Field Trip program. Students receive a book full of activities, pen and pencil, crayons, a poster to decorate and hang in their homes and the supplies needed to write “a letter to their future self”. We are giving out 150 Idea Books to Yesler Terrace Elementary students, and challenging them to work on it over the next month and share with their families. In addition, this book will serve as the curriculum for our live weekly online session for the fall.
APPENDIX B: YOUTH TUTORING PROGRAM SUMMER NARRATIVE

For the past several summers, the Youth Tutoring Program (YTP) of Catholic Community Services provides a full-day Summer Learning Program for children at Bailey Gatzert Elementary School. Due to COVID, YTP offered a virtual summer program in 2020 that addressed academics, social emotional learning and enrichment, and provided students with a mix of synchronous classes, asynchronous online videos, individual activities, and individual teacher support. Every Monday throughout the summer, participants picked up supplies at Bailey Gatzert.

GOALS

The primary goal of the Summer Learning Program has been to combat summer learning loss, with secondary goals of providing engaging enrichment activities in a safe and fun summer program. During summer 2020, the YTP team focused on social-emotional learning and also helped students and families to become familiar with software and hardware for online learning in the fall. Participants completed assessments in English Language Arts at the beginning and end of the program.

STAFF SUPPORT

Staffing included five certified teachers, each hired to lead a classroom of students, a lead teacher, who developed and organized curriculum, online resources and assessments, and a student support specialist, who focused on social emotional learning and student/family engagement. There were also five student fellows provided by Bureau of Fearless Ideas, one to support each classroom, and a Teens in Public Service intern providing additional classroom and administrative support. Overall coordination, supervision and vision was provided by the YTP Center Supervisor with assistance from the YTP Education Manager.

ACTIVITIES

Activities typically followed a weekly cycle, with students receiving needed supplies on Monday, then watching three asynchronous videos teaching skills for the week and culminating in a synchronous Zoom class to share what they learned. The weekly enrichment topics were jazz drumming, dance, farming/gardening, and fitness. Older students also had an opportunity to participate in a three-week coding class.

DEMOGRAPHICS

The YTP Summer Program served 60 rising 1st through 5th graders. Overall, 35% (21 students) of the participants were Yesler Terrace residents, with an additional 25% being Seattle Housing Authority served at other locations. The majority of program participants (52 students) attend Bailey Gatzert Elementary School. Other Seattle Public Schools represented in the program include TOPS, Lowell, and Thurgood Marshall. Tables 1 and 2 show the totals and percentages of participant grade levels and
housing types.

**Table 1**

<table>
<thead>
<tr>
<th>Rising Grade Level</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>10</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>15</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>6</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>21</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8</td>
</tr>
</tbody>
</table>

**Table 2**

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesler Terrace SHA</td>
<td>21</td>
</tr>
<tr>
<td>Other SHA Housing</td>
<td>5</td>
</tr>
<tr>
<td>Section 8 Housing</td>
<td>10</td>
</tr>
<tr>
<td>Other Assisted Housing/Tax Credit</td>
<td>10</td>
</tr>
<tr>
<td>Not Assisted</td>
<td>12</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
</tbody>
</table>

**ATTENDANCE**

This was an unusual year for every family, and attendance was impacted by technology problems, household space and noise challenges, and the difficulty of maintaining engagement online. Staff made heroic efforts to get students to synchronous classes including automatic reminder texts, encouraging phone calls, and emails. Staff also used the learning management software Seesaw, which Bailey Gatzert is using in fall 2020, and trained parents and students on how to find activities and links there. Students typically attended using school-provided Chrome Books, and YTP provided headsets. However, some students had Internet bandwidth challenges, and it worked better for some students to attend without video. Teachers worked hard to engage students regardless of their device and connection method. Attendance was taken at the following activities each week: supply pick-ups (outdoor, in-person with parents), teacher led classes (2 per week), teacher 1:1 sessions, enrichment provider classes (1 per week except the first week) for a total of 29 classes. There was also an extra SEL class each week and some opportunities for one to one tutoring. These extra sessions are included in the totals below in Table 3.

**Table 3**
<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students attending 24 or more sessions</td>
<td>15</td>
</tr>
<tr>
<td>Students attending 18-23 sessions</td>
<td>20</td>
</tr>
<tr>
<td>Students attending 12-17 sessions</td>
<td>11</td>
</tr>
<tr>
<td>Students attending 6-11 sessions</td>
<td>6</td>
</tr>
<tr>
<td>Students attending 1-5 sessions</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

**SUMMARY**

The YTP staff are proud of the high-quality programming provided during this unusual summer. While numbers were down from previous years, many students still received beneficial skill building and connection at a time when there were few other opportunities available to them. YTP hopes that the summer of 2021 allows for in-person engagement, but it’s great to know what can be done online if needed.
APPENDIX C: YESLER TERRACE YOUTH MEDIA/MMRTI NARRATIVE

COVID has presented many problems for students who’ve missed-out on educational opportunities when schools were closed. Access to internet and knowing how to use online learning tools, like Zoom, is not easy for many families. The Youth Media Program was designed to help Yesler Terrace families acclimate to online learning. Each week Youth Media staff read stories to younger students in the Yesler neighborhood which helped these children get used to listening and interacting on Zoom. The Youth Media Program also made videos about “Math in Everyday Life.” The videos were shown to the neighborhood children and Youth Media Program staff and interns talked about the math concepts with the children. These activities were designed to help children review basic math skills in preparation for the new school year and to spark excitement about math so that online learning in the fall will more engaging.

OVERVIEW

Program Dates: June 29th – August 20th

The program occurred from 10:00 AM to 3:00 PM (with a one-hour lunch break), Monday – Thursday for a total of 128 instructional hours.

12 teens (ages 14 – 18) worked in three different teams. The students formed three working groups of four students, one teacher, and a classroom mentor. This enabled participants to be together and practice social distancing (following the CDC guidelines). Each team met in separate locations with an instructor and classroom mentors.

Youth Media staff contacted families at Yesler Terrace to arrange a weekly schedule for online reading and math dates. Staff also assisted those who needed help with technical issues – such as downloading Zoom and learning how to use it. During the first two weeks Youth Media staff had lessons about shooting videos and editing. The staff also learned how to storyboard and create narratives. It was important to learn how to effectively read online to the kids and staff received great lessons on interactive storytelling from Nemanja Demic at Reading Partners, Seattle.

Later in the summer, each team came up with stories about Math in Everyday Life. These teams covered a lot of themes and math concepts. For example, one of the films (for kids K-2nd grade) was about addition and subtraction using a soccer ball for the lesson and counting the number of kicks. Another film, also for younger children, was about shapes, patterns, and symmetry and Yesler Terrace served as the classroom. For the older kids (3rd – 4th grades), Youth Media youth participants made a film about money and math. The narrative involved a trip to QFC to buy ingredients to make brownies. All together the program created eight math videos with two of the videos translated into Oromo, Tigrigna, and Amharic. These films were presented to the families at Yesler Terrace. They also have been put onto a webpage along with information about the program so families and education providers can access them.
PROGRAM STAFF

INSTRUCTORS (ALL FORMER YESLER TERRACE YOUTH MEDIA PARTICIPANTS!): Treasure Tolliver was a participant of YT Youth Media in 2017. In 2018 and 2019, Treasure was a classroom assistant. Treasure returned this year to teach her own section of the program. Naod LemLem is a 2019 graduate from Seattle University. Naod was a participant in the YT Youth Media Program in 2014. While a student at SU, Naod was a tutor through programs at the CCE. The Youth Media Program greatly benefited from Naod’s insights and knowledge regarding teaching and reading to kids. Nebiyu Abunie is a 2019 graduate from the University of Washington. He was a participant in the YT Youth Media Program in 2012 and 2013. In 2014 and 2015, Nebiyu was the technical assistant and a mentor in the program. It was wonderful that Nebiyu returned to YT and MMRTI to work with the program again this summer.

PROGRAM DOCUMENTATION: Eva Gugsa is a sophomore at Seattle University majoring in photography. Eva has participated in the YT Youth Media Program every year since 2013. Eva worked with students in the program to document all the activities over the course of eight weeks. She also worked in the classroom to assist students in editing their films. Eva will edit her videos to be presented on the MMRTI website.

CLASSROOM ASSISTANTS & PROGRAM COORDINATION: Winta Yohannes is a resident of Yesler Terrace and a member of the MMRTI program. Winta helped to coordinate with families and assist in the classrooms. Winta continued working with a group of three teens from the program through the month of August to reach additional families and conduct reading/Math in Everyday Life sessions. Claire Garoutte, a Seattle University faculty member, also worked with students throughout the duration of the program. She helped students develop their video themes, edit, and write scripts. In addition, Claire is a program coordinator along with Assaye Abunie and Asfaha Lemlem. Assaye Abunie is the director of MMRTI and was lead coordinator for this year’s program. Assaye assisted in all aspects of the program – including classroom tutoring and tech coordination.

PROGRAM ACTIVITIES AND FAMILY OUTREACH

Weeks 1 and 2: 3 groups (teens) met daily to work with a teacher (supported by program coordinators). Training sessions during the first two weeks consisted of the following:

- Use of video/sound equipment
- Video Editing
- Coordination within and between groups to document project (shooting/editing)
- Story-telling training (In collaboration with a representative from Reading Partners (Nemanja Demic)
- Coordination with participating families to ensure necessary technology is up and running
- Coordination with parents to establish reading groups – organize sessions
- Based on specific themes for *math in everyday life* videos, teems create shooting/editing plan for first videos.
Weeks 3 – 8: These weeks were dedicated to family outreach sessions (reading/math video presentations) and to making Math in Everyday Life videos.

OUTCOMES

FAMILY PARTICIPATION (STORY-TELLING AND MATH IN EVERYDAY LIFE VIDEO PRESENTATIONS): During weeks three through eight of the program, the Youth Media Program held 18 sessions for children, reading books and presenting Math in Everyday Life videos. The sessions were interactive, engaging children K – 4th grade. Two sessions per week were conducted for children K – 2nd grade and one session focused on 3rd and 4th grade kids. In total, the program staff worked with seven families and 14 total children throughout six weeks of the program. Of these 14 children, 8 children were in 3rd and 4th grade and 6 children were K- 2nd graders.

VIDEO PRODUCTION – MATH IN EVERYDAY LIFE: The program produced a total of eight Math in Everyday Life Videos:

K – 2nd Grade Level

- Who Stole my Cookies?
  - Math concept – subtraction
- Shapes/Patterns/Symmetry at Yesler Terrace
  - Math concept – drawing shapes, recognizing patterns and symmetry
- Soccer!
  - Math concept – basic addition, subtraction, and multiplication
- Understanding Fractions (and learning online…)
  - Math concept – a visual exploration of fractions (1/1, ½, and ¼)

3rd and 4th Grade Level

- Shopping for Brownie Ingredients at QFC
  - Math concept – upper-level addition and decimal points/budgeting and money
- Baking Brownies (a surprise birthday celebration!)
  - Math concept – measurements, baking times and Celsius – Fahrenheit conversion
- Making Smoothies
  - Math concept – measurements and fractions
- Basketball at Yesler Terrace (I want to be like Mike)
  - Math concept – understanding percentages

TRANSLATION OF VIDEOS: The following videos were also translated into Oromo, Tigrigna, and Amharic.

- Shapes/Patterns/Symmetry at Yesler Terrace
- Math concept – drawing shapes, recognizing patterns and symmetry
• Soccer!
• Math concept – basic addition, subtraction, and multiplication

**PROGRAM DOCUMENTATION COMPONENT:** Eva Gugsa has completed a short video that explains the goals and activities of the program. In addition, Eva is completing a series of short videos with interviews from of participants and staff. These videos will be placed on the website (MMRTI).

**PROGRAM EXTENSION (AUGUST 2020):** Winta Yohannes, SHA Community Coordinator Saadia Hamid, and three teen program participants continued the family reading/math video sessions throughout August. The teens conducted two Zoom sessions each week, working with four additional Yesler Terrace families (8 total children).
The CCE developed a new theory of change to reflect evolving priorities in Spring 2020. The theory of change draws upon research demonstrating that education and housing networks that have a set of well-connected partners are more likely to achieve positive neighborhood outcomes (Jones, 2018). The theory of change also draws upon the research of Ishimaru (2020) that describes equitable collaboration guiding supports and Mapp & Kuttner (2013) that describes the dual capacity-building framework. CCE hypothesizes that grounding its work in these theories can lead to systemic changes in local education systems. The theory of change includes the following components:

**INPUTS:** The CCE focuses on the assets and resources of the local neighborhoods, SU campus and partners. This includes families and youth, faculty, staff, and students of Seattle University, as well as external partners and funders.

**ACTIVITIES:** The CCE convenes, connects, and creates leaders and learning opportunities through four main types of activities. The activities are convening families and community partners, offering educational programming for scholars from birth to 12th grade, promoting SU student engagement, and supporting SU faculty and department engagement. Within these activities, there are three foundational pillars that the CCE emphasizes: building the capacity of systems and people, pursuing anti-racist methods, and resourcing campus and community-led organizations.

**INTERMEDIATE GOALS:** Internally, the CCE has several goals that it monitors to continuously learn and sustain meaningful relationships. These goals are to: 1) foster collaborations on and off campus; 2) include stakeholders in leadership roles; and 3) practice regular dialogue with all stakeholders. These internal goals build towards our larger, long-term goals.

**LONG TERM GOALS:** The CCE aims to enhance the capacity of systems and individuals so that leaders across the CCE’s network will increase: 1) capacity, or enhanced knowledge and skills; 2) connection, or feeling more connected within and across groups; 3) confidence, or acting as confident leaders; and 4) cognition, or belief in the value of family-campus-community partnerships.

**VISION:** The vision of the CCE is to belong to trusting, inclusive networks to collectively shape the future of education in Seattle and at Seattle University.