Funds Distribution Report

Recipient Organization:
Geeking Out Kids of Color

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Organization's General Goals:
Geeking Out Kids of Color started in 2016 in Seattle when a group of friends saw an opportunity to strengthen their communities and impact children's lives. We believe engineering education can help kids of color reach their full potential. We use integrated curriculums that teach computer science and robotics alongside gender and racial equality. We are driven to close the digital literacy gap through intersectional STEM education.

Date of Award:
2021 Q2

Level:
$2,501 to $5,000

For more information, please read the attached report from Geeking Out Kids of Color.

TDS-38613

The following report provides an overview of Geeking out Kids of Color's (GOKiC) milestones, impact, and areas of growth over the coming year.

2021-2022 Highlights
GOKiC's primary organizational goals this year centered around the following along with updates on our progress toward achieving them.

Continued to build a responsive, anti-racist, and anti-sexist technology education curriculum that resonates with BIPOC youth while building skills in computer programming, logic, and critical thinking.
While the pandemic had an immense impact on how we connect with students and deliver programming, we successfully transitioned to virtual programming and back to in-person expanding our reach through new partnerships. We developed innovative STEM curricula for virtual spaces in line with our organizational values and in response to what youth shared about interests and needs including community-building activities during each virtual session to connect with one another. Examples of the curricula we implemented this past year, include:

- UX Grrls empowers grrls of color through tech, mentorship, identity exploration, and goal setting. Grrls is an inclusive term welcoming to all female-identifying and non-binary identifying community members. UX Grrls guides participants to process life experiences through digital artistic expression. The project is BIPOC grrl led and serving, creating an environment for students to learn computational thinking, design, and explore computer science careers in UX.
- Game Development curriculum where students learn fundamental coding skills and promote diversity and inclusion by creating a game character based on their own identity. This curriculum addresses the need for improved diversity and inclusion in the media, where Black, Brown, and non-male communities are often not represented in a constructive way. Our Game Development curriculum centers on the voices of marginalized youth to improve this narrative and explore intersectionality, reflect on stereotypes, and work on a project to develop their own game.

Launched the Collective Youth program to support BIPOC young people in their educational and career pathways in tech.
We further established our new youth-led and youth-designed program, Collective Youth, which empowers BIPOC youth to collectively pursue internships and careers in tech through a social justice lens. Collective Youth fills a gap for BIPOC youth who may not have family members who have attended college or work in STEM careers. In 2022, with funding from the City of Seattle Supporting Youth and Young Adults for Success grant, we launched our Collective Youth program at Chief Sealth International High School and other areas of Seattle reaching BIPOC high school and college students. We are also looking to strengthen partnerships and seek additional funding to support the expansion of Collective Youth to other Seattle and Highline schools and to support more BIPOC college students majoring in STEM fields in the coming year.

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As part of Collective Youth, we have engaged more volunteers who also find meaning and offer mentorship to youth. As one volunteer shared about providing mentorship to rising high school and college students as he grows into his career and wants to help young people like him: "GOKiC is different from other places I've been at - there's a focus on relationship building and being community-oriented, rather than one-and-done mentoring and advising."

Ensured our staff had the training and knowledge to provide deeper support around young people's social emotional needs in light of the pandemic, racial injustices, and navigating other challenges.
GOKiC continued our involvement in the Social Emotional Learning Program Quality Initiative in partnership with School's Out Washington. Some outcomes from that effort include an assessment, ongoing coaching and training, and an additional assessment to measure progress including improvement in creating safe spaces, scaffolding learning, engaging environment, supporting youth interests, and supporting plans and goals. From the SELPQA process, we also identified areas to deepen staff training, including a focus on providing an emotionally supportive environment, especially within the context of navigating and healing throughout the pandemic. Over the course of the past year, we also deepened our work to ensure our staff is grounded in GOKiC's anti-racist/anti-sexist values.

Increased our organizational capacity to build systems and practices that support our growth and long-term strategies.
As part of our organizational growth over the past year, we onboarded our first Development & Communications Manager in 2021 to increase our capacity to engage more volunteers, community members, and in our fundraising efforts and most recently hired an Operations Manager to streamline and create efficiencies in our administrative and financial systems. We have focused on building a strong infrastructure throughout this past year which we plan to improve and build upon in the coming year. We also expanded our educator staff team to meet the growing demand and have instituted a commitment to pay our educators a competitive wage and offer health benefits to all staff.

Strengthened existing and formed new partnerships to reach more BIPOC youth through our programs.
GOKiC had the opportunity to collaborate with several new partners over the course of this funding period based on our shared values and goals to advance racial equity and elevate opportunities for BIPOC youth. We diversified our funding through new partnerships with government entities (Office of Superintendent of Public Instruction, City of Seattle), corporate funders including Tableau and Niantic, and continuing to seek funding from other private foundations and individual donors. Nonprofit partners include Communities in School of Kent which GOKiC partnered to offer summer programming and Treehouse who we partnered with pre-pandemic and will again partner to engage unaccompanied minors from Central America in the foster care system who are supported through their services.
Some of our continuing partners include Highline Public Schools, Southwest Youth & Family Services, Technology Access Foundation, and Youth Development Executives of King County.

<u>**Our Impact by the Numbers**</u>
In total, during the 2021-2022 school year we served 260 young people in elementary school through young adults in our technology education and community building programming. Of the youth we served, approximately 37% identify as Black/African American, 15% as Asian or Pacific Islander, and 45% as Latinx.

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The following graphic depicts evaluation results from the past year collected through pre-and post-surveys of our student participants. All areas measured show an increase after participating in the program demonstrating GOKiC's positive impact on STEM skill development and creating an environment to support increased self-confidence, identity development, and other social emotional skills.

The pre and post-survey measure two areas: 1) increase in logic, critical thinking, and problem-solving; and 2) increase in seeing their culture/self as part of computer science.
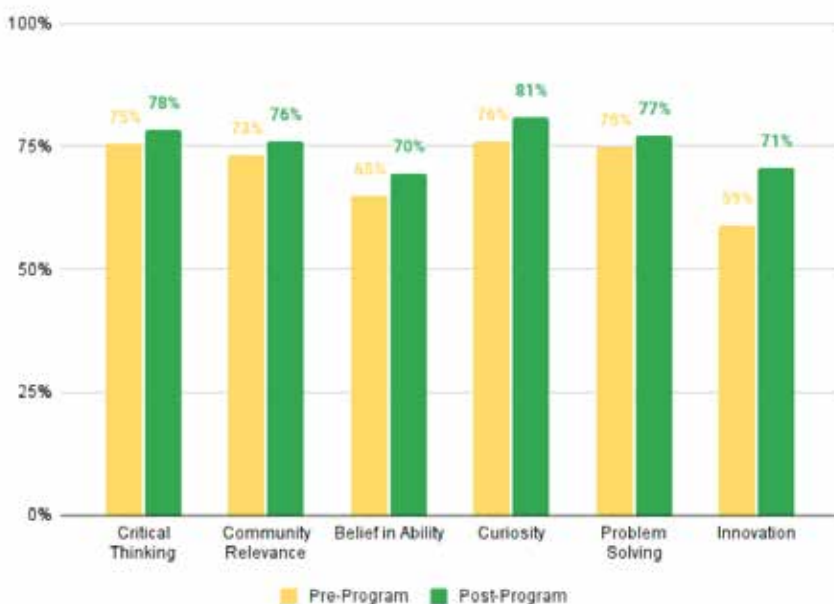
Observations and feedback from our educators also provide anecdotal evidence of how GOKiC's curriculum helps youth increase awareness of gender and race stereotypes in media and how BIPOC youth are affected by systemic inequities on a personal level and in their communities. Youth also gained greater knowledge about careers in tech learning from BIPOC volunteers who work in the tech sector and offered mentorship, shared their experiences as part of career panels, and provided exposure for youth interested in understanding the college to career pathway in tech. Additionally, GOKiC's high student retention rate demonstrates the effectiveness of our program model with 83% of youth returning to GOKiC after their first quarter.

Youth voice
We invite you to hear from young people in our programs how they feel about GOKiC and what we strive for in our work and relationship building with BIPOC youth – these videos offer insights into how GOKiC connects to young people's passions and helps to create a place of belonging and connection:
- "GOKiC is a safe place for anyone because it doesn't matter who you are or what skin color you have. It's for people who like science and more. And this is a place that you can make more friends and meet more people and explore your ideas." – Hear more from Fatoumata, a seventh-grade student who found a passion for science and a community to feel a sense of belonging at GOKiC (link to the video: https://www.youtube.com/watch?v=ziMVbf4vKnQ)
- Hear from another student Samadi, a 9th grader, who wants to use technology to address climate change, and how she connected to GOKiC (link to the video: https://www.youtube.com/watch?v=evky1BKbx3E).

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The following pictures capture moments from the past year of programming both virtual and in-person.

SUMMER 2021

FALL 2019

WELCOME BACK IN PERSON

GOkiC
Geeking Out Kids of Color

We Missed You!

SUMMER 2021

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GOKiC Hub Elementary and Middle School Programs

Virtual classes and return to in-person

5

6

GOKiC Collective Youth Program serving high school students

7

Field trip to University of Washington Paul G. Allen Center