



# Funds Distribution Report

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**Recipient Organization:**  
**Sound Child Care Solutions**

**Address:**  
1225 S Weller St, Suite 200  
Seattle, WA 98144

**Contact:**  
(206) 420-7165  
<https://www.soundchild.org>

**Organization's General Goals:**

Sound Child Care Solutions is a nonprofit organization and consortium of seven diverse early childhood education centers, sharing administrative services in a central office. Our core work is to alleviate the opportunity gap between children who receive high quality early childhood education, and those who don't.

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<b>Date of Award:</b>	<b>Level:</b>
2019 Q2	\$2,501 to \$5,000

For more information, please read the attached report from Sound Child Care Solutions.

8802 27th Ave NE  
Tulalip, WA 98271  
**TulalipCares.org**

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# SCCS GRANT REPORT 2020

*Crescendo y Sanando Juntos (Growing & Healing Together)*

After a year and a half of successful and transformative program development, RIFC and SWEL have made noteworthy modifications to *Crescendo y Sanando Juntos*. We are excited to share these updates and program results as RIFC and SWEL enhance family involvement, and train and educate the staff at two more SCCS sites for program implementation. Funding from the Tulalip Tribes Charitable Fund has had an incredible impact on our work as funds continue to support the Family Support Specialist who creates goals for family plans, connects families with culturally relevant resources, and involves families in their child's social-emotional and academic development; and the Mentor Teacher, who guides teachers with the creation of child development plans, evaluates classroom practices, and supports staff through personal goal setting.

On August 1<sup>st</sup>, 2018, the Refugee & Immigrant Family Center (RIFC) and Southwest Early Learning Bilingual Preschool (SWEL), both chapters of Sound Child Care Solutions (SCCS), embarked on *Crescendo y Sanando Juntos (Growing & Healing Together)*, a three-year pilot program. This evidence-based initiative, grounded in trauma informed care (TIC) and healing, and social emotional learning (SEL), works to address trauma and toxic stress experienced by staff and a disproportionate number of families served by RIFC and SWEL.



*Pictured: Children served at the Refugee Immigrant & Family Center (RIFC) and Southwest Early Learning Bilingual Preschool (SWEL) Director, Karina, on far right.*

After a year and a half of program implementation, while the need largely remains the same, informative experiences and results demonstrate the importance of continued, purposeful application with the following key revisions. RIFC and SWEL are excited for year three which emphasizes *family education and involvement*, and *practical training and onsite observation/practice* for staff at Pinehurst Early Learning (Northgate Community Center and Hazel Wolf Elementary locations).

Three key additions to year two helping create a stronger foundation for year three include:

- The implementation of the Second Step curriculum which introduces social-emotional learning in early childhood education in order to empower children to self-moderate and cope with their emotions—leading to the achievement of developmental milestones.
- Lenore Rubin, PhD, clinical psychologist specializing in children, and SCCS Board President, meets with SWEL and RIFC teachers to provide pro bono professional support in addressing concerns for delayed development with a group of three-year old children.
- RIFC and SWEL staff received a preliminary in-service in trauma sensitive yoga and mindfulness, and specialized binders comprised of practices and relevant resources.

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## Background Information

A disproportionate number of families served by RIFC and SWEL, SCCS's model dual language Spanish programs, have experienced or are experiencing trauma and toxic stress—noticeably impacting the emotional, physical, and academic development of children. Key stressors include the fear of deportation, poverty, lack of neighborhood safety, homelessness, domestic violence, mental illness, and other adversities. More than ever before, RIFC and SWEL are witnessing family stressors, and the effects are experienced daily in our classrooms. We see challenging behavior, acting-out, aggression, and other symptoms of traumatization incorrectly identified as attention deficit disorder. Rather than labeling a child as “difficult” and becoming frustrated, TIC practices guide teachers and parents to become aware of/identify trauma, its impact on child development, and strategies to support children’s cognitive and social-emotional health. These strategies are also designed for staff whom have experienced trauma or toxic stress.

With a strong community presence, RIFC and SWEL build close relationships with children and families, and have the unique opportunity to provide culturally responsive and specialized services to families whom have experienced or are experiencing trauma and toxic stress. Unity and diversity are deep-rooted strengths and core values of SCCS. Of the 130 families served by RIFC and SWEL, 125 attend program at free or at reduced tuition. 87% are children of color, and 75% fall at or below 100% of the poverty line. Half of the Latino families and most of the Asian and Black children are immigrants or refugees. 2% of RIFC and SWEL children are ages 2.5 years, 52% are 3 years, and 46% are 4 years old. Among all families at RIFC and SWEL, about 25% are homeless or housing insecure. All SCCS centers support children with special needs, children involved with child welfare and mental health systems, and children exhibiting challenging behaviors.

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