



ECOSYSTEM ADVISORY TEAM CONVENING

RIPPLES, RIVERS, AND ROOTS

Inviting California's Youth-Serving
Ecosystem to Flow Together

Thursday, October 16, 2025
Sacramento, CA



Connect in Community

with Emcees Nat Rosales, California AfterSchool Network
and Liv Garcia, ASAPConnect

Who is in the room?

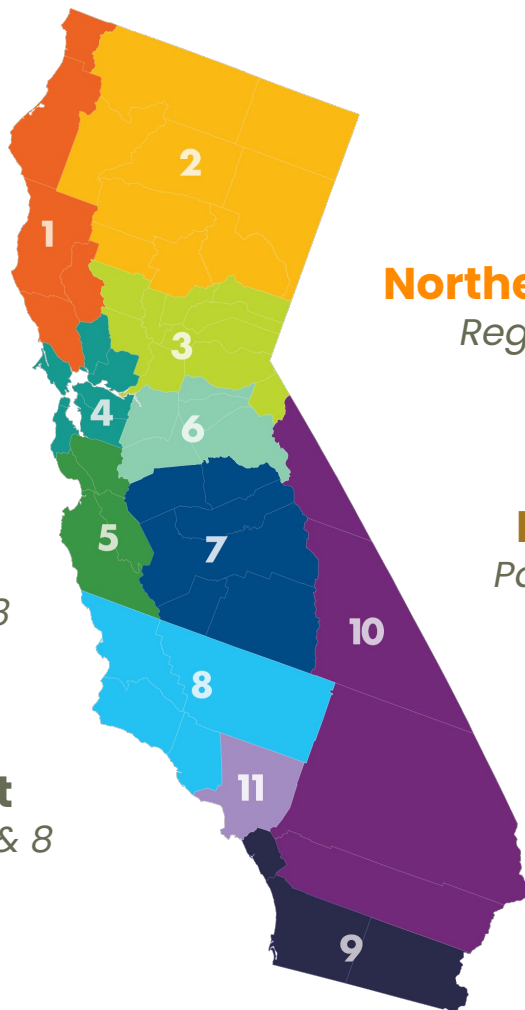


CAN
California AfterSchool Network

Bay Area
Region 4 & Parts of Region 5

Central Valley
Parts of Regions 3, 6, 7 & 8

Central Coast
Parts of Regions 5 & 8



Northern California
Regions 1, 2, & 3

Eastern California
Parts of Regions 6, 7, & 10

Southern California
Regions 9 & 11 and Parts of Regions 8 & 10



A Warm Welcome
from the
Ecosystem Plan Core Team
+
Design Team

EXL ECOSYSTEM PLAN

RIPPLES,
RIVERS,
AND
ROOTS



CAN
California Air Resources Board
CALIFORNIA AIR RESOURCES BOARD

We began in the **vast ocean**, gathering ideas and inspiration from expansive places, and are **now centering into the river**—flowing together with focus, creating ripples of impact, and grounding our work in the deep roots that sustain us.

WELCOME Ecosystem Advisory Team! (Fall 2025 – Fall 2026)

This team:

- consists of representatives from across each identified interest-holder group
- attends three large convenings (two in-person and one virtual)
- connects via virtual workgroups to build community and a coherent vision across multiple sectors and systems
- supports the final product: **An Ecosystem Plan to Leverage California’s Expanded Learning Infrastructure (Strategic Direction)**

WHAT IS THE EXPANDED LEARNING ECOSYSTEM PLAN?



Building on Strategic Plans 1.0 and 2.0, the Ecosystem Plan is a **bold, equity-driven roadmap** that positions Expanded Learning as an essential, place-based strategy.

It connects education, health, housing, nutrition, and workforce systems to support the whole child, whole family, and whole community.

This work depends on **cross-sector collaboration**: bringing together leaders, providers, families, and youth from across industries to **co-create a shared infrastructure** that makes Expanded Learning a source of opportunity, community, and long-term support.

The goal is to create a sustainable future where all young people and families can thrive.



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Given the complexity, stress and demand in the youth serving ecosystem—what would it mean to design *from* wellbeing, not just toward it?





Guided Mindfulness Practice: “Box Breathing”
Breath Work as a Portal to Our Best Design Thinking
with Donielle Prince, California AfterSchool Network

Power of the Pause



Box/Square breath exercise follows a pattern of :

{Inhale-Hold-Exhale-Hold}



The *hold* improves the function of carbon dioxide in our blood, which:

- **Regulates the nervous system so creativity can flow:** Box Breathing calms the body's stress response, allowing our minds to access clarity, empathy and imagination needed for healing centered design.
- **Builds collective presence and coherence:** when practiced together, box breathing synchronizes group energy and attention, creating the grounded connection needed for authentic collaboration.
- **Centers healing as a design condition, not an afterthought:** Each intentional breath models the rhythm of care and restoration we seek to build into the systems that nurture youth and community well-being.



hold

REFLECTION

What did you notice in yourself during and at the conclusion of the breathing exercise?

and/or:

Considering the “states” on the right:

- What states do you notice yourself in most often?
- What tends to push you into that state?
- What, if any, strategies help you relax/ release an unpleasant state / access a desired state?

Read through the options below and check off what resonates with you today.

When I'm feeling open and engaged and playful, I might notice body cues like:

- Steady, even breath
- Soft eyes, relaxed face
- Comfortable eye contact
- Warmth in chest or belly
- Energy feels balanced—not too high or low
- I feel open and curious

I'm feeling anxious, tense, or on edge. I might notice body cues like:

- Tight jaw or clenched fists
- Racing heart or breath
- Restlessness or jittery limbs
- Sweating or shallow breath
- Feeling angry, irritated, or panicked
- A sense of urgency or needing to act fast

I'm feeling numb, tired, or shut down. I might notice body cues like:

- Heavy limbs or frozen stillness
- Blank or distant gaze
- Feeling small or invisible
- Low energy or fatigue
- Disconnected from people or surroundings
- Desire to withdraw or hide

Designing For the Future, NOW: Emulating Natures Interconnectedness and Adaptability



Be like...

- **Ripples**– Impact, Connection, Expansion
- **Rivers**– Movement, Renewal, Flow
- **Roots**– Grounding, Belonging, Strength

Biomimicry: the imitation of natural biological designs or processes in engineering or invention.



Attribution: adrienne maree brown,
Emergent Strategy

Art as Wellness and Data Collection

with Design Team Member, Jade McAfee, JoyCore Project



- Ripple Table Prompt: What ripple do you hope your work creates for youth, families, or communities?
- River Table Prompt: Where do you see energy and resources flowing in your work? Where are the blockages?
- Roots Table Prompt: What values or practices ground you in this work?





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CONNECT. CONVERGE. INSPIRE.

Ecosystem Connections

Equity Evolution in Strategic Processes



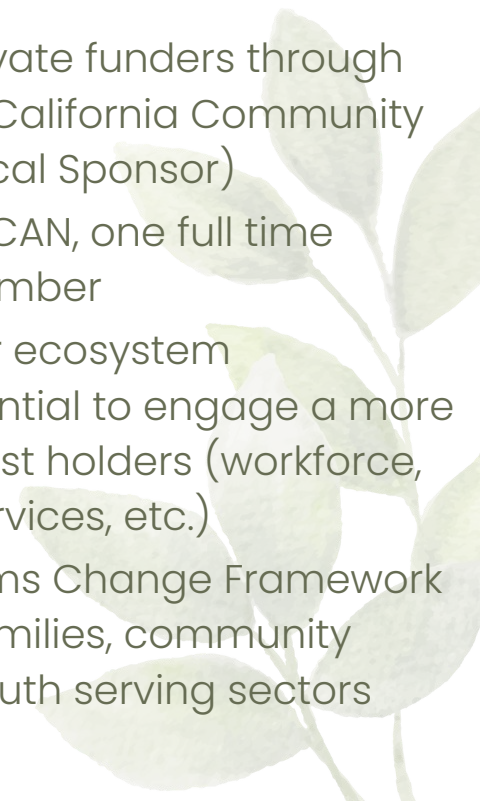
Strategic Planning 1.0 & 2.0

- Work funded by private funders through the Californians Dedicated to Education Foundation
- Staffing housed at EXLD, one full time dedicated staff member
- Primarily engaged the Expanded Learning ecosystem—with focus on input from CDE staff and field stakeholders and some K-12 partners
- Participatory approach with selected group of stakeholders



Strategic Design 3.0

- Work funded by private funders through the Foundation for California Community Colleges (CAN's Fiscal Sponsor)
- Staffing housed at CAN, one full time dedicated staff member
- Engages in broader ecosystem partnerships - essential to engage a more diverse set of interest holders (workforce, health & human services, etc.)
- Participatory Systems Change Framework - includes youth, families, community leaders, multiple youth serving sectors



Strategic Plan 2.0 – At a Glance



Vision: *California's Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.*

Initiative 1: Quality Programs

Deepen and broaden supports, so participants have equitable access to consistently high-quality programs.

Initiative 2: Policy and Grant Administration

Develop and clarify policy, guidance, and requirements to increase program sustainability and quality.

Initiative 3: Collaborative Partnerships

Promote collaborative partnerships to support the development and sustainability of high quality programs that are an integral part of the education system.

Initiative 4: Workforce

Develop a diverse Expanded Learning workforce that is prepared to support the growth of children and youth, and deliver high quality programming.



Ecosystem Advisory Team Convenings- *Connection and Creation Spaces*



These convenings are "**Ecosystem Plan Connection + Creation Spaces**" which we define as a *focused, collaborative process that brings together diverse people from California's youth serving ecosystem to explore, prototype, and test ideas that shape the strategic direction of California's Expanded Learning Ecosystem.*

These strategic design connection and creation spaces are grounded in equity and healing-centered engagement. Each Ecosystem Plan strategic design space fosters deep listening, creativity, and co-creation to address challenges, uplift place based wisdom, and ensure the plan reflects the needs and aspirations of those it intends to serve.

The Ecosystem Advisory Team; (Fall 2025 – Fall 2026)

10/16/25: 9:30am – 4:30pm
(Sacramento)

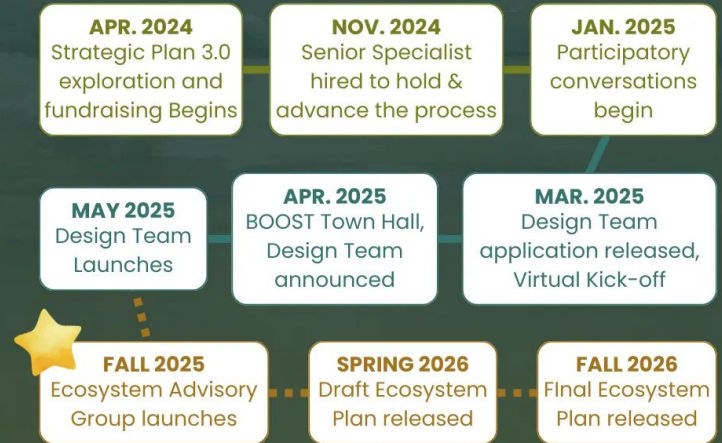
Convening #1: At this in person session, the team will begin with capacity building to create a shared mindset around designing “at the margins,” ensuring the work of this group is supportive of all and does not perpetuate marginalization. This session will also focus on community building and surfacing ideas for the Strategic Direction.

TODAY!



EXL ECOSYSTEM DESIGN TIMELINE

WHERE WE ARE & WHERE WE'RE GOING



Ecosystem Advisory Group: Fall 2025 – Fall 2026 (approx. 120 people; 3 large convenings)

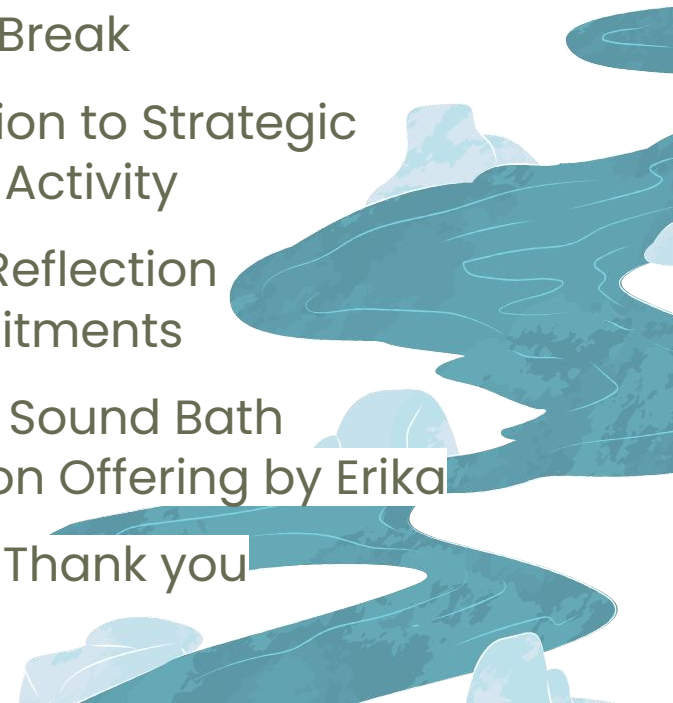
Design Team: May 2025 – Fall 2026 (approx. 20 people who focus on co-designing)

Participatory Field Conversations (Focused Conversations, Listening Sessions, Surveys, etc.)

Today's Flow (Agenda)



- ❑ Welcome + Arrival
- ❑ Ecosystem Connections
- ❑ (10 min) Break
- ❑ Ripple Talks: Designing For Healing: Addressing ACE's and Systemic Harm in Youth Serving Ecosystems
- ❑ (45 min) Lunch
- ❑ Energizer Activity
- ❑ Ripples in Motion: Mini Cross Sector Ideation Spaces
- ❑ (10 min) Break
- ❑ From Vision to Strategic Priorities Activity
- ❑ Closing Reflection + Commitments
- ❑ (25 min) Sound Bath Meditation Offering by Erika
- ❑ Adjourn-Thank you



Convening Goals



- **Map the Ecosystem:** Build a shared understanding of the youth-serving ecosystem, identifying where Expanded Learning connects with other sectors and the opportunities to strengthen alignment for whole child, family, and workforce wellness.
- **Listen Deeply Across Sectors:** Create space for authentic dialogue to surface experiences, tensions, and wisdom that reveal both the barriers to partnership and the seeds of collective possibility.
- **Ground in Equity and Collective Imagination:** Practice designing from the margins, using healing centered engagement and compassionate systems thinking to imagine new pathways for collaboration and systemic transformation.
- **Shape Strategic Priorities Together:** Begin identifying and refining strategic priorities, focus areas, strategies and initial initiatives that will inform the Ecosystem Plan, while forming “Cross Sector Pods” to carry forward intersession learning and prototyping.
- **Foster Connection and Shared Purpose:** Cultivate a climate of trust, care, and curiosity that grounds the Ecosystem Advisory Team in shared values, ensuring every voice—youth, families, and practitioners—is meaningfully engaged in the design process.



Participant Resources



- ❑ **Table Hosts**
- ❑ **Folder with Handouts**
- ❑ **Mindfulness Guide Booklet**
- ❑ **QR Codes**
- ❑ **Padlet**
- ❑ **Mentimeter**
- ❑ **Table Top Supplies**



The Ecosystem Advisory Team; (Fall 2025 – Fall 2026)

11/12/25: 1:00pm – 3:30pm (VIRTUAL)

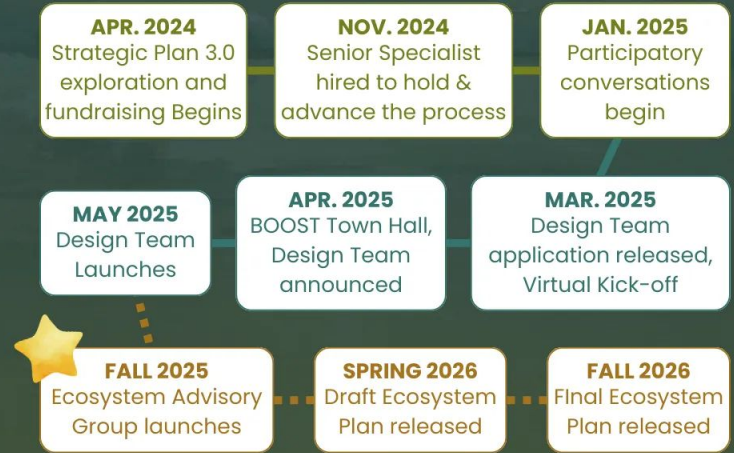
Convening #2: How might we create a statewide listening strategy that truly uplifts the voices of youth, families, frontline staff and partners across sectors, so their wisdom and priorities meaningfully shape the Ecosystem Plan?

Strategy: Participatory Input Data Sessions: “Dream a Vision for the Future” Statewide Listening Spaces Strategy

Tactics: Design Team, Ecosystem Advisory Team, California AfterSchool Network



EXL ECOSYSTEM DESIGN TIMELINE WHERE WE ARE & WHERE WE'RE GOING



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The Ecosystem Advisory Team; (Fall 2025 – Fall 2026)

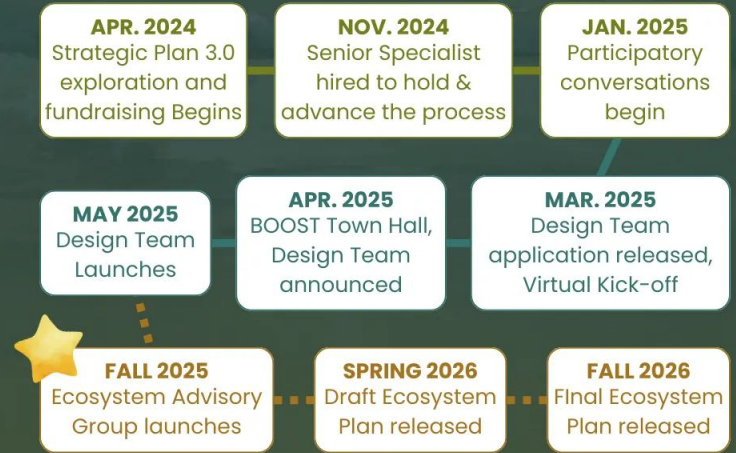
3/18/25: 9:30am – 4:30pm
(IN PERSON–TBD)

Convening #3: Final Design Space to refine ideas that shape the content and strategies for California's Ecosystem Plan to leverage Expanded Learning as part of California's education, health and human services ecosystem.



EXL ECOSYSTEM DESIGN TIMELINE

WHERE WE ARE & WHERE WE'RE GOING



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Participatory Field Conversations (Focused Conversations, Listening Sessions, Surveys, etc.)

**If you want different,
you have to be different!**



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Pivot #1: Awareness

Stage 1

Building Foundation
for Change—
Readiness

What We Want

Stage 3

Pivot #3: Vision

Making an
Explicit Choice—
Commitment

Stage 4

Pivot #4: Presence

Bridging the Gap—
*Focus, Momentum,
and Correction*

Stage 2

Pivot #2: Connection

Facing Current Reality—
*Understanding
and Acceptance*

Where We Are

**This is a design
sprint!**



Mental Models – Abundance is our right!



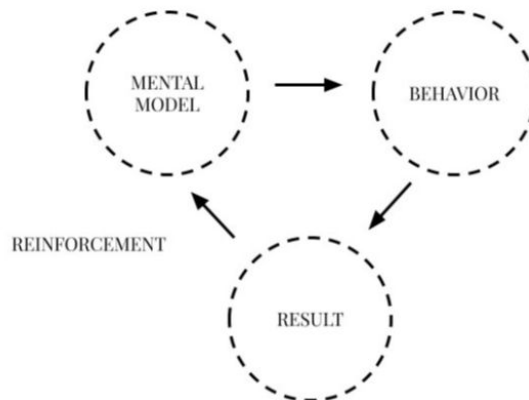
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EVERYONE HAS WISDOM

We need everyone's wisdom to get the wisest result.

The whole is greater than the sum of its parts.

You are entitled to your own perspective... so is everyone else. Be Open!



Adaptability is necessary!

There are no wrong questions & ALL questions make us think.

EVERYONE will hear others and be heard.

Considerations for the day...

How You Show Up

Resistor



Vacationer



Sophisticate



Explorer



Explorer - I'm curious = I want to stand back and see where things are going and offer my curiosity to finetune the direction

Sophisticate - I know, what I know = be willing to share what you know and be open to what others also know

Resistor - Convince me. Help me see why this is relevant to me = I will continue to ask questions to illuminate the blind-spots

Vacationer - I'm here and I'm chilling = I'm here, but share with me the necessary information to keep me here

How You Can Choose to Engage

Mover

- Propose solutions
- Steer discussion

Follower

- Support
- Build on existing ideas

Bystander

- Observe
- Ask questions

Opposer

- Critique
- Change direction

And remember - nothing is a life sentence!

Convening Agreements



What do you need from others in this connection & creation space to feel supported, open, productive and trusting? Choose from the Convening Agreements or enter a new agreement on Mentimeter!



Ripple Talk Guest Speaker Series



These mini sessions are designed to inspire participants to **imagine how youth-serving systems can move beyond trauma-awareness into healing-centered design**, grounding in public health, harm reduction, cultural practices, and values aligned partnership.

Anchor Question:

- How might we move beyond trauma awareness to co-create healing-centered systems—where youth, families, frontline staff, and multi-sector organizations **together** shape approaches to whole child wellbeing that are grounded in public health, harm reduction, cultural practices, and justice?



RIPPLE TALK



Better Together: Taking an Ecosystem Approach to Impact

Natalie Walrond,
Vice President, Whole Person, Family
and Community Systems, WestEd



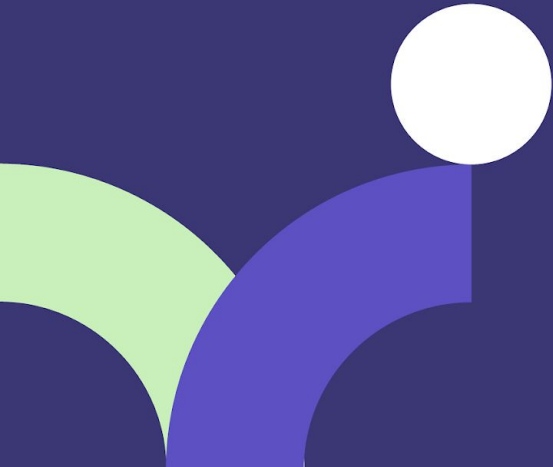


Hello!



Defining Our Terms

What do you think of when you hear the word “ecosystem”?



An ecosystem describes the way in which living organisms and their physical environment are interdependent with each other, sharing nutrients and energy flows.

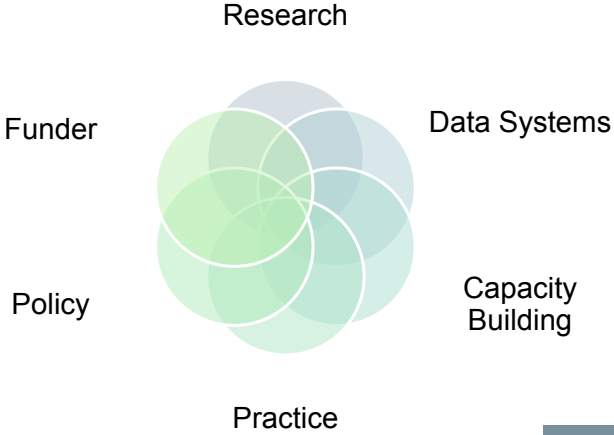
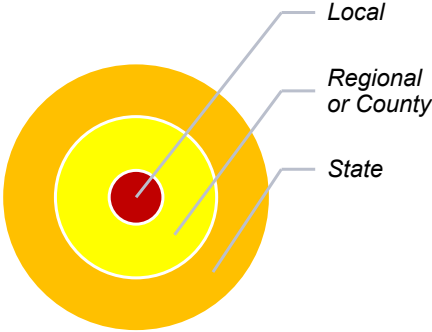
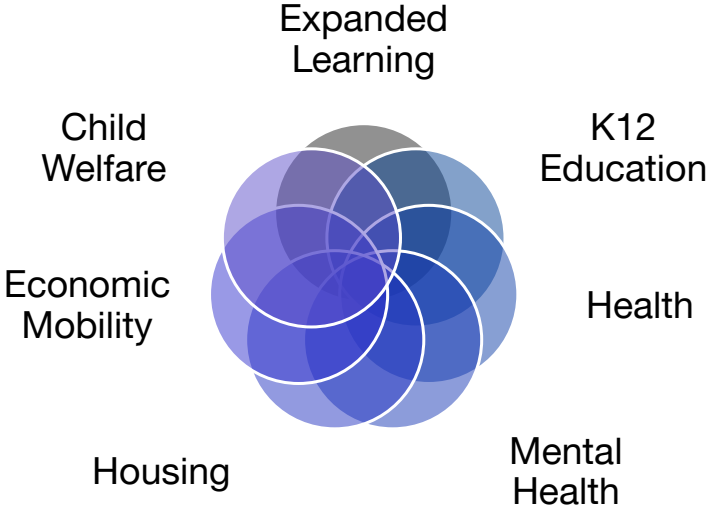
Murray, Australian Museum.



Four Benefits of Ecosystem Approaches

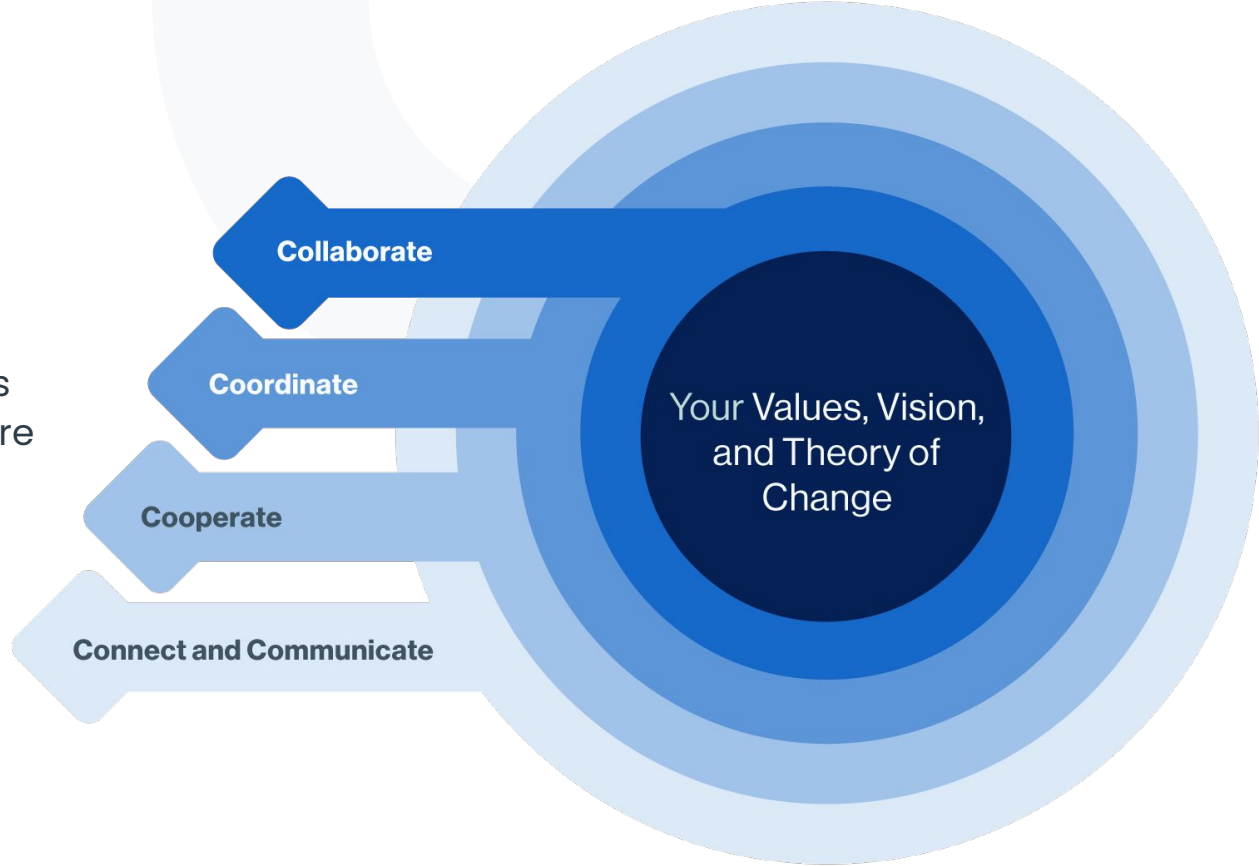
- Ecosystem approaches support a **deeper understanding of complex root causes** because they draw upon multiple perspectives, experiences, knowledge, and skills.
- When there is a shared vision, ecosystem approaches invite **collaborative strategies** to programming, capacity building, data sharing, funding, strategic communications, and interest holder engagement.
- Ecosystem approaches result in **more sustainable impact**, because all parts of the ecosystem share responsibility for the vision.
- Ecosystem approaches support the **resilience of system leaders**.

Our Complex Ecosystem



Your Ecosystem

- **Connect and Communicate.**
The exchange of ideas and information
- **Cooperate.** Independent goals with agreements not to interfere with each other
- **Coordinate.** Coordinated actions to achieve a common goal
- **Collaborate.** Shared creation—that is, partners collectively create something new that could not have been created independently



**“
...in our experience, as a sector we still focus too much on how our own organizations can make a difference (i.e., ego-thinking) rather than on the role we can play to best move an issue or community forward by working together (i.e., eco-thinking).**

Susan Smith, Social Impact Architects

Design systems, not motivators... we need to consider systems first, behavior second. The latter is pointing to the former. While behavior change is important, it cannot be done apart from systemic efforts to transform the systems that shape our lives otherwise we will find ourselves stuck fighting the smallest battles and 'little fires everywhere' to make change that stick. This is the time to examine the hidden assumptions behind our systems and design for something different.

Cameron Norman

Transformative movements recognize that everything gets done through relationships and nothing gets done without them. This fundamental truth reflects an ecosystem approach that is based in interdependence and interconnectedness. . . . Bringing movements into alignment with each other is not about making others fall into line, or replacing one vision with another. It is about cultivating a bigger sense of “movement,” recognizing and acting on connections that already exist. It is about co-creating a story of the future and inviting others to engage in advancing it. . . . Through deep listening, breakthrough conversations, and the cultivation of radical connections, movements can make leaps that were previously unthinkable

“ . . . we are all part of an ecosystem, and . . . when we come together around shared values and goals, and play our roles effectively and collaboratively, we can make our boldest visions a reality.

Deepa Iyer, *Social Change Now*



Connections

- Introduce yourselves: name, organization/agency, role
- Why did you choose this quote?
- In what way is it a call to action for your own work?

An Ecosystem Approach to Impact

Getting Started

An ecosystem describes the way in which living organisms and their physical environment are interdependent with each other, sharing nutrients and energy flows (Murray, Australian Museum, n.d.). An ecosystem approach to impact compares biological ecosystems with the complexity of addressing enduring social challenges.

Complex issues call for multidisciplinary, interdependent, and enduring partnership strategies. By working in close, trusted partnerships with other agencies, organizations, funders, community members, and other interest holders who share your values, vision, and theory of change, you are better able to achieve lasting, equitable systems change. Here are just four benefits to an ecosystem approach to impact:

- Ecosystem approaches support a deeper understanding of complex root causes because they draw upon multiple perspectives, experiences, knowledge, and skills.
- When there is a shared vision, ecosystem approaches invite collaborative strategies to programming, capacity building, data sharing, funding, strategic communications, and interest holder engagement.
- Ecosystem approaches result in more sustainable impact, because all parts of the ecosystem share responsibility for the vision.
- Ecosystem approaches support the resilience of system leaders.

Consider the Quotes

Which quotes resonate with you? Why?

In what way are these quotes a call to action for your own work?

Connections

(page 1)

Cross Sector Convening in Mojave





The Purpose of Our Convenings

- Deepen understanding of cross sector collaboration that leverages statewide initiatives (CYBHI, CSSP)...
- By engaging with system leaders across sectors and across levels of the system....
- Focused on one shared cross-sector, systemic, whole-person problem of practice...
- And building from ongoing routines for collaboration already in place in the counties.



Our day together was rich!

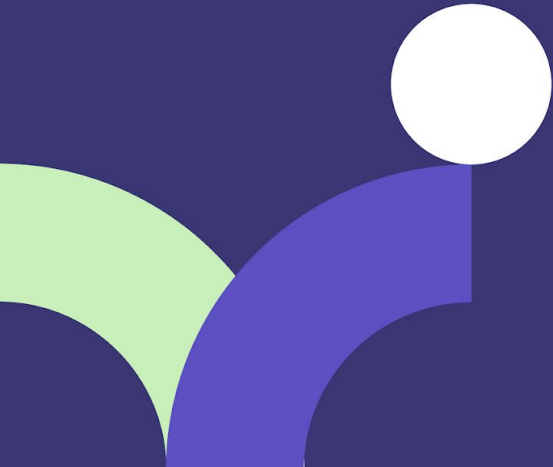
- **Attendance.** We expected 25 people; we got 66 people.
- **Engagement.** Participants were deeply engaged all day. They left asking for homework and for a save-the-date for the next meeting.
- **Tone.**
 - Strengths-based
 - Inclusive
 - Generative


Tactics: Insights and Recommendations

- Trust is the engine.
- Prioritize connection in your planning.
- Understand and communicate the limitations of your role.
- Single events can be confusing and harmful.
- Invest the time to engage with participants.

Enjoy your day, and...

Meet 5 new people who are a part
of your ecosystem!





Rest makes
me hopeful,
open, and
tender.

I will snatch
rest today.



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**Break
(10 min)**



Designing for Healing: **Addressing ACE's and Systemic Harm in** **Youth-Serving Ecosystems**

Ripple Talk Guest Speaker Series



These mini sessions are designed to inspire participants to **imagine how youth-serving systems can move beyond trauma-awareness into healing-centered design**, grounding in public health, harm reduction, cultural practices, and values aligned partnership.

Anchor Question:

- How might we move beyond trauma awareness to co-create healing-centered systems—where youth, families, frontline staff, and multi-sector organizations **together** shape approaches to whole child wellbeing that are grounded in public health, harm reduction, cultural practices, and justice?



RIPPLE TALK



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Shifting from Trauma Informed Care to Healing Centered Engagement with...



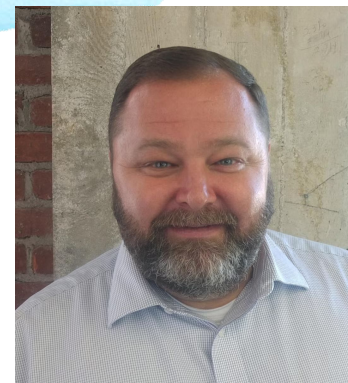
Dr. Shawn Ginwright,

President + CEO
Flourish Agenda



Michael Funk,

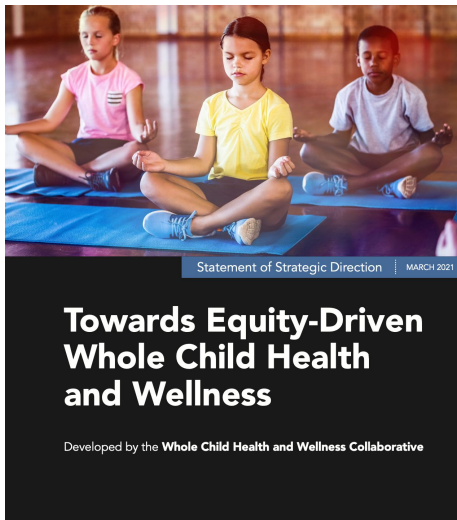
Expanded Learning Director
California Department of
Education, Expanded
Learning Division



Moderated by

Jeff Davis,

Executive Director
California AfterSchool
Network



This work has been convened and hosted by the California AfterSchool Network (CAN) and is funded in part by a grant from the California Youth Opioid Response (YOR California).



CONDITIONS FOR THRIVING



Recommended Shared Equity Strategies



Focus on Youth and Family



Support and Nurture Adult Workforce



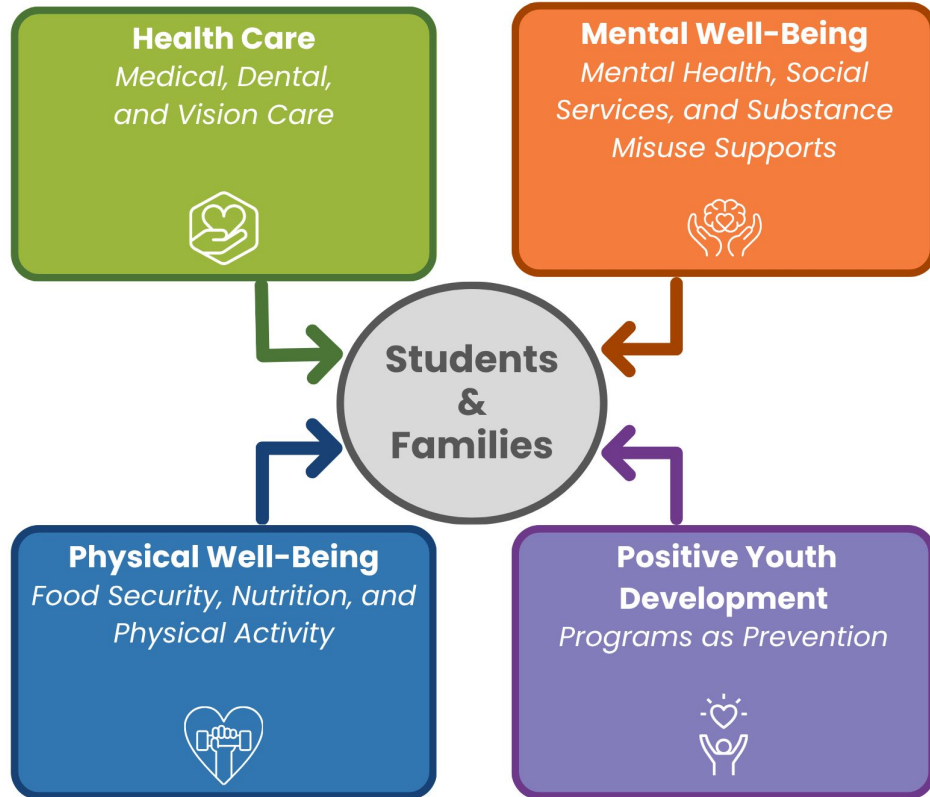
Leverage New and Existing Resources



Collaborate Across Systems



Promoting Health & Wellness Through Expanded Learning



Health Care
*Medical, Dental,
and Vision Care*



Mental Well-Being
*Mental Health, Social
Services, and Substance
Misuse Supports*



**Students
&
Families**

Physical Well-Being
*Food Security, Nutrition, and
Physical Activity*



**Positive Youth
Development**
Programs as Prevention



Hope, Healing, Wellness



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Provide Supports

No Wrong Door
Navigation/Access

Address Barriers

Academic	Health
Food Security	Behavioral Health
Social/Emotional	Social Services

Healing-Centered

Trauma-Informed

Quality Standards = Conditions for Thriving

Expanded Learning Platform

RIPPLE TALK

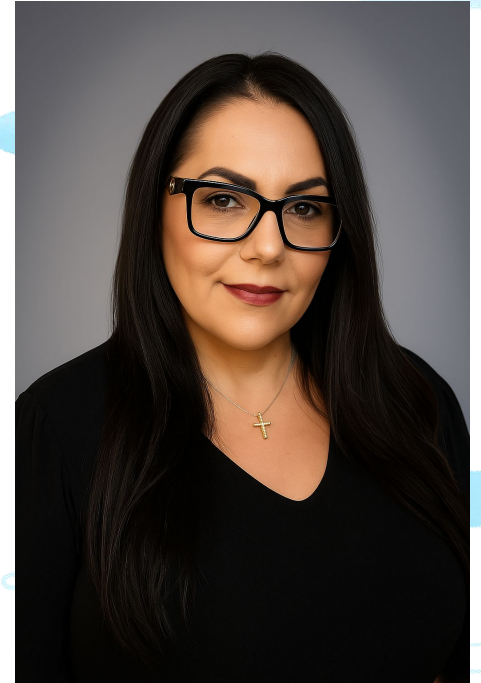
Creating Healing Centered, Community Rooted Programs for Youth + Young Adults with...

Rita Rasuli

Prevention Coordinator
Comprehensive Health,
San Joaquin County Office Of Education



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What are ACEs?

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur during childhood and teenage years.

These traumatic experiences may put youth at risk for violence, chronic health problems, mental illness, and substance abuse in adulthood.

ADVERSE CHILDHOOD EXPERIENCES

Abuse



Physical



Emotional



Sexual

Neglect



Physical



Emotional

Household Challenges



Mental
Illness



Intimate
Partner
Violence



Parental
Separation
or Divorce



Incarceration



Substance
Misuse or
Dependence

UNDERSTANDING ACES

WHAT ARE ACES?

WATCH NOW



OFFICE OF THE
CALIFORNIA
SURGEON GENERAL



Babies:

- **Developmental delays and may fail to thrive**

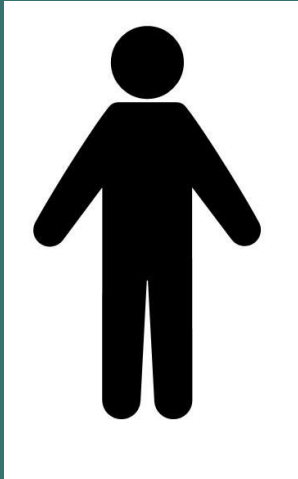
School-age children:

- **Increased risk for viral infections, asthma, pneumonia, as well as difficulties with learning and behavior**

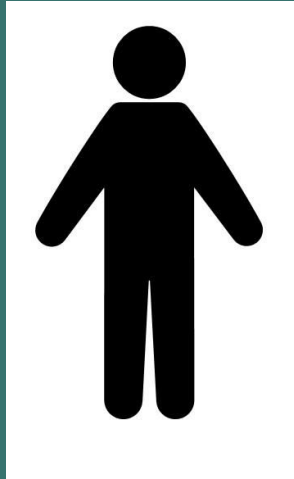
Adolescents:

- **Higher risk for somatic symptoms such as headache and abdominal pain**

Three in four high school students reported experiencing one or more ACEs



One in five high school students reported experiencing 4 or more ACEs



Most common ACEs among high school students: emotional abuse, physical abuse, living in household affected by poor mental health or substance use

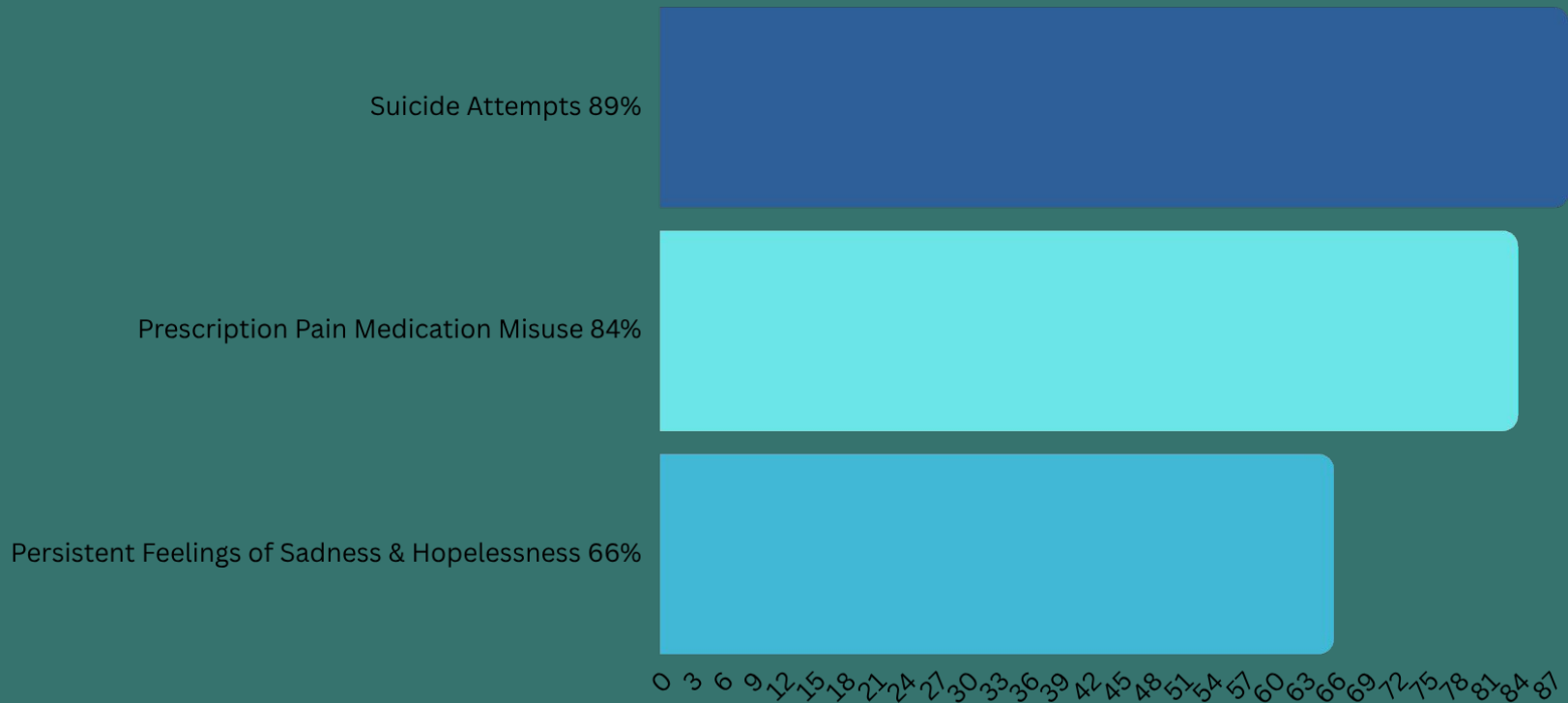


The Ripple Effects of Adverse Childhood Experiences

ACEs can increase the risk of:

- Injury and chronic health issues
- Sexually transmitted infections
- Involvement in sex trafficking
- Teen pregnancy and pregnancy complications
- Fetal death

Preventing ACEs could reduce many health conditions



What About Young Adults

18 – 26 Year Old

Challenges

- **Living with effects of ACEs today**
- **Feeling anxious, sadness**
- **Unable to connect/relationship problems**
- **Sense of belonging**
- **Emotion dysregulation**
- **Academic/social challenges**
- **Financial challenges**

Supports

- **Mental health & wellness support**
- **Meet specific needs of each student**
- **Community engagement & skill building**
- **Community partners to help support students**

ACEs

Adversity experienced in childhood such as: physical and emotional abuse, neglect, household violence, parental separation, substance misuse in the home, or untreated mental illness of a caregiver, are some examples of ACEs.



PROTECTIVE FACTORS

Positive relationships, skills, resources, and supports that help keep families strong during challenging times.



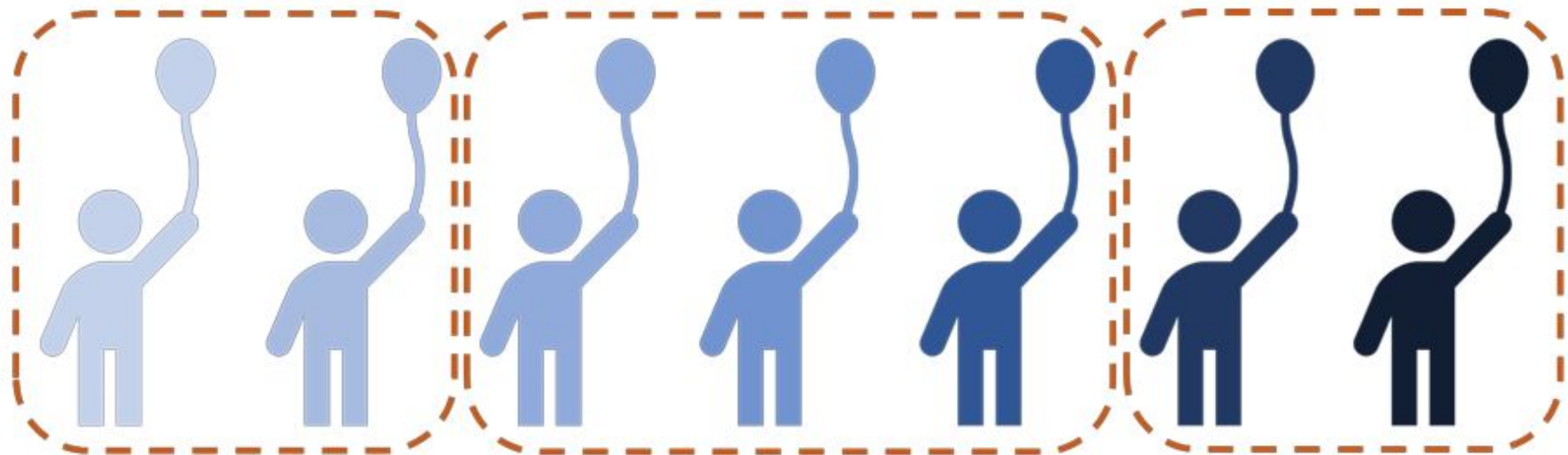
RESILIENCE

The ability to thrive even after experiencing setbacks and adversity

Adverse Childhood Experiences (ACEs)

Positive Childhood Experiences (PCEs)

Positive childhood experiences are nurturing and supportive interactions, relationships, and environments that contribute to a child's healthy development and well-being. They act as protective factors, buffering against the negative impacts of adverse experiences.



0-2 PCEs

Odds of depression/poor
mental health (compared to
0-2 PCEs):

3-5 PCEs

50% lower

6-7 PCEs

72% lower



Day & afterschool





- **Consistent healing-centered environment that flows from day program to afterschool program**
- **Communication between admin, staff, community partner, families**
- **Youth and staff feel safe to build connections**
- **Building strong and trusting relationships**

Healing-Centered Design

- Stronger partnerships between schools/families/CBO's
- Higher staff retention/morale
- Stronger community



- Feel seen, valued, safe (physically, emotionally)
- Build confidence, motivation, creativity
- Emotion regulation

- Mood/behavior/communication changes at home
- Families feel more welcome
- May inspire families to adopt similar approaches at home

- Stronger peer connections/influence positive peer behavior
- Staff-youth relationships deepen
- Inclusive/empathetic environment

Building Strong Foundations

- **Family engagement**
- **Staff professional development including wellness practices and peer support**
- **Collaboration across all systems– All stakeholders, community partners, day & after school staff**
- **Build resilient youth**



Strategic Partnerships with Community-Based Organizations (CBO's)

Creating Healing-Centered, Community-Rooted Programs for Youth

- Contract with CBOs based on specialty area
- Program design to meet the needs of students and families
- Surveys/progress checks/regular meetings
- Professional development/cross-sector learning
- Build & maintain relationships

Healing-Centered Design Toolkit

- ACEs Aware Progress Report:
2019–2023
- ACEs Aware Trauma-Informed
Network of Care Roadmap
- Quality Partnerships &
Collaboration
- Stress Busters Tools
- Program Design Tools





***We cannot always build the future for our youth,
but we can build our youth for the future.***

Franklin D. Roosevelt

RIPPLE TALK

The Ripple of Trauma Informed Systems with..

Brianna Young, M.Ed,
Senior Implementation Strategist
Trauma Transformed



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eco system





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Guiding Anchors

Informed – *What is happening?*

Inclusive – *What are we learning?*

Intentional – *How might we?*



What is happening?

adversity /ad'vərsədē/

this is a **big thing** tossed in the pond of youth's lives

- it is not definitive or diagnostic
- it is not universally experienced
- it is not an excuse, but an explanation

as it ripples → into resilience or into trauma

informed



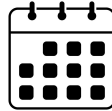
Vicarious



Direct



Short Course



Long Course



Supported



Unsupported



individual



interpersonal



institutional

informed



Trauma-Organized

- Reactive
- Reliving/Retelling
- Avoiding/Numbing
- Fragmented
- Us Vs. Them
- Inequity
- Authoritarian Leadership



Trauma-Aware

- Understanding of the Nature and Impact of Trauma and Recovery
- Shared Language
- Recognizing Socio-Cultural Trauma and Structural Oppression



Trauma-Informed

- Reflective
- Making Meaning Out of the Past
- Growth and Prevention-Oriented
- Collaborative
- Equity and Accountability
- Relational Leadership



informed

What are we learning?

inclusive

Emergent Themes:

- Agency, belonging, and safety are critical agents of a thriving ecosystem
- The healers need healing too
- One agency does not fit all
- Co-design and co-defined is WORK but worth it
- Inclusion requires power shifts

~~reacting~~
↙
responding

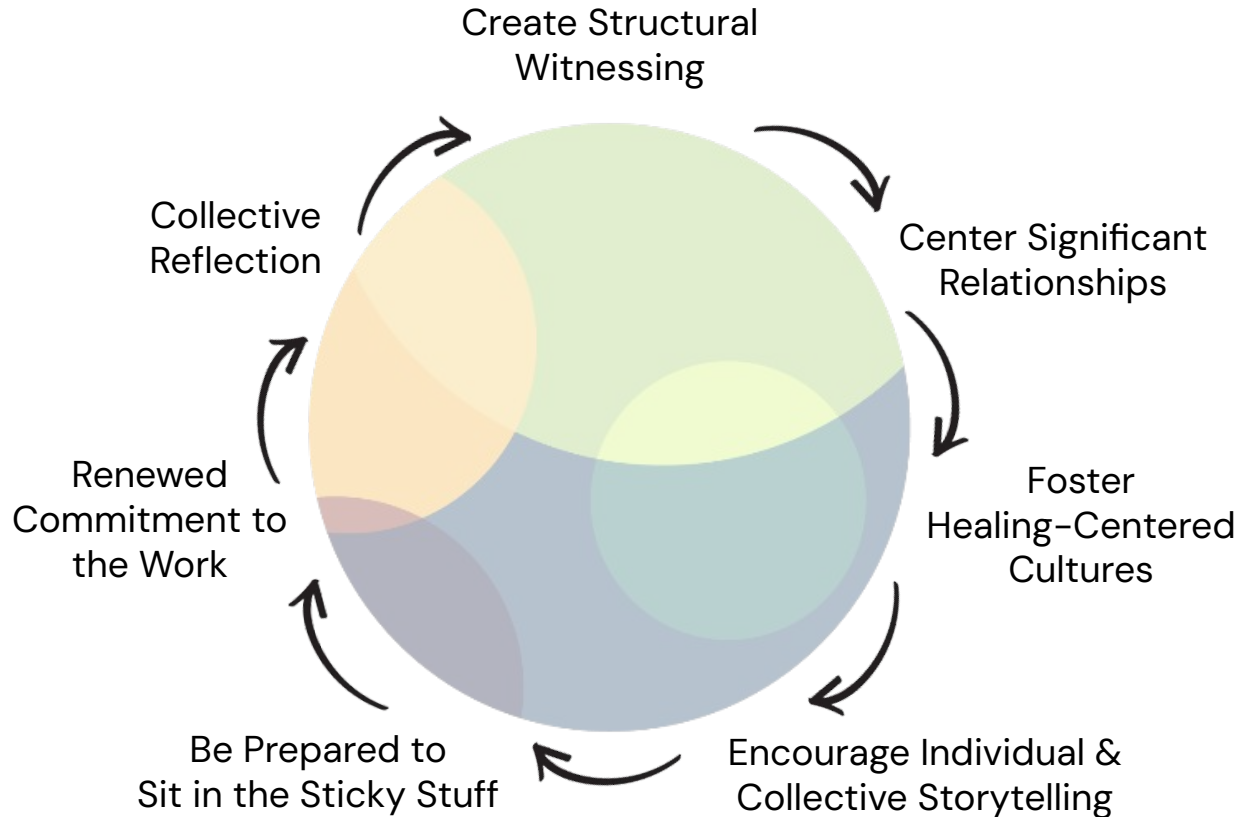
De-escalation as a means of care

Place-based wisdom

Justice, restoration, harm reduction

inclusive

RENEWAL: Toward Meaning-Making, Healing & Change



inclusive



*How **might** we?*

intentional



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students



- Proximity and connection
- Attention to power dynamics and rectifying imbalances
- Diverse support to meet diverse needs

intentional



Leaning In and Leading Out to Renew:

Navigating Lived-Polycrisis School Leadership



A Guidebook from and for School Leaders

Authors: Amy Castellanos, Michele Kurta & Leora Wolf-Prusan
Editor: Niki Magdalo
Contributors: Cynthia Yugo & Muffi Reddam

March 2025



What Helps & What Harms Students' Crises Recovery? Young Adult Reflective Listening Sessions

MAY 2022

INTRODUCTION

A significant number of youth and young adults are exposed to traumatic life events, including in school-based settings. While crises and disasters cannot be entirely avoided, their consequences can be mitigated with appropriate response, recovery, and renewal.¹ For school-based communities to actively resilience and long-term healing, youth must be adequately equipped to process the event and have the necessary supports to foster recovery (safety, remembrance and mourning, and reconnection) and renewal (post-traumatic growth, meaning-making, and healing).²

As school leaders, it is imperative to listen and learn from and with young people to gain deeper understanding of how adults and systems can create the cultures and conditions that center recovery and renewal. The work doesn't just stop at response.

As such, in partnership with Youth MOVE National (YMN),³ the School Crisis Recovery & Renewal project⁴ hosted listening sessions to hear directly from young adults (aged 18-24) who have experienced a crisis while in K-12 school environments.

ABOUT THE LISTENING SESSIONS

In these sessions, young adult advocates shared their thoughts, perspectives, and ideas on what helps and what harms during crisis recovery and renewal.

Youth MOVE National, building on the trust and relationships they have with their chapter members, invited one youth leader (and more than one) aged 18-24 who had experienced lived the right crisis (e.g., hurricanes, racial-based school shootings) while in school and who was interested in shaping the conversation of what the country might need.

Over the course of three listening sessions led by YMN, 10 young adults came together and shared their experiences, feelings, wisdom and insights to the essential question:

What might harm and help young people as they navigate school-based crises?

¹Wolman, Deborah A. (2021). *Health Resilience: From Resilience to Resilience*. Routledge. <https://doi.org/10.1080/17445019.2021.1911111>
²For more information about recovery and renewal in the context of school crises, visit <https://www.schoolcrisisrecovery.org/>
³https://www.youthmove.org/
⁴https://www.schoolcrisisrecovery.org/

⁵The *What Helps?* is a collaboration between the Center for Applied Research on Schools (CARS) and Youth MOVE National. It is a resource for school leaders and parents and was developed in partnership with the Center for Applied Research on Schools (CARS) and Youth MOVE National. It is a resource for school leaders and parents and was developed in partnership with the Center for Applied Research on Schools (CARS) and Youth MOVE National.



Our Right to Grieve:

Grief-Informed Recommendations and Resources for Healing-Centered & Racially-Just School Cultures



A school crisis recovery and renewal resource informed by 2022 field-based programming

Contributors: Makia Dewitt-Cyril, Daryn Green, Leora Wolf-Prusan, Alice Ferrerri, and Nicole Magdalo

January 2023

intentional





intentional



Informed – What is happening?
Inclusive – What are we learning?
Intentional – How might we?

But, if we believe children are curious, wondrous, capable, and unique and families want their children to be happy, prepared, and supported to pursue their interests and ambitions, this ecosystem blueprint is one robust example of what we'd want to see within our communities. Now is the time to invent and bring to life this ecosystem of learning that can achieve those desired results.

-Education Reimagined

Harvest: Share Your Wisdom!



- Finish your **Ripples of Wisdom reflections** post-its
- Don't forget to fill out your **Ripple, River, Root Collaborative structure piece** and add it onto the structure
- Interact with the **conference walls**:
 - Collective Wishes
 - Data Snacks



I will
imagine
what my body
needs.

I will
daydream
for freedom.



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CONNECT. CONVERGE. INSPIRE.

Lunch Break (45 min)



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Energizer Activity: Art as Wellness and Data Collection with Design Team Member Jade, JoyCore Project

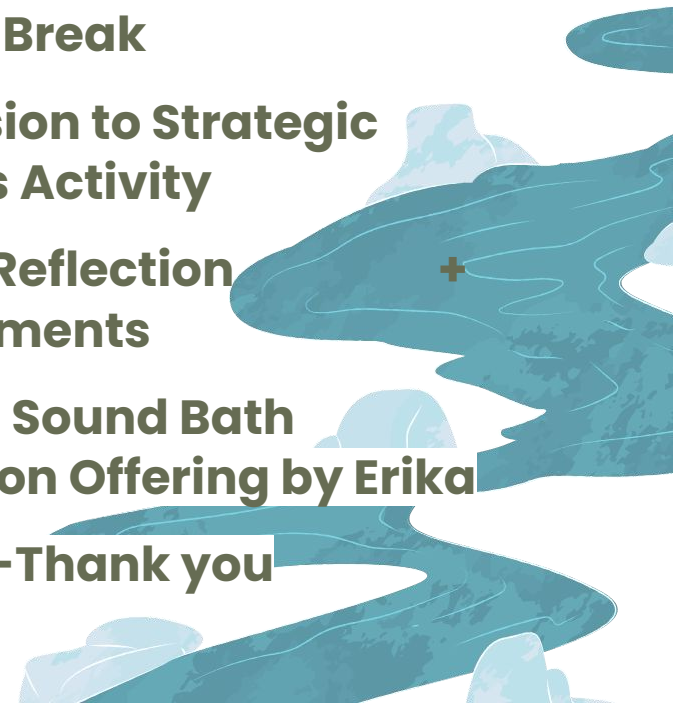


Today's Flow (Agenda)



- ~~☐ Welcome + Arrival~~
- ~~☐ Ecosystem Connections~~
- ~~☐ (10 min) Break~~
- ~~☐ Ripple Talks: Designing For Healing: Addressing ACE's and Systemic Harm in Youth Serving Ecosystems~~
- ~~☐ (45 min) Lunch~~
- ~~☐ Energizer Activity~~

- ☐ **Ripples in Motion: Mini Cross Sector Ideation Spaces**
- ☐ **(10 min) Break**
- ☐ **From Vision to Strategic Priorities Activity**
- ☐ **Closing Reflection + Commitments**
- ☐ **(25 min) Sound Bath Meditation Offering by Erika**
- ☐ **Adjourn-Thank you**

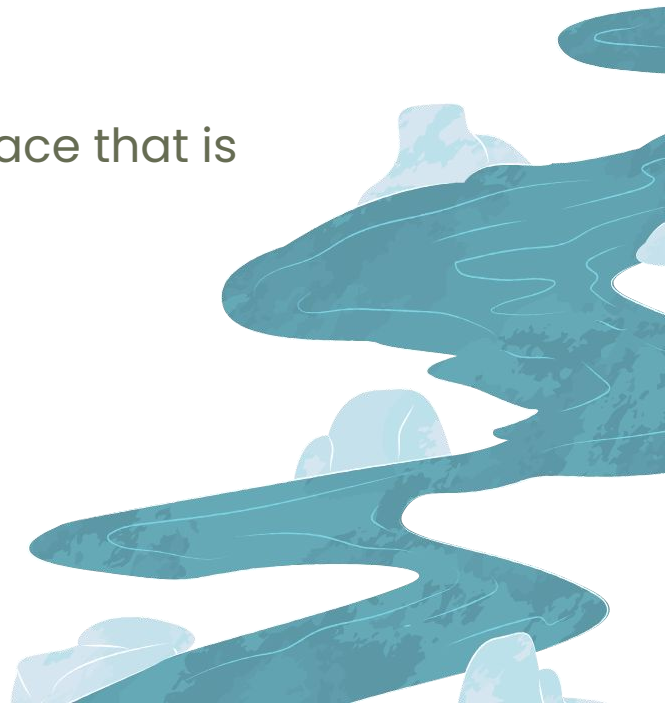


Ripples in Motion- Ideation Spaces



The solutions we seek are at the intersections of our work.

- Choose your own ideation breakout space
- Max of 30 people per breakout space
- If the space is not for you, move to another space that is not at capacity.
- Breakout Room Flow:
 - 5 min orientation
 - 40 min deep dive discussion
 - 10 min collective reflection
 - 1 key takeaway



Ripples in Motion- Ideation Spaces



Galleria: “Shared Challenges, Shared Medicine” (Policy Priorities) with Heather, Maria, and Leslye

West Room: “Walking in Each Other’s Shoes” (Systems Alignment) with Jeff, Laila, and Ginger

East Room: “Healing Centered Futures” (Environmental + Community Change) with Diego, Tiffany, and Jessica

Balcony: “The Gaps Between Us” (Cross Sector Partnerships) with Melea, Kym, and Vanessa

Galleria: “We Ain’t New to This, We True to This” (Expanded Learning’s Role) with Julie, Lupita, and Donielle



**Break
(10 min)**

**There is no
urgency.**

**There is no
perfection.**

**I am enough
now.**



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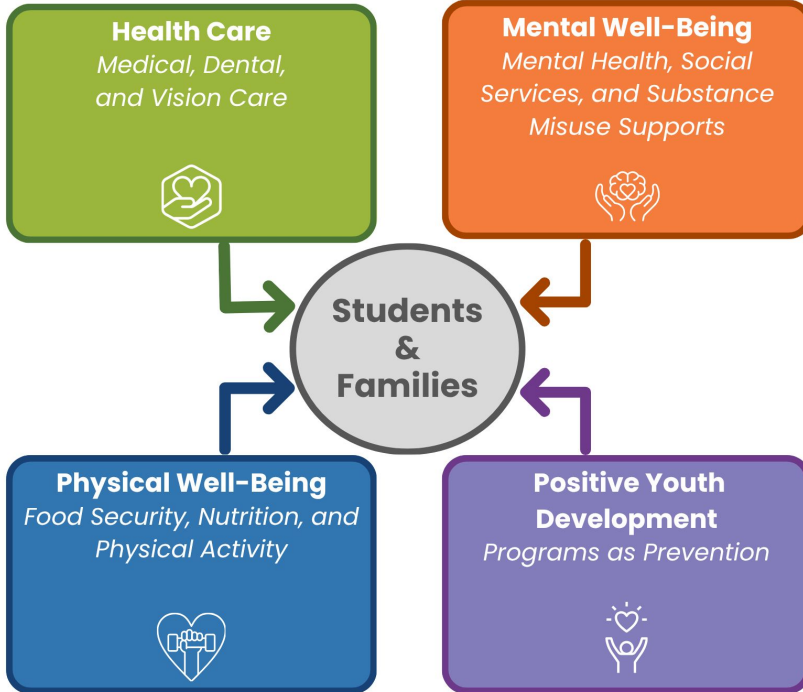
From Vision to Strategic Priorities

Identifying strategic priorities, focus areas, and goals for the Ecosystem Plan

Inform Strategic Priority Areas for the Ecosystem Plan



Promoting Health & Wellness Through Expanded Learning



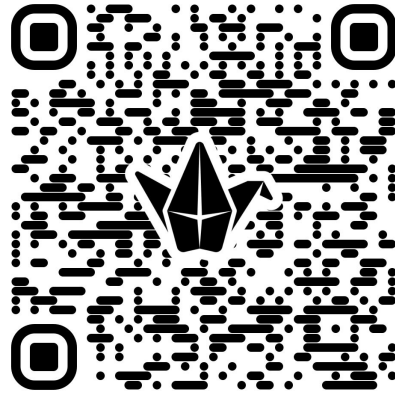
SP 2.0 Priority Areas



Visioning Practice: Seeing the Ecosystem Whole



**If we were considering the whole Ecosystem,
what bold initiatives/priorities would we
center to support youth, families, and the
workforce in the next 5 years?**



<http://bit.ly/46SuKvB>



When you think about the 4 past strategic areas, do these still feel critical for advancing thriving youth, family, and workforce?



- Quality Programs
- Policy & Grants Administration
- Collaborative Partnerships
- Workforce

Rate each area on a 1 – 5 scale:

- 5 - Essential/Critical
- 4- High Priority
- 3- Medium Priority
- 2- Low Priority
- 1- Not a Priority

<http://bit.ly/4opWFJl>



What's Missing?



- Quality Programs
- Policy & Grants Administration
- Collaborative Partnerships
- Workforce

Generate 1-4 word priority areas. You may submit multiple responses

<http://bit.ly/4oGOB0D>



What Bold Priorities Make the Biggest Difference Right Now?



Which 2-3 strategic priority areas should rise to the top of our plan?

You may submit multiple responses. Please submit each priority area separately.

<http://bit.ly/4nSWTbO>





Collective Reflection + Commitment

What Strategic Priority Do I Want to Commit To?

And “Loving Corrections” (Participant Feedback Survey)

Collective Care Offering



Sound Healing Meditation with

Erika Sánchez
Holistic Therapist and Founder of
the Global ReACH Foundation





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**Thank you for
making your
mark on the
Ecosystem Plan!**



Picture Credit: Earthly Education