Mayor's Education Summit Advisory Group
Advisory Group Meeting
May 23, 2016 4:00 pm- 6:00 pm
Seattle City Hall, Bertha Knight Landes Room, 1st Floor

Advisory group members present: Co-Chair Sheila Edwards Lange, Co-Chair Brad Tilden, William Jackson (on behalf *of Co-Chair Kristin Bailey-Fogarty*), Janis Avery, Pamela L. Banks, Phyllis Campano, Dwane Chappelle, Maud Daudon, Howard Frumkin, Saadia Hamid, Bruce Harrell, Theodore Howard, Cassandra Johnston, Erin Kahn, Kent Koth, Stephanie Lennon (on behalf of *David Beard*), Dr. Larry Nyland, Erin Okuno, , Betty Patu, Fern Renville, Dr. James Smith, Yolanda Watson Spiva, Ed Taylor. *Facilitator:* John Howell
Absent: Jennifer Mims, Sara Morris, Roxana Norouzi, Pamela Banks, Estela Ortega, Co-Chair Ron Sims, Blair Taylor, Co-Chair Brad Tilden, Omar Vasquez

Ed Summit/City staff present: Robert Feldstein, Gracie Geremia, Kacey Guin, Regina Jones, Hyeok Kim, Isabel Munoz-Colon, Sara Rigel, Waslala Miranda, Carol Wallace, Sid Sidorowicz, Anthony Shoecraft.

Action Items

TASK	RESPONSIBILITY	DATE
Revise Principles and Education Summit Advisory Group Work Structure	John Howell	6/6/2015
Vision and goals presented to group	Mayor's staff	6/6/2015
Create e-mail listserv for community members interested in work of Advisory Group	Mayor's staff	Ongoing

WELCOME
Co-Chair Shelia Edwards-Lange welcomed the group and alternate advisory group members introduced themselves. Sheila reminds the group of our group norm to adopt recommendations by consensus. Sheila let the group know that the final recommendation process will take longer than we had originally scheduled, with a new schedule running through September.

FINAL REPORT OF COMMUNITY CONVERSATIONS

Dwane Chappelle described the community conversation report to the group. The community conversation summary is posted online on the Mayor's Education Summit website.

Common themes discussed at community conversations:
- Desire to have race/culture affirmed
- Support for students' home languages
- Desire for schools to have firm/flexible adequate funding

Community report should serve as guide for the group's work forward.

DISCUSSION OF FRAMEWORK AND SCHEDULE FOR DEVELOPING AG RECOMMENDATIONS

John described the framework (attached). The dark blue "Work Groups" row is how staff proposes to break out into five smaller work groups based on topic areas. The grey "Work Group" cell (upper right corner) is meant to indicate that discussion about collaboration and partnerships will take place after the other four work groups have identified strategies. The light blue "Related Community Conversation Themes" row indicates how the themes from the community conversation summary have been divided among the five work groups. The white row of "Example Solutions" are meant to provide examples of the kind of solutions that could be identified within each work group. They describe some of the ideas that came out of community conversations, the summit, and from the last Advisory Group meeting. The principles, listed on the back page, help guide future conversations and recommendations. The orange box provides a list of questions that each work group will be asked to address. The questions will help to provide more detail for the ultimate set of recommendations.

Waslala Miranda presented a sample template to the Advisory Group. The presentation was meant to provide an example of the kind of information city staff will bring forward to each work group regarding the strategies being considered.

The group made the following suggestions for the draft framework document:

- Pay more attention to emerging practices, because best practices are often representative of the dominant culture. Also include more evidence-based practices.
- Some group members were worried that a lot of changes in K-12 education lead to assimilation.
- Look more into how we scale projects and lift youth and not just individuals.
- Do research in communities—work at the ground level to seek their continuous input. Seek more qualitative "street" data.
- The work group questions are reasonable, but the group should not limit its thinking to just those ideas where current resources are available.
- In addition to having programmatic ideas, the AG group should suggest what additional research is needed.
- We should be clear on the focus—are we lifting up all students or design strategies specifically for students of color? What is our "north star"?
- We need to make sure the public knows what is happening with regard to the work of the AG. A group member suggested that e-mails be sent out to community members updating them on Advisory Group progress, meetings, and discussion.
- When recommendations are developed the group needs to be attentive to who owns the projects and what is the purview of the school, community organizations, city, and school district. John reminded the group that one of the questions each work group will be asked to address, is "who will be responsible for planning, implementing and evaluating" a recommended strategy?
- There was general agreement that the framework provides a good structure for the work of the AG in the months ahead.

DISCUSSION OF REVISED ADVISORY GROUP SCHEDULE

John reviewed the revised schedule. It is proposed that the AG meetings last 3 hours (starting with the June 29th meeting) and extend through September. In August, we will add a half-day meeting, so the entire group can look at the ideas that are emerging from the small work groups. In September the AG will be asked to discuss priorities for their recommendations. The final report should be adopted at the last meeting in September. Meeting dates in August and September are to be determined.

DISCUSSION OF DRAFT PRINCIPLES

The group was divided into 3 small groups to discuss the AG Draft Principles (attached). During the report outs from each group several suggestions were made:
- Principle #1: The language should be more inspirational
- Principle #2: The term equity should be used
- Principle #3: Include families and educators as potential partners
- Principle #4: Reference emerging and promising practices
- Principle #5: Should reflect that AG wants to build on the success of existing programs to have a larger impact on students
- Principle #8: Success is about more than academic outcomes; it should be about the whole child

NEXT STEPS AND ADJOURN
Co-Chair Shelia Edwards Lange thanked the group and closed the meeting.