

**Mayor's Education Summit Advisory Group**  
**Advisory Group Meeting**  
**June 29, 2016 3:30 pm- 6:30 pm**  
**Seattle City Hall, Bertha Knight Landes Room, 1<sup>st</sup> Floor**

*Advisory group members present:* Co-Chair Kristin Bailey- Fogarty, Co-Chair Ron Sims, Co-Chair Brad Tilden, Linnea Lassier (on behalf of *Co-Chair Sheila Edwards Lange*), Janis Avery, Pamela Banks, David Beard, Kyla Shkerick (on behalf of *Maud Daudon*), Howard Frumkin, Saadia Hamid, Jennifer Samuels (on behalf of *Bruce Harrell*), Cassandra Johnston, Kent Koth, Nimco Bulale (on behalf of *Roxana Norouzi*), Nikka Lemons and Cashel Toner (on behalf of *Dr. Larry Nyland*), Erin Okuno, Estela Ortega, Fern Renville, Dr. James Smith, Juliette S. Kelly (on behalf of *Yolanda Watson Spiva*), Ed Taylor. *Facilitator:* John Howell

*Absent:* Kaaren Andrews, Phyllis Campano, Dwane Chappelle, Theodore Howard, Erin Kahn, Jennifer Mims, Sara Morris, Betty Patu, Blair Taylor, Omar Vasquez.

*Ed Summit/City staff present:* Kacey Guin, Isabel Munoz-Colon, Sara Rigel, Anthony Shoecraft, Carol Wallace, Nancy Yamamoto, Paula Hoff, Monica Liang-Aguirre, Tiffany Washington, Matt Houghton, Lori Chisholm, Waslala Miranda.

**Action Items**

| TASK                             | RESPONSIBILITY | DATE    |
|----------------------------------|----------------|---------|
| Get meeting materials out sooner | John Howell    | ongoing |
| Amend draft principles           | John Howell    |         |

**WELCOME AND REVIEW AGENDA**

Co-Chair Kristin Bailey-Fogarty opened the meeting and briefly described today's meeting agenda. She informed the group that they will start working on solutions at the July meetings, but would receive a preview of some possible ideas today. She told the group that today's meeting would complete the discussion of barriers for work groups #3 and #4.

**DISCUSSION OF REVISED DRAFT PRINCIPLES**

John Howell showed the group the draft principle document that encompassed most of the changes recommended by the Advisory Group. Some of the changes include:

- Favoring actions that demonstrate evidence of success, but recognizing that to reach students most in need will require support for new and emerging ideas.
- Changes in language, including focusing on equitable funding for school.

The vision and goal statements will be discussed in the July 11<sup>th</sup> meeting.

Discussion with the Advisory Group:

- Group members asked if children (in principle 1) implies young adults and those outside of the school system? The usage of the world children was not intended to imply young children, but also young adults. The group agreed to add young adults to the principle.

- There was a concern expressed by a group member that there was no language in the principles that suggests a focus on African American youth. It was suggested that the language should be explicit in stating African American youth, because African American students have been underserved for a very long time, without progress being made. John responded by stating that the goals statement is where this issue is addressed and that the current draft language suggests a focus on youth of color who have been traditionally underserved. On July 11<sup>th</sup>, the group will talk more about goals and the vision.
- A group member suggested getting the meeting materials much prior to 12 hours before the meeting.
- A group member asked: What are the underlying conditions that are causing these problems to exist? We need to have awareness of policies and institutional racism that are adding barriers to our ability to serve all students more effectively. This question posed will be discussed during the small group discussions on barriers regarding cultural competency.
- With the one revision to principle 1 mentioned above, and agreement to discuss the issue raised regarding African American youth as part of the goal statement on July 11, the group was asked if they supported the revised principles. All members either supported (thumbs up) or indicated they could live with (thumbs sideways) the revisions.

### **TWO SMALL GROUP DISCUSSIONS: PRIORITIZATION OF BARRIERS**

The Advisory Group members divided into 2 groups based on their interests: #3 Providing Authentic Family and Community Support and Engagement, and #4 Strengthening Post Secondary Access and Attainment. The barriers the small groups were asked to discuss and prioritize came from community conversations, online surveys, and the Summit.

Group 3: Providing Authentic Family and Community Support & Engagement prioritized the following barriers:

- Community-Based Organization Partnerships, and Business Supports & Partnerships (11)
- Translation Interpretation and Language Access (10)
- Transportation and Safety (9)
- Family Support and Wrap-Around Care (7)

Group 4: Strengthening Post-Secondary Access & Attainment prioritized the following barriers:

- Cultural Change
- Advisors, Mentors and Counselors (5)
- Post-Secondary Enrollment and Completion (5)

### **FULL GROUP DISCUSSION: PRIORITIZATION OF BARRIERS AND IDENTIFICATION OF INITIAL SOLUTIONS**

Co-Chair Kristin Bailey-Fogarty described how the next portion of the meeting will look: (1) a full group discussion of all of the prioritized barriers from the four small groups, and (2) a look at potential solutions for each sub-group.

Discussion posed by group:

- One group member asked about when the 5<sup>th</sup> work group (Improving Innovation, Collaboration and Partnerships) would be discussed. It was suggested that those discussions will affect the barriers/solutions of all the other groups. John responded by stating that we want the group to talk about barriers and solutions prior to discussion of collaboration and partnerships. We will

need to have a conversation prior to coming up with the group's recommendations on how the city and school district will collaborate and hold each other accountable.

- Career opportunities are not listed as the top three for group 4, but should be included. John recognized that the group changed the language from college enrollment to post-secondary enrollment and completion.
- One group member talked about how college programs are different for different students and schools. It may not be adding programs but changing programs. The group member urged the group to think deeply about authentic programs rather than more programs.
- Several group members brought up other paths to success besides college enrollment, including workforce development, etc. Group members acknowledged the reality that college is expensive and often difficult to get accepted into. It was noted that the two barriers identified by Group #4 (Advisors, mentors and counselors; and Post-secondary enrollment and completion) address the issues about what students will do after high school if they do not go to college.
- A group member asked what ages are included in the barrier regarding before and after school programs include. Isabel replied that it includes programs for all ages.
- One group member talked about how many problems exist in society and how we look at education as a solution. There is a lack of focus on teaching quality. The group member suggested having a focus on having outstanding teachers. One group member said cultural competence is the doorway to good teacher. The group member asked others if having quality teachers belongs on the list of barriers. An excellent teacher should have the skill of cultural competence and they cannot be separated.
- A group member suggested that the School Board should not be able to overturn a decision of a principal about school operations. The group member asked how we can administratively empower teachers.

**Presentation from staff:** One or two staff members presented for each for each work group. The staff members introduced potential solutions for each work group. This was meant to put ideas on the table, not to be a comprehensive list of possible solutions. Ideas were meant to be a starting point for discussion. **ATTACH DOCUMENT**

Work group 1:

Paula Hoff and Lori Chisholm from the Department of Parks and Recreation listed several potential solutions to address the barriers identified by the work group.

Group members had the following questions and feedback:

- How do you work with students who do not work well in traditional work environments?
- Does the city have commitment to doing this work?
- Reframe to be continuity of learning or yearlong learning so it expands beyond traditional after school programs and summer school.
- Best practices language is concerning in communities of color when they are not able to prove that they are best practices.
- We do not want to hinder the ability of extended learning programs to create a new and different learning environment from the classroom

Work Group 2:

Isabel Munoz-Colon from DEEL presented some potential solutions to address the barriers identified by the work group.

Group members had the following questions and feedback:

- Transformation from group 4 can be used in this group.
- Who would we utilize to do implicit bias training?

Work Group 3:

Sara Rigel with Public Health presented for Tara James. The barriers that they worked on ahead of time were different than what the group came up with. Staff will revise the potential list of solutions to address the priority barriers identified by the work group.

Work Group 4:

Nancy Yamamoto and Matt Houghton from the Department of Economic Development presented. There was some similarity between the priority barriers they expected to be raised and those identified by the work group earlier in the meeting. However, they will also revise the potential solutions to address the priority barriers. Nancy and Matt presented several potential solutions.

Group members had the following questions and feedback:

- How the Supreme Court ruling might relate to DOCA students and access to workforce? Gates is doing work in this area.

#### **NEXT STEPS AND ADJOURN**

Kristin Bailey-Fogarty congratulated the group on getting this far and told the group what's in store for next meeting.