



SEATTLE HOUSING AUTHORITY
YESLER TERRACE
CITIZEN REVIEW COMMITTEE
MEETING MINUTES

LOCATION: Yesler Community Center, 917 East Yesler Way

DATE: March 2, 2017, Thursday

ATTENDEES: Committee Members

- Art Rea
- Brent Jones
- Evan Hilsenberg
- Halima Jaarso (left early)
- Jim Erickson
- Julie West
- Kera Dennis (left early)
- Kent Koth
- Kristin O'Donnell
- Lee Copeland
- Maiko Winkler-Chin
- Mark Okazaki
- Maureen Kostyack
- Matt King

13 members
attended

15 members
didn't

28 total
members

- Maza Gebriel Desta
- Michael Lanthier
- Michael Grossman
- Mulu Amare
- Mumina Osman
- Nimo Farah
- Nhan Van
- Nora Gibson
- Pearl Leung
- Pradeepta Upadhyay
- Tam Nguyen
- William Ayears
- Xinyu Wang
- Yun Son

SHA Staff

- Andrew Lofton
- Anne Fiske Zuniga
- April Griffith
- Cindy Sribhibhadh
- Fitsum Abraha
- Jared Jonson
- John Forsyth
- Mark Hinshaw
- Stephanie Van Dyke
- Sven Koehler
- Terry Galiney
- Tom Eanes

Additional:

- Maria Ursua
- Courtney Cameron
- Rachael Steward
- Kathlyn Paananen
- Jen Song

1.	5:45	<u>CALL TO ORDER</u>
2.	5:45 – 6:00	<p><u>WELCOME and OVERVIEW (Andrew Lofton)</u></p> <ul style="list-style-type: none"> • Summary of November 30th Meeting <ul style="list-style-type: none"> ○ Safety- people felt that the community needed to be and individuals needed to feel safe in the community. ○ Good access to transportation so they can get around in the city, in the region. Many folks don't have access to single occupancy vehicles so getting the ability to get to other places in the community is really important. ○ Opportunities and access to employment, including training, computer literacy, are important for this community. ○ Community array of open space – that was also another important characteristic that people felt should be apart of any good community, and how that space gets programmed for the community is something that is important that we have to pay attention to. ○ Particularly for Yesler but for all communities, a welcoming environment of individuals new to the community, to understand the traditions, the culture of this particular community and how important it is to the history of our city. • Since the early 2000's we have redeveloped our other communities – Rainier Vista, New Holly, Highpoint -- as mixed-income communities and are applying the lessons we have learned to Yesler redevelopment efforts. • We are excited to be with you again to get your ideas on what is needed to create a thriving neighborhood at Yesler that fully provides opportunity for all residents. • We got very helpful ideas from you and the Yesler Terrace Community Council last fall on ways to create a welcoming community. There were some very specific ideas about: <ul style="list-style-type: none"> ○ safety—such as expanded police coverage as the neighborhood grows ○ access to transportation—beyond just the Streetcar

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		<ul style="list-style-type: none"> ○ help with pathways to employment such as computer literacy and help with resumes ○ community programs for our new open spaces ○ welcoming new and returning residents with joint-neighborhood orientations and communication/education of the neighborhood’s history and culture ● As we explore ways to implement these ideas, we will be back for more input from you and the Yesler community. ● Since last fall, we’ve also reached out to SHA staff at our HOPE VI communities to learn from their experiences with building diverse communities. ● We’ve learned neighboring starts at the places where neighbors run into each other naturally. Specific examples of these “bumping spaces” are: <ul style="list-style-type: none"> ○ RV-light rail stop and parks ○ NH-library and parks ○ HP-neighborhood center and parks ○ Neighbors within a few blocks or a building build connections and it grows from there. ○ We’ve heard that keeping costs low for community space and activities for youth and seniors is very important. ○ All these communities are highly desirable places to live for both renters and homeowners-an important measure of success. ● Establishing community norms from welcoming new neighbors, to resolving disagreements, to collaboration on community projects is essential. ● Our next three CRC meetings will focus in turn on education, health, and economic opportunities to learn from you how to develop and implement our transformative work in these crucial areas, where we should prioritize our efforts, and how we can collectively sustain them over time. ● We have guests from Seattle University and Seattle Public Schools, two organizations we have partnered with to address the education challenges of our Yesler community. <ul style="list-style-type: none"> ○ Rachel Steward – Deputy Director for the Seattle University – Center for Community Engagement ○ Kathlyn Paananen – Housing and Education Manager – Seattle Public Schools ○ Courtney Cameron – Strategic Advisor for Policy and Initiatives – Seattle Housing Authority ● Tonight, we will hear about: <ul style="list-style-type: none"> ○ Progress on our choice neighborhood education program. ○ We will also hear about efforts that SHA and SPS are partnering on to address chronic absenteeism among our youth. ○ We will ask you to think about how you, your network, and respective organizations can support these efforts. ○ We will discuss what actions we as the CRC can take to support this work.
3.	6:00 – 6:10	<u>REVIEW AGENDA and INTRODUCTIONS (Diane Sugimura)</u>
4.	6:10 – 6:20	<u>BREAK</u>
5.	6:20 – 7:45	<u>INTERACTIVE EDUCATION PRESENTATIONS & DISCUSSIONS</u> Rachel Steward, Seattle University – Choice Neighborhood 2015-2016 Report <ul style="list-style-type: none"> ● Kindergarten Readiness Outcomes for 2015-2016 School Year <ul style="list-style-type: none"> ○ We measure their readiness in 6 ways: <ul style="list-style-type: none"> ▪ social/emotional, physical readiness, math, literacy, language, cognition ▪ In nearly every area, at least 67% of our children are kindergarten ready. These are big improvements over the last two years. ● Math Proficiency Rate Compared to Peers <ul style="list-style-type: none"> ○ Yesler Terrace resident students: 38% of 3rd graders, 57% of 4th graders, and 31% of 5th graders are proficient in math and meeting their goals. We have improvement to make in every area, although our 5th graders did out-perform their

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		<p>peers at BG.</p> <ul style="list-style-type: none"> ○ This report is for last school year; statistics are available to show growth over time. ○ In 6th and 7th grades, Yesler students are out-performing WMS students, and in 8th grade, the Yesler students aren't doing quite as well. ○ All of these numbers are showing us we have improvements to make on math skills. ○ The Smarter Balance Test is computerized. The students, even the young ones, have to be able to use a computer to take the test. For the math test, they have to provide the number answers and explain why the answers are correct in a sentence or two. Students are challenged with not only math but reading and writing. We're investing more in math literacy. <ul style="list-style-type: none"> ● ELA Proficiency Rate Compared to Peers <ul style="list-style-type: none"> ○ Yesler students in 3rd grade are proficient at 31%, in 4th grade at 38%, and 5th grade 38%. ○ 5th grade is an important year; students are preparing to transition to middle school. We are continuing to invest more in that grade level. Yesler students out-performed BG students in ELA. ○ In 6th grade, our students are not doing as well as their low-income peers in WMS; they're at a 25% proficiency rate. Our 7th grade students have made a jump – 56% of them are proficient and out-performed WMS peers. ● School Attendance for 2016-2016 School Year <ul style="list-style-type: none"> ○ For attendance, these are the numbers of students who missed fewer than 10 days of school in the school year. Our best attendance is for 2nd grade and 5th grade. We struggled in attendance particularly for 3rd and 4th graders. Courtney will talk about the importance of attendance a little later. ● 12th Grade Completion Rate <ul style="list-style-type: none"> ○ What's important to know is this isn't a high school graduation rate. Here we're looking at the number of students who begin 12th grade in September and complete it in June with a diploma. Of the 14 students, 7 completed with high school diploma, 6 getting GED, and 1 not in school. We know what each of those students are doing. ● Interventions (using the Choice Neighborhood Seattle University Youth Initiative) <ul style="list-style-type: none"> ○ Education Navigator <ul style="list-style-type: none"> ▪ Saadia Hamid, doing pre-school storytime to introduce more learning activities. ○ Early Learning Programs <ul style="list-style-type: none"> ▪ Parent-Child Home Program, includes home visiting, Headstart and ECAP classrooms being provided at the Epstein Opportunity Center (EOC), preschool at BG, additional classroom assistants and supports that Seattle University (SU) puts in through a program called Jump Start. ○ After School Tutoring <ul style="list-style-type: none"> ▪ At all three neighborhood schools, all free, offered 4 days per week for 2 hours per day. ○ Classroom teaching support <ul style="list-style-type: none"> ▪ BG classrooms have at least 2 adults in them every day; often times there are 3 as a result of sending university students in and pairing them with instructional assistants who are working with language support. ○ College preparation, mentoring, and scholarships <ul style="list-style-type: none"> ▪ Begins at the middle school in 6th grade. Students living in Yesler and the surrounding neighborhoods are assigned academic mentors who meet with their students one-on-one on a weekly basis. There is also an after
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school program that teaches about college and career exploration. At the high school level we have added the academic mentoring as well as introduction to scholarships. SU also offers scholarships to young people who live in the neighborhood and choose to attend SU; it's a competitive scholarship.

- Summer academic enrichment programs
 - Started as an initial investment from the Choice Neighborhood Grant. This coming summer, the program at BG will serve 75 children; the program at WMS will serve 170 children; and the programs at Garfield will serve even more, but their programs are smaller in numbers, not one big program.
- Family Engagement support
 - Each family will receive family engagement support, working with the school to improve communications and family input on decision-making.

SHA Partnership with Seattle Public Schools

- Kathlyn Paananen (formerly with SHA) works with Courtney Cameron (former teacher, now at SHA) to build and support the partnership between SHA and SPS.
- SPS Student Info:
 - Of the total 50,000 SPS students, SHA houses 5,500 (roughly 10 percent)
 - 128 different languages spoken among the student population
 - 39% of SPS student population is on free and reduced lunch.
 - Over 3,000 homeless students enrolled in SPS this year.
- Key goal is to eliminate the achievement gap. Data continues to show that white students and students of color are not succeeding academically in the same way.
- Addressing Chronic Student Absence:
 - Chronic absenteeism means missing 18 or more days in a school year; that's about 2 days per month.
 - Research that shows if you miss 2 days a month or 18 days in a school year, you will fall behind.
 - Research also shows that missing school is also about relationships. When students miss school, it's hard for them to develop relationships with their teachers and with peers. It's also hard to keep up with the content and coursework.
 - One example: In kindergarten across the city, almost 20% of SHA students are missing 18 or more days.
 - Middle school absenteeism rate jumps, and continues to go up to 12th grade. 63% of SHA students in 12th grade are missing 18 or more days; 45% of SPS students are missing 18 or more days.

Group Discussion Questions

- What hopes do we have for youth in this neighborhood?
- What assets do we have to support improving student attendance as individuals, communities, intuitions, partners, and others?
- What actions can we take individually, and as a community in support of youth educational achievement?

Group Discussion Notes:

Hopes for youth in Community?

- Positive environment for children to succeed!
- Success in school, work, life
- Education about successful alternatives to higher education (buildings and trades).

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- Activities organized after school and during school day. Additional responsible (person) on site.
- Parents need information about importance of attendance for school success so the kids will be encouraged to increase attendance by their family
- Reading is the tool – early education is important for later success
- A positive school environment where staff at school can see that children can succeed
- Exposure to college campuses during the earlier years.
- Coaching/assistance for parents to understand why the students need to take classes.
- Better support for kids who are absent because of sickness
- Have a normal life
- Safer routes to schools, especially BG.

What assets do we have?

- Inspirations for kids to achieve success; i.e.; trips to Boeing, museums, stadiums, Microsoft, Amazon, UW
- Universities, Arts & Cultural institutions, partnerships and mentorships
- Strong local economy and business community – connect to employers.
- Home visits to bring inter-generational inspiration to kids and families
- Look at schools that have good attendance and see what we could learn from that to see what's working. Make the resources available to all students across the district.
- Recognize that people could be happy in what they do even if they don't go to college.
- Look at the vocational options for youth to have exposure.
- Make summer internship programs better known/give kids opportunity to have exposure to a variety of careers.
- Stable housing for older students.

Actions to take

- Supervision to limit exposure to negative elements (crime, bullying)
- Addressing bullying and fear experienced by students at school
- Rewards/awards for students who achieve success; financial motivation is strong
- Provide chances for kids to help care for community (trash pick-up)
- Opportunities for hands-on learning (video production, coding)
- Other rewards – celebrity interaction to reward students
- Walking zones/routes to GB are unsafe. Be able to use street car to go to BG.
- Walking school bus.
- Crossing guards watching/following up on students that are absent.
- Out of school programs that provide access to caring adults in addition to the parents
- Sports and arts
- Work with teachers on lessons learned to improve attendance
- After school programs
- Help with connection to school resources.
- Former YT residents college facts – give back to youth
- Add to idea about speaker series
- Support network for family/emotional/psych issues
- Peer tutoring 6th through 9th
- Access to legal advice for school-related issues

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		<ul style="list-style-type: none">• Experiential learning opportunities
7.	7:45 – 7:49	<p><u>QUESTIONS/COMMENTS FROM THE PUBLIC</u></p> <ul style="list-style-type: none">• Some parents in the group are taking advantage of the existing assets in the neighborhood. One mother talked about using the street car to take her child to BG and found that as a safe way to bring her child to school.• One mother has a daughter that's going to graduate and has a scholarship to go to school. They talked about the homework help that their students are receiving currently; very savvy about the resources that are available in this neighborhood.
8.	7:49	<p><u>ADJOURN</u></p> <p>From Andrew: a huge thank you for your input and feedback; it's extremely helpful to have your participation in this process; it's extremely valuable. We appreciate your engagement and your input into this process; thank you very much.</p>

Please note that the January 13, 2016 Citizen Review Committee meeting minutes are available in other languages upon request. Please contact April Griffith at 206-615-3556 to request translation of the meeting minutes.

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