**Equity Advisory Committee (“EAC”)**

**Minutes from June 13, 2012 Meeting**

**Committee members present:**

Fay Woo Lee, Sheryl Evans Davis, Valerie Coleman, Rick Hauptman, Jane Henzerling, Angela Jenkins, Barry Kendall, Stella Kim, Erin Le, Alex Randolph, Mollie Ring, Elena Gil, Miquel Penn, Monali Seth, Jamie Wagoner,

**Committee members absent:**

Susan Christian, Tinisch Holins, Azalia Merrell, Susana Rivero, Charrisse Wells, Mollie Ring

Commissioner Shreyl davis showed up at 5:39

**Staff Present:**

Zoe Polk, David Miree

**Call to order, roll call, and approval of minutes:**

Staff member Zoe Polk called the meeting to order at 5:36 pm. A quoum of the EAC was present at the meeting. Committee member Angela Jenkins advised that Professors from the San Francisco Utate University and not USF as noted. p.3 A motion by Jenkins to accept current minutes with changes as suggested and seconded by Alex Randolph.

**Public Comment on items not on the agenda**

A presentation was made by a student, Nicholas, of Professor David Masimoto of San Francisco State University regarding outreach for his research. He is studying how being a member of a group affects how individuals may respond, including service, political, ethinic, cultural, any group that would help form an individual’s ideology based groups. Persons who participate in the study will be asked a series of questions, including demographic and personality, and showed a series of images, then given a creative task. The study will take about an hour, there’s a $10 stipend for your time with the possibility of receiving a $25 bonus.

**Commissioners’ and Staff Report**

Commissioner Lee reported that the Commission approved having a meeting in the Mission. The meeting date will be determined at a later date.

Commissioner Davis will be presenting to the commission about the mentorship week. Also, Commissioner Davis advised that she spoke with some professors, including Cory Cook, at University of San Francisco regarding the EAC’s education subcommittee’s interest in hosting a debate. The USF professors are interested in collaborating and perhaps host it there. They would like to do it before November.

The EAC would co-host the forum

In addition, Commissioner Davis discussed her meeting with Supervisor Olague regarding the Urban Strategies report regarding Oakland Unified School District. She asked Supervisor Olague to call a hearing to understand what’s going on with SFUSD and DCYF to address issues of disparity facing African Americans in the school district and the city at large. Its known that African Americans make up the smallest minority in the school district but they make up the majority of expulsions. Oakland can be a model because that city has an African American male achievement intitative where they put money aside to address the problem. Here in San Francisco we have difficulty recognizing that there is a problem. So this hearing would be what are we doing to address the huge disparity including in schools, particularly when you talk about African American students making up less than 12% of the population but over 40% of expulsions and suspensions. The date will be determined.

Zoe recommended that the education subcommittee could suggest speakers.

**Announcements**

Zoe welcomed the arrived speakers Dr. Aileen Hernandez and Pecolia

Zoe invited community members to join HRC pride contingent. The theme of the contingent is celebrating contributions of African Americans to LGBT rights. It will also honor Bayard Rustin.

Zoe asked Committee members to vote on whether there will be a July meeting. Committee members voted by quorum to not hold the meeting.

Zoe provided that the HRC website is undergoing updates and that bios and photos will be on the website when those changes are complete.

David thanked committee members for their assistance in the selection process for the Hero Awards. He indicated that there was an amazing turnout for the presentation of awards. He stated that he looked forward to assisting in next year’s hero awards and thanked committee members again for making the awards a success.

**EAC Speaker Series**

**Aileen Hernandez**

Commissioner Davis introduced Aileen Hernandez and noted her countless achievements and work for the community. Among those, Mrs. Hernandez initially worked as an organizer International Garment Workers Union. She became the education and Public Relations Director for the Pacific Coast. She was appointed Deputy Chief of California Fair Employment Practices

 She was appointed by President Lyndon Johnson as the only woman to serve on the newly established Equal Opportunity Employment Commission. She was the second president of the National Organization of Women. received national recognition. She co-founded Black Women Organized for Action. In 2005, she was recommended for the Nobel Peace Prize for her grass roots work.

Commissioner Davis provided the Aileen Hernandez was there tonight to offer feedback the EAC work plans and implementing action plans to end African Outmigration and finish the Unfinished Agenda.

Aileen Hernandez began by stating she was one of 1000 women from around the world to be selected for the Nobel Peace Prize. She thanked the committee members for the Hero Awards Ceremony. She indicated that it is important to note how slow change has been in San Francisco. She has been concerned about groups meeting in a private place with their group instead of everybody getting together what other groups. She said she is willing to help the EAC in any way she can and answer any questions.

Zoe introduced Pecolia Manigo, a Policy Director with Coleman Advocates. Zoe noted that Pecolia is a San Francisco born community activist and grassroots organizer dedicated to empowering communities of color with organizing skills to defend their rights and build power.

Pecolia stated that she was from San Francisco and came to Coleman Advocates to combines all of the work she has been doing for the last 15 years in the area of public education. She has been doing public education activism since she was in the sixth grade. When she came into the public education system in San Francisco was apparent that there was an achievement gap. It was a little different then what it is today. The way she saw it was that if you were in general education you were given a certain type of education and if you were in honors you were getting a different type of education. The general education track was always at least a few weeks behind the honors track. They had different books, different field trips and different homework. She couldn’t really dialogue with her friends until after she graduated from Independence High. So she has that lens of analyzing the achievement gap of different ethnic groups but also what’s happening in different education strands. The full picture is that even though we’ve had 58 years since Brown v. Board of Education we still have separate education experiences in the same class rooms in the same schools in the same grades by the same teachers and the same principals and the same janitors and same security guards. People are having a different experience in San Francisco based on the color of their skin. That is sometimes hard for people to digest but its real. It’s Pecolia’s daily experience, and what she is paid to learn about. Her job is to help parents and students acknowledge that those things that they are experiencing are real, that they aren’t lying, that their experience was absolutely positively not right, and usually is a wrong experience. And that is the first role at Coleman Advocates.

Coleman works from a school site level, that is what happens at the school, all the way up to the national level. Her presentation will be modeled on that format.

Coleman is based in target schools. They believe its important to build parent and student leadership, meaning equipping people with the ability to identify issues in their school which are preventing them from having quality educational experience.

They start by having one on one conversations with parents, including “What is the challenge that you have in your experiences?” And then Coleman goes from that gut feeling about the experience to “What experience are other students that you are communicating with have?” If the issues sound similar, they ask parents to meet together to determine if the issues they are having are impacting all of the students. This is called “issue id.” Issue id allows people to start where they are at and then learn about where their whole school community is at.

They learn about the whole school community by filling out surveys. And the goal of that is to debunk some myths for parents. A lot of times surveys prove that some of the thoughts they have are not accurate. But it’s a part of process to learn that sometimes things that you see as a problem aren’t necessarily considered to be a problem by everyone else. Through that process they identify the most serious issues in that school site that parents really do want to work on.

Coleman works at Hillcrest and Carver. Carver is going through a federally mandated restructuring. They have no middle schools but are several high schools including Balboa, Burton High School and a Downtown, where they implement new restorative justice program. They pick schools based on demographics, need and the capacity to work with the administration. The most important piece is can they work with the administration- can they hear parents? Can they hear students? Can they identify issues at their school sites and are they willing to work with parents and work with students on those issues.

For example at Balboa, high school, students do not have access to the bathrooms. If they want to go to the bathroom they have to be escorted by security. At Burton, students are angry and frustrated about the quiet time. At Cleveland they’ve done two cycles of surveys of issue id. One issue is technology. Cleveland is the only school in the southeast sector that has less than 19 computers at its school site. There wasn’t even a computer in every classroom. So they worked really hard to get the school council to approve a mobile computer lab. The next year they decided to work on tutors in English and in Math.

At Hillcrest they are working on a long campaign to incorporate parent teacher collaboration so that parents can figure out a way to support students and produce curriculum that is culturally competent. These examples are indicative of the work Coleman does on the school site level. The work with parents to identify issues, to do research, including research on best practices, visiting other school sites, meeting with other school principals and looking at websites that talk about best practices. After doing this research they figure out how to make recommendations to the school sites. Then parents figure out how to run a campaign.

At the District level they do budget advocacy work. The district level runs a little differently in that they have a campaign platform, the Campaign for College and Careers for all. Through this campaign they hold the district to a high bar: all students graduate. To do this, they have to meet the A-G requirements. When Pecolia graduated, the A-G requirements were mandatory, every student had to meet these to be college ready. Since 1998 that hasn’t happened.

Every child should take the A-G classes because we are in a time when you have to go to college. The myth that you cannot go to college and be fine is not true. If California continues at the current rate, it would not have enough workers to fill jobs in 2025. To address this in San Francisco, students need to get A-G requirements.

This policy was passed in 2009. The implementation has been difficult because you’re taking a system that previously designated which children were going to college and telling them that they can’t do that anymore. This is happening at the elementary school level. Everything in education builds on levels.

Pecolia pointed to the one pager created by the Equity Advisory Committee Education subcommittee as good example of the achievement gap. She indicated that it is a very telling indicator and would love to see the same illustration of attendance rate. Attendance in elementary school is a bigger indicator of whether a child will graduate from high school. Thus, you have to look at suspension and expulsion. Many people do not realize that San Francisco begins suspending people in kindergarten. Achievement gap includes every possible data where its racially divided. Schools have to put processes in place that facilitate staff debunking their own ideas.

The district needs a parent engagement policy. Coleman also supports ethnic studies. Students knowing their own histories is a huge indicator of whether they will go to college. They support restorative justice policies, that is dismantling the school to prison pipeline. The achievement gap is how authorities plan for beds in prisons. Through examining these indicators Coleman assists parents in identifying what a budget should look like for their school districts. They help parents understand if the school district is really spending money to close the achievement gap.

It’s critical to understand that there are tons of cuts that the district has sustained over the last 4 years, 25% of the budget has been cut. And 25% of that is restricting funds that were once designated to close the achievement gap, including the elimination of tutoring, the elimination of consent decree programs built around the notion of desegregating schools, and programs to reduce class size. So in this budget cycle they are looking at what can be restored so that the district is not setting students up to not graduate. There is a whole set of students in the system who are under a new graduation requirement and we have not changed the failure rate. There is a high 9th grade failure rate, with no support in place to address those issues. If nothing happens right now, these students will not have enough credits to graduate because we failed them by not putting the supports in place.

Coleman’s State Level work is making sure that legislatures know about how parents feel about district policies. They are tracking about 10 policies being put through the legislature around restorative justice and debunking that code of defiance. Defiance is the number one reason black children are suspended in San Francisco. Students are being suspended at alarming rates because teachers don’t know how to manage their classrooms. Because there are racial differences between students and teachers that are not being addressed, students are getting suspended two or three times. Rarely are students suspended only once. These are repeated offenses happening to a couple of students. So they are looking to the state to change their codes and change the processes at the districts. They participated in a coalition called the Campaign for Quality Education which is also about 100% prepared, 100% graduation rate.

At the National Level, they work to ensure that which ever administration moves forward, we get a different approach to federal education policy. No child left behind has left a lot of children behind. It has used billions of dollars to implement programs that do not work. Republican parties are currently pushing policies that are much worse. Coleman participates in an alliance with other comparable organizations that want to dialogue with congress and find out ways to address or insert language to existing legislation or design new legislation.

Pecolia concluded by distributing information from Coleman’s website. Their goal this year, which she thinks they will be successful at, is to restore credit recovery for students. It is important that they not set up the class of 2014 for failure.

Questions

Commissioner Woo asked if they work on child care issues. Pecolia reported that team that works on the city budget does a child care campaign. Commissioner Davis noted that the Mayor did make some commitments for child care.

Pecolia distributed some fliers about Coleman’s block party and said she was looking forward to learning more about the education subcommittee hearing.

Commissioner Davis asked for more information on the statistics of expulsion. Pecolia indicated that she is working on a report card for the district.

Commissioner Davis advised committee members that Pecolia is the community equivalent of Hoover Lidell who is the special assistant to the superintendent. He has the numbers and figures on expulsions in the district. Hoover has been with the District since 1992. Pecolia noted that this plan is the sixth generation, and that there have been a number plans since 1992 t close the achievement gap which have not been successful.

Commissioner Davis indicated that Hoover is a great resource and can provide sf school data based on zip codes. Pecolia referenced Hoover’s work designing a standards based evaluation for elementary school students.

Commissioner Lee asked if Pecolia received complaints from parents. Pecolia said she receives complaints all the time and that is why transparency is important.

Commissioner Lee asked about Coleman’s funding. Pecolia said they receive money from foundations including the Zellerbach Foundation. She indicated that the San Francisco Foundation is beginning to look at their programs. She also stated that Coleman has been around for 35 years and that some organizations decided to defund them when they shifted their programs to more membership based. So they are looking for more grassroots funders. She noted that there is a trend going on that organizing groups are being defunded and the funding is going to support the system. So the advocacy groups that made the system focus on the achievement gap is now losing funding to the system implementing that work. All organizations across the nation are experiencing that. Funding for this type of work is decreasing at a rapid rate, about 50% this year. It will be important to have a conversation in San Francisco on how to keep funding this work.

Commissioner Davis that Neva Walker, the Director of Coleman is on the education subcommittee of the African American leadership council and that EAC members can connect with her.

Pecolia advised committee members that if they cannot attend budget meetings, they should watch them to get a better sense.

**Subcommittee Updates:**

*Education as Human Rights*

Jane Henzerling reported that the education subcommittee invited Pecolia to speak. This invitation was part of their action items to educate the committee as a whole so that committee members can be informed in individual jobs and lives, and also help inform broader efforts and future action steps. In August, the subcommittee will have representatives from Educate our State and in September, they’ve invited the Director of Parents for Public Schools coming to speak.

The other big project they were working on is a visual representation of the achievement gap in San Francisco. They started with examining 3rd grade reading level because that is the single greatest indicator of high school graduation. By looking at the map created by the EAC, you can get a pretty good understanding of what percentage of kids from those elementary schools is on track to graduate. So when you view a school that 80% of kids are below a third grade reading level, that means 80% of their students are not on track to graduate. She also noted that even having a geographic representation of where the achievement gap is the lowest helps focus efforts on San Francisco’s most underserved kids and get at some of those root causes of low achievement.

The second page of the one pager looks at the racial and ethnic disparities in the achievement gap. It’s a good starting point of the education subcommittee on collecting data.

The last piece is talking with USF about partnering with them for school board forums.

*Reentry and Realignment Subcommittee*

Angela and Erin are working on a survey to get an assessment of how community feels about reentry. The survey will also examine the education level of statistics outlined in the New Jim Crow and the number of African American males incarcerated. Erin and Angela will meet with Belinda Reyes at San Francisco University. Professor Reyes has cautioned them to make sure that the survey has a target. She also indicated that a web survey is better than a paper survey, especially given the prohibitive cost of a paper survey.

They are also working with Brothers for Change to work with the reentry community. Angela has met with Macio Lyons regarding the Byrnes/Justice Assistance Grant.

Commissioner Davis indicated that the conditions of the grant mandate that it has to be law enforcement or at the direction of law enforcement. They’ve also distributed it through DCYF and the Community Response Network. This year DCYF did not apply for the money and passed it to the District Attorney’s Office. The District Attorney said they would apply the money specifically to the Bayview and they are planning to use the money specifically for victim services. The issue with that, which Zoe is going to follow up on, is that the money is clearly supposed to be used to help people who are part of the system to rehabilitate, find employment, and deal with obstacles stemming from the original reasons why they were incarcerated. The District Attorney’s office indicated that this came up last minute. The next step will be to connect Zoe and Angela’s group with the DA’s office. It is a 3 year cycle so it will be 3 years before we can apply again. This grant was $400,000 for 3 years. There’s another level which was $1 million for 3 years but they did not apply for that.

Angela also met with Margaret Dooley, formerly of the Drug Policy Alliance and Laura Thomas of the Drug Policy Alliance regarding the Byrne Grant. They are working on how to use those funds for more restorative causes and healing the community. They are trying to bring evidence based practices to crime reduction in San Francisco.

Committee member asked Rick Haupmen asked when the next meeting of the African American Leadership Council.

Commissioner Davis advised that it would be June 26 at City Hall room 278 at 6 pm.

*Silver Tsunami*

Stella Kim provided the update for the Silver Tsunami work group. They are still in the information gathering and issue identification phase. Valerie and Stella created a list of about 20 senior organizations to contact. They created an online survey using survey monkey. The responses have been pretty remarkable, people are happy that others are caring about these issues.

Stella provided some statistics she’s learned in her work including: 19% of San Francisco’s residents are seniors and for the first time on record, seniors outnumber teens in the national labor force.

To set up the survey, they started with five questions, including:

1. What are the greatest issues facing seniors?
2. What is the city doing right and how are they doing it right?
3. What would you like San Franciscans to really know?

A lot of the answers were similar. A lot of service providers are not in touch with each other and thus are duplicating work. So it is going to help Valerie and Stella narrow their work down. The big issues reported included LGBT seniors and discrimination by other seniors and senior service providers, and muni for seniors including non commute hours, how do seniors get around the city. Solutions for this issue included asking corporate bus companies to donate time to escort seniors to their appointments and meet their basic needs. Homeless seniors was another issue identified. The reduction of benefits and affordable housing has increased the number of seniors using homeless shelters in the city. Homeless shelters do not designate a set number of beds for seniors. They are concentrated with the entire population.

One person indicated that youth development work is more attractive than senior work and thus, funding has become a big issue. Funders don’t believe that there is a future to that work. So it is necessary to change that.

Finally, food access was identified as something that city was doing right. However, representatives of Meals on Wheels do not think that the needs are adequately addressed

David recommended that Valerie and Stella reach out to the LGBTAC regarding their work with LGBT seniors and creating the LGBT Senior taskforce. Jamie Wagoner received a fellowship to work with LGBT Seniors with Bay Legal. It would be great to collaborate.

Stella requested recommendations on where to focus.

Aileen Hernendez suggested that she and other seniors have a lot of books than they know what to do with. She suggested people would be interested in talking to and reading to children or giving books to children. It would be nice to have people face to face connecting again. A project could including getting books and people to volunteer. Reading to a child before they can read is a great thing. A place to put books and a designated time to read would be loved by a lot of people. Especially people who don’t get to see their grandchildren anymore. There are churches that do not have books.

Angela Jenkins reminded the committee of the budget impact on loss of tutors. A lot of retirees have been teachers or are teachers.

**Announcements:**

Miquel Penn announced that the internship subcommittee is reorganizing and will continue to work on their project.

David indicated that he’d be happy to work with Miquel on this effort and also fill him in on the mentorship and internship program of the African American Empowerment Program.

Commissioner Davis indicated that the Leadership Council, through the Education Subcommitee, has been working on mentorship and internships brown bag series.

Angela recommended Black Girls Code. Commissioner Davis indicated that Supervisor Cohen also referenced Black Girls Code

Commissioner Lee reminded everyone that there is no July EAC subcommittee meeting.

Adjournment :7:10 p.m.