**June 8, 2021 Meeting - Seattle Community Technology Advisory Board**

Topics covered included: Technology Matching Fund Feature: Renaissance 21; Committee Updates.

**This meeting was held:** June 8, 2021; 6:00-7:30 p.m., via Webex

**Attending:  (All via Webex)**

**Board Members:** Rene Peters, Camille Malonzo, Nicole Espy, Leah Shin, Lassana Magassa, John Krull, Femi Adebayo, David Kirichenko

**Public:** Dorene Cornwell, Eryk Waligora, Coleman Entringer, Eryk Waligora, Adrienne Pruszynski, Julian St. Clair, Ph.D.

**Staff:** David Keyes, Vicky Yuki, Tara Zaremba, Vinh Tang, Cass Magnuski

**20 In Attendance**

**Rene Peters:**   Okay, well we have a slightly shorter agenda than usual, so, Vinh, if you could please start the recording? All right, we've got the recording started. Just for everybody's awareness, we will be publishing a text transcript of the meeting. The audio will be recorded just for the purpose of taking that transcript, but the audio transcript won't be published.

So, welcome, everyone. I wanted the start the meeting the same way I always start it out, just with a quick acknowledgement that we are on traditional land of the First People of Seattle, the Duwamish People past and present. And with honor and gratitude, we recognize the land itself, and we also recognize the Duwamish Tribe. So, welcome everyone to the June meeting. As I said before, this agenda is a little bit lighter than the normal agenda. I was imagining that, ideally, folks would want to enjoy a lovely summer Tuesday in Seattle, but from what I understand, that is not necessarily the case. But we hope you will enjoy the agenda that we have for you. I also wanted to acknowledge that June is Pride month. So, whether we are part of the community itself, or whether we are allies, I just want to recognize that we should, with technology, we have the opportunity to make a lot of positive and negative impacts, to enhance the safety of people in the community, to promoting inclusivity for everyone, to creating space for people to feel safe and heard. We should always be thinking of ways that we can address those issues and keep the community's needs and their voice front of mind in all of the topics that we cover. It's really cross-sectional. And again, as usual, I wanted to start just mentioning a couple of interesting resources featuring some of the core technological issues that broach within our board's work. The first quick one is just a CNN video article about facial recognition that was published just after our meeting on May16. It's a great general recap of some of the crucial issues within facial recognition tech. Specifically, it has a couple of features of individuals who had been arrested based on incorrect facial matching. So, it's a really interesting perspective on how lives are impacted and just how this kind of thing plays out in real time. The talk track gets at the question of how law enforcement responsibility and tech responsibility interact, begin and end and overlap. It also features Clare Garvie, who is a lawyer at Georgetown's Center on Privacy in Technology, and also Patrick Grother, who has examined a lot of cases. He's a computer scientist in a government agency called National Institutes of Standards in Technology, which many of you know informally as NIST. So, I will drop that link in the chat, and encourage folks to take -- I think it's about a 15-minute feature -- just to watch. It's good to just get some conversations and thoughts going. <https://www.cbsnews.com/news/facial-recognition-60-minutes-2021-05-16>

The next quick story is a more relevant to Seattle story, in that it was announced in the middle of May that Amazon, hometown hero of Seattle -- or in some eyes, not -- will be halting their facial recognition technology called ReKognition indefinitely. Last year, in the face of George Floyd and some of the responses and national discourse, Amazon decided to pause the use and sale of ReKognition, the technology for police departments, for one year. Recently, they decided to extend that stoppage indefinitely. It's an interesting little story about how that escalated and some of the conversations that led to that. It's of course, very interesting, because all of us do live in Seattle, and intersect or are familiar with what Amazon is doing. Very interesting story there. Obviously still developing. <https://www.nytimes.com/2021/05/18/business/amazon-police-facial-recognition.html>

Last week, one of the interesting that happened immediately after our meeting in May was a really fascinating story about Colonial Pipeline, and centers around cyber-security and public infrastructure that is critical to a lot of systems. the New York *Times* did a really good feature story on how not just what the issue, itself, was, what type of cyber attack it was but it also gets into underlining that bad actors might not necessarily be political bad actors, and that sometimes there are other groups that become bad actors. The actual disruption -- if we think about all of the people having more expensive gas, and people considering limiting public transportation, and are even shutting down refineries -- some of those secondary reasonings and causations of what happens after data is manipulated or stolen can be really fascinating. In the case of the Colonial Pipeline, a lot of people tended to think that the hackers, themselves, were actually able to somehow turn off the spigot for the pipeline. But what had actually happened is that Colonial essentially feared that they wouldn't be able to bill their customers after they had their business system breached. That is why they actually made the decision on their own to stop the pipeline for the first time in its history. A lot of really interesting talking points, and that's still a story that the country, especially the east coast, is still coming out of. I just wanted to say that it was interesting to read about the dominoes, so to speak, that didn't fall. We saw higher prices at the pump. We saw huge lines at the gas station, but to think that there were whole cities and municipalities that were look at stopping or limiting public transportation services or refinery production at its basest level, thinking about shutting down completely is really fascinating when you think about the fact that this is likely a thing that is going to happen more frequently from more groups, especially after they got visibility like this. It's just another thing that we can keep in mind when we think about how the world is going to be changing within the next few years. <https://www.nytimes.com/2021/05/14/us/politics/pipeline-hack.html>

So, just a couple of really interesting stories that I hope you guys dig into a little bit in the next month, and do reach out and let me know your thoughts, and everyone on the committee, and hopefully add some interesting talking points and maybe even perspectives for your work.

**Cass Magnuski:**  I just wanted to chime in and say that the FBI was able to claw back half of what was paid. I guess it was about $4 million paid, and they got about $2 million back.

**Rene Peters:**   Yes, and just the fact that they didn't have two factor authentication is actually ridiculous. It gets me thinking about what is the future when there are maybe some uniform guidance from, say, the federal government on certain entities that have access and control critical American infrastructure. And what are the possibilities there. I already see people chatting, but hopefully, this gets some really cool conversations going.

With that introduction, I wanted to go into talking about who is here, and get a better sense of the lovely 18 individuals who have shown up today. so, we will go through the list of participants, and let everyone give their name, their affiliation, and what area of Seattle you live in.

**INTRODUCTIONS**

**Rene Peters:**   All right. We have a quorum of board members, so we will quickly pop into board business, specifically approval of the minutes from our May meeting, and the approval of the June agenda. first we'll go with the approval of the May minutes. Our May meeting included a really great Broadband 101 presentation by Alice Lawson, and also two amazing Technology Matching Fund recipients. We're going to keep the good momentum going this month. Do I have a motion on the floor to approve those minutes?

**Femi Adebayo:**   I so move.

**John Krull:**   I'll second them.

**Rene Peters:**   All right. We have our second. If I can have all of the 'ayes' please? Awesome. Do I have any 'nays' or abstentions? Okay, so that will pass. And we'll go on to approving the June agenda. This is an attenuated agenda, and we have another fantastic TMF feature for you guys. Do I have a motion on the floor to approve?

**Leah Shin:**  I so move.

**Nicole Espy:**  Second.

**Rene Peters:**    Thank you, everybody. Do I have any 'nays' or abstentions? Okay, that will pass. Thanks, everybody. As I mentioned before, you will hear more from Dr. Julian St. Clair. I want to welcome him. He is the president of Renaissance 21. And I want to quickly pass off to Vicky to continue the introduction, as our TMF superhero. Take it away.

**Vicky Yuki:**   Thank you, Rene. I'm really excited to introduce Rene St. Clair. He is from Star Tech Academy and Renaissance 21. They have a TMF project this year, which we're really excited about, It's their virtual STEAM discovery project. Basically, the project is going to provide teen learning labs in Seattle's underserved communities, with laptops and other equipment, as well as workshops, both virtually, and possibly in person, now that things are relaxed a little bit more with Covid. So I want to introduce Julian. I'm really pleased that he won a technology grant this year, and I'm really excited to be working with him. So, Julian?

**TECHNOLOGY MATCHING FUND FEATURE:  RENAISSANCE 21**

**Julian St. Clair:**   Awesome. Thank you so, so much, Vicky. I really appreciate you having us here. As you mentioned, I'm Julian St. Clair. I'm also joined by our program director, Adrienne Pruszynski. We work very closely together to manage this project. And Adrienne is also here to make sure I don't miss anything I'm supposed to say. Thanks for having us here. And Vicky did an awesome job introducing the project. The nutshell version of that is virtual workshops that are provided in a hybrid format. So, it's a Zoom meeting, kind of like this is a CISCO meeting. They are delivered so that people can join from anywhere virtually. And also, we've got it set up with our partners in the Seattle Teen Learning Hubs through Seattle Parks and Rec., where they converted community centers and a couple of other space into online classroom space for those who need it. We are coordinating with them so that students who are using that space can join virtually. That's actually the primary way that students are joining. That's the nutshell.

By way of agenda, I've got a little bit more of a bigger picture to lay out with some details I think will be interesting to you all. I've also got a presentation that I'm going to attempt to share. Please bear with me and forgive me. I've only used CISCO like twice. So, we'll see how this works.

Big picture:  As you can see here on the screen, it's called the Teen Discovery Project. The core feature is what is just below the title, free workshop for teens. Some of the stuff we cover is career, scholarships, tutoring, and mentors. As I mentioned, it's hybrid workshops. They are taking place virtually, but also with the option of in person attendance in the Covid-compliant teen hub spaces. We are covering all of Seattle's Teen Learning Hubs. Adrienne, please correct me if I'm wrong, there were seven, now there are six.

**Adrienne Pruszynski:**  There were eight; now there are seven.

**Julian St. Clair:**   Thank you. So, we're at all seven locations in partnership with Seattle Parks and Rec. Teen learning hubs are Covid-compliant. They've got mask-required, social distancing, sanitizer literally everywhere, like you're swimming in it, so it's really super clean, and the students have been attending without any extra risks to their health.

This is the agenda. Actually, what you're looking at here -- this is actually a modified version of the curriculum that we're giving for tomorrow's workshop. That's what you're seeing right here. So, welcome to the workshop. The agenda for the workshop is what you're seeing here, just to tell you what we're covering in the workshops. We start out with a little Zoom etiquette. We give them a Why STEAM portion that's designed to increase interest in STEAM careers and also provide them with some resources. Then we have a diverse panel of speakers, where we do a couple of speakers that tell their STEAM story, about five to ten minutes. And then, we finish a Q&A panel and an exit survey. That's the gist of it. Our big output from this project, in addition to providing each of the team hubs with equipment, because although they have the space, if students didn't have laptops, they couldn't use the space. It was just space. And so, now they've got equipment that they can use. So, if a student wanted to attend online class or attend one of these virtual workshops, they can use this equipment that we've provided through the project. So, that's a really key feature. In addition to that, we're recording the workshops. And we're also planning to translate those workshops into other languages. We're going to post those recordings and translations online. That way, the team hubs and the teams there can have access to the workshops in perpetuity, forever and ever, and be able to discover STEAM in an ongoing manner. We're also going to have some leave-behinds, basically posters and signage to continue to drive engagement with the workshop recordings. That's the big picture. And actually, before I cover any details, I'd like to pause to see if there are any questions. I can't see the chat right now. The other aspect that you're seeing on the screen is an image of three African-American people, two of which may be identifying as women, one of which may be identifying as non-binary with full acknowledgement that my assessment of that is based entirely on my biases and stereotypes about what gender represents like. They do all have natural hair, and this image was chosen on purpose, a big feature of what we think makes this interesting. Everything is based on research. This image was chosen on purpose to be diverse in an intersectional way, and does show things like natural hair styles and folks who may or may not be non-binary.

**David Keyes:**  I just have a quick question. This is great to see. You mentioned that you are doing things for different teen centers. How many different centers are you guys reaching or looking at reaching?

**Julian St. Clair:**   Right now we've got the partnership with Seattle Parks and Rec, and we are doing at all of their teen learning hubs, of which  there are seven. So, we are doing all seven. However, of course, there are plenty of other community centers that exist, and so a future project could seek to expand to those other spaces that are out there in the community, and community spaces beyond community centers, as well. So, the short answer is all seven hub locations, although there are other locations as well. Great question. Thanks for the question.

So, the opening slide here is actually the top half of  the poster. I know you are probably unable to see it. The sizing is not the best. I'll leave it on this open slide and talk us through it really quick. At the very top, we've got some icons: a cellphone, a hand with a plant, a microphone, a music note, some 3-D glasses, an old-school movie projector, a microscope, and what looks like a medical briefcase. Part of the point of those icons -- and again, one of the things getting into the details on why we think this project is unique -- everything is research-based, and these icons are intended to bring to mind associations that go beyond when people think of science. They think scientist. Maybe they think medicine. But, now we've also got movies and audio, and plant ecology, and even cellphones. So, we're trying to expand. And part of the big learning goal for this is expanding, at least helping people to discover all of the different interesting careers that exist. STEAM stands for science, technology, engineering, arts, and math. We are looking at arts in a way that it is interfacing with technology lots of times. But it also interfaces with the other aspects of STEM.

The logo we opted for is a laptop with a magnifying glass on it. Super simple, and hopefully, easy to recognize once you're familiar with it. So, that's the top half. And then, skipping down -- this is the full poster. We printed these with help from the TMF grant. They're all over the teen hubs. We had an intern who we hired and trained. She is vaccinated. She followed all of the Covid-compliancy guidelines, and with permission and in partnership with Seattle Parks and Rec, she dropped off the posters and helped get them set up to drive engagement. So, the top half is what we just described earlier. Now, what you're seeing here in the bottom half, there is a range of skin tones and hand raising that says Hear Diverse Speakers. And that's one of the main draws, we hope. But, of course, we're dealing with teens, and so truly the main draw is actually the free  pizza. It may sound silly and maybe even simple, but our own experience and research does agree that a.) teenagers are always hungry; and b.) this is especially helpful as an incentive for workshop engagement when you're working in under-resourced communities, where food insecurity is a lot higher. So, that was a key feature. That was also funded by TMF. We also use financial incentives. In this instance, it's gift cards, $25 gift cards. So, essentially, the students are paid for their time. The workshop is only about an hour long, so it's a pretty good livable wage at that hourly rate. $25 gift cards for the first ten signups. And actually, the hubs are pretty small capacity because of Covid. So, really, this was enough to be able to reach most, if not all, of the teens who go to their hubs. Next to the first sign, there is some verbiage. There's a gift card icon, and next to the pizza, of course, a pizza icon. In the bottom left, there is another carefully selected photo that is, again, designed to show intersectional diversity, where you have not just under-represented minorities, not just women who are under-represented in STEM and STEAM, but also women minorities. Women of color. Being able to show that is super important, research shows, so that people can see themselves in the space. On the bottom right, there's just the detail of when the workshop is. We did it after school on every Wednesday, starting May 5, with a new location, new hub each week, where students can attend virtually or in person. And then we used the URL, steamdiscoveryproject.org. And that was where we drew all of the traffic. And then, of course, on the bottom, you have Seattle Parks and Rec and Seattle IT logos. So, that's the poster. Just a couple more call-outs for the details. We tried to select the images throughout the curriculum presentation. This is a slide that says, "STEAM is diverse. STEAM isn't just scientists and engineers. It's so much more." The photo has some lab techs, what appears to be an Asian woman and an African-American male, and then below that, you see two people in a music studio working with technology, what appears to be a fair-skinned male, and a brown-skinned African-American woman with natural hair.

There's a lot to describe here, but to give you the 10,000-foot description, super-diverse photos, with this first slide here being health and wellness, choosing dentistry, nursing, lab tech, counselling and psychology, physical therapy and fitness. And then the next slide, we're trying to show careers in health and wellness. The next slide is nature and life sciences, ecology and land stewardship, zoology and forestry and environmentalism, veterinarian. Where we could, we tried to do counter-stereotypical photos, not just diversity but also counter-stereotypical diversity. Research suggests that many veterinarians, because of the nature of that field, a lot of times the vets are predicted to be women. So, we chose an African-American male for that, for example. So, we're trying to be not just diverse but also counter-stereotypical.

Technology in Business: So, we have game developer, and this one was a big hit at our last workshop. A bunch of the students there were like, "I want to make games! That's what I want to do." And so, we were glad that we had this on there because that's the point, right? Find things that are interesting they didn't know was STEAM, and help them connect and see themselves being in that space.

And then, Media and Arts:  This is graphic designer, visual animation, things like that. Last but not least, Entertainment and Audio-visual, including videography, audio engineers, etc. So, we're also trying to capture those folks who are interested in music or other forms of the arts, animation and visual arts. They can do that in the domain of STEAM and get connected with technology.

Just a couple more to finish up here. After we gave them this intro and review all of the interesting STEAM careers, we talk about how you get there. So, we had educational pathways, where we talked about one-year certificates, all the way up to doctoral degrees. We talked about scholarships being available. And we also talk about being able to earn a family wage so that you could have a family if you would like to. We should try to have some diversity with the family photos, although now that I'm looking at them again, it feels like we could have had some more diversity. I will tell you this: Finding diverse photos takes hours. It is so hard to go through stock photos. So, that was a decent part of the work of the curriculum development, finding those photos. That's a good note for me to take for the next time.

We had some key takeaways. There are diverse STEAM careers, multiple pathways to get there, and when you find something you're interested in, that can be your career.

I want to finish with the last feature I thought was particularly interesting, which is our STEAM Resource Guide. Hopefully, you can see my Safari window here?

**Rene Peters**:  You got it.

**Julian St. Clair:**   Great. Thank you. It's going to redirect to the Star Tech Global Academy web site (<https://www.startechga.org/>) That's our lead program. Renaissance 21 is the 501 (c) (3). And then we go here to the STEAM Resource Guide and what we've got here is each of the teen hub locations. So, let's say I click South Park, and the sub-header says why it's important to be near you. And what we've got here is a map that is centered on "South Park Community Center. And I can select my resource. Let's say I'm looking for a food bank. The map should -- if it's going to load -- well, I'll tell you this: We're developing it. This is what usually happens when I speak with a developer person. I've got a meeting, actually, in about an hour. What happens is you click on what you're looking for, and the map will populate. So, the baseline is the map centered on the community center, and then down here, you've got the resources. And the resources will tell you, also, their hours, contact, their location, how far away they are from where we centered the map. It's also got the amenities. So, if you're looking for WiFi, computer labs, study space, meeting rooms, tutoring, whatever the case may be, it's going to pop up on the map and show you what is there. That's the goal. This is the STEAM Resource Guide. And we're hoping to add to this and keep filling it out with places to get online, after school programs, food, all of the things you need to get you from waking up in the morning, finding a place to sleep, to food, to hygiene. You can take a class and use the technology. Each teen hub now has those laptops. They can be borrowed and you can get online there. We're really trying to do everything we can to build this resource guide out, so that people can just come here as a one-stop shop for all of their resource needs. I'll stop sharing now.

I have a couple of quick notes for you, and then I'll be done. I have some stats for you. We've done five of the seven location to date. We've had over 26 attendees. We're still confirming, but we believe this is actually 100 percent attendance. Every student who was at the location came. We also had some virtual attendees at the workshops from their own locations.

There have been challenges. One of the challenges is to get higher attendance, the teen hub partners showed a workshop on the big screen, a big projector screen. But not necessarily is everybody on their own individual machine. So, taking the survey became a challenge. So, we made a bunch of pivots in the curriculum and in the in-person signage and the verbiage giving the *spiel*on our partners and teachers where they encourage folks to take this workshop. Seven of the attendees wanted to get matched with mentors. There's a question on the survey that says, "Do you still feel there are barriers to you n STEM?"  Only three said yes. One said low-income. One said woman of color. And another said education. However, everybody agreed or strongly agreed, or even very strongly agreed that the workshop helped them feel more confident in STEAM, and helped them feel more welcome in STEAM. And the workshop has been opened to all, but focused on those locations, most of the participants have been from under-represented groups. Going forward, our hope is to execute more projects like these to help bridge that gap and keep connecting under-served youth with these resources for teens. That's all I've got. Thank you so much.

**Rene Peters**:  Thanks for the presentation. It's plain to see that there is great work, great impact, on a lot of people from a lot of diverse areas around Seattle, and great partnerships happening. So, the fact that you are looking at the possibility to not only keep that momentum going, but expand it, is fantastic to hear, and just to see how deliberate that you and the rest of the team are in being not just representative, but as you said, anti-stereotypical is super important for even folks like us to see and keep front of mind. So, huge kudos. And I don't know if you saw or if Adrienne saw, but Leah dropped a really great resource for diverse stock photos in the chat. (<https://tonl.co/>) So, hopefully,  that whittles down the hours that you've been spending on that effort. If you are not familiar with that, definitely check that out. But otherwise, I would open up the floor to any attendees or board members who have questions for Julian and Adrienne.

**Camille Malonzo:**   I have a question. First of all, this is amazing. I'm so excited that this is a resource available to our students in Seattle. One thing that came to mind was -- and this is hard to gauge in a survey; probably you would have to be in the room  --  but is there a way to see if cohorts or groups of friends are coming to the workshops in Seattle? Just from observation, and I guess through research as well, do you have cohorts going through STEAM education, the likelihood of success increases if they have a cohort's support. Is that something that tracks throughout those workshops and the other programs? I was wondering if that is seen in the surveys?

**Julian St. Clair:**   First of all, I love that question. Thank you so much for that question. Adrienne, please feel free to chime in. The short answer is yes, we do observe groups of friends. I agree, and have seen that research on cohorts and peer support. Two things: One is that one of our other projects is called The Coder's Club, and from that time the whole idea is let's make this a cohort, make it a club. And so we do want to try to make it feel like that. I agree that it's super important. The other thing is, we are, as part of the mentoring process -- the intern we hired is meeting through the curriculum every day in the workshop. She is in college. That's a near peer exposure there. And then we also have some near peer mentors there to try to help a little bit with the cohort. If you've seen the research, you probably know that a near peer intern is super helpful for success. Those are some of the things. And, Adrienne, I would love to know if you have any thoughts to share.

**Adrienne Pruszynski:**  Well, we definitely actively tell the students to invite their friends. We tell them to bring their friends, and we give them incentives to bring their friends. We have in the past. We've definitely had repeat students for most of the workshops. Even if it's just one repeat student versus two repeat students, we've definitely had them coming in and seeing it, because different workshops have different guest speakers. We tell them that you come back and continue getting hold of us and continue to invite their friends. And we do get to notice, like the gaming workshop that Julian mentioned before where all of the kids were into gaming, where you notice when they're talking to each other, and it seems like they're  obviously there with their friends. Especially with everything on the big screen, the computer is facing the room, and so you get to see the students sitting together, versus the students sitting way apart. So, yes, we do try to do what we can to incentivize them to come together.

**Rene Peters**:  Any other questions?

**Femi Adebayo:**   Thanks for the presentation. Awesome. I have a question. How do you measure success? (unintelligible)

**Julian St. Clair:**   Excellent question. Thank you so much. We use a bunch of metrics, but the exit survey is one of the big ones. The number of attendees, and then the attendance rate. Like, how many people are actually showing up who could show up are two of the big ones, at least in terms of gauging the success of our outreach. And then the survey also helps us gauge the success of the actual workshop. We look at four key metrics that we drew from research and adapted from research studies. One is just straight up: Are you interested in STEAM? Turns out that is predictive of STEAM success. Another one is: Do you feel you belong in this? Do you feel welcome? Do you feel like you belong? That's another key one. Another one is STEAM identity: Do you feel like you're a STEAM person? Confidence is the other one. Do I feel like I can be successful?

What we're seeing the in results, so far, is actually really interesting, because there are questions that are out there, and the research is: How effective can a one-day workshop be, versus what do you need to give someone enough of a feeling of belonging for lasting success? Our sample size isn't large, but so far, from the workshops, it seems like people feel more confident and feel more likely to belong as much as they are in person. Maybe that takes a little more time. So, I think the metrics are moving in the right direction. But the shortest answer is (unintelligible). The exit survey, and down the line mentorship, and the actual careers: Those are our metrics.

**Rene Peters**:  Any other takers?

**David Keyes:**   Great presentation and great workshops. It's really cool to see. I'm just curious. It seems to me that you seem to present that kids might just walk out of, is like having a language for what career scheme is. It's important just to have the language to talk about it, to associate that maybe one could be in it. I'm curious about your thoughts on that.

**Julian St. Clair:**   Yes. I know I was in charge of a bunch of the metrics and stuff, but -- and Adrienne, please chime in on this because you observe it, obviously, more than I have. But yes, part of the design of the curriculum was to familiarize with what is STEAM. And we pose the question to the audience: What do you think? What does this career look like to you? And of course, they say, "engineer, scientist, or maybe I'll work at Boeing or something. Mathematician is one of the obvious ones. And adding to their definition of what STEAM might be is definitely one of the biggest learning goals of the curriculum, for sure. But, Adrienne, if you have any other thoughts on what you observe in terms of how they're speaking about STEM and STEAM after the workshop?

**Adrienne Pruszynski:**  Well, the students are definitely asking questions. There's a Q&A panel during the workshop that goes for ten to twenty minutes, depending on how long the guest speakers speak. In every single workshop, the students have been asking questions. And it's just a variety of questions. And it's awesome, frankly. They're interested. They want to know more. And they want to know more than just what's up with gaming. They want to know everything from how to deal with imposter syndrome; how do you deal with fear? It's deep. Kids are definitely knowing what STEAM is, understanding it, and wanting to know more.

**Julian St. Clair:**   Awesome. Thanks. And just touching on what Adrienne said, again a lot of the stuff is research-based. That's one of our selling points. We ask the guest speakers to share a moment where they had some adversity and then overcame it. Because one of the takeaways we learned was that oftentimes, confidence in STEAM comes from this feeling that if I'm running into trouble and it feels hard, maybe STEAM isn't for me. I'm not a STEAM person. And so, being able to create a space where the students feel comfortable sharing that they're scared, or they're worried about these different things and having difficulty, I think was a really important part of the workshop curriculum.

**Rene Peters**:  All right. Fantastic. Thanks, everyone, for the questions, and again. Julian and Adrienne, this is really fantastic, the work that you guys are doing. We're excited.  Oh, Lassana, do you have a question?

**Lassana Magassa:**  Yes. Thanks for your presentation. one question: I was wondering, I know you mentioned that on the exit survey, only three participants mentioned the fact that they thought that a barrier might exist. I was wondering if you asked a similar question when the arrive, and what sort of barriers they mentioned.

**Julian St. Clair:**   It's only an hour, right. So, we were worried with the design of a pre-pose. Was it too much like I know I'm supposed to say something different now that an hour has passed and I've taken this workshop? We did some pre-pose in other workshops. But I think it could be a really interesting question to add in, in addition to what do you think are some careers, say what do you think are some barriers to these careers. Maybe just pose that for those students to answer. Adrienne, what do you think of that? We don't have that question up front.

**Adrienne Pruszynski:**  I think that that is a very good idea, to ask the question up front. We did get some feedback on the Q&A. We ask about scholarships, student loans, those kinds of questions. Bu yes, that's a good question.

**Julian St. Clair:**   Cool. Thanks for that. I'm taking notes.

**Rene Peters**:  Awesome. Now I'll do the official thanks. Thanks, everybody, for the questions, and for your presentation. I think I was going to say we're all looking forward to having you back to update us on where the program goes next, and some of the impacts that you have on the books. Great job, and thanks for making the time to chat with us today.

**Julian St. Clair:**   Thank you so, so much. Thanks, Vicky; thanks, Rene; thanks to the whole crew that gave us all of the questions. We've been really happy to be here, happy to share, and are definitely looking forward to future endeavors with you all. And thanks again, Leah, for that link. That's awesome.

**Adrienne Pruszynski:**  Yes. Thank you so much. I appreciate it. it was great being here.

**Rene Peters**:  All right, see you both soon. Feel free to stick around for the rest of the call. Now, we'll move on to committee updates. I think that Tyler never logged on. But if there's anyone who can speak for Smart Cities, let me know. Otherwise we can kick that can to the next meeting. Going once. Going twice. Okay, I didn't think so. So, we'll go ahead. I believe Coleman has an update for DEI.

**COMMITTEE UPDATES**

**DIGITAL EQUITY COMMITTEE**

**Coleman Entringer:**   Yes. We don't have any huge updates, but at our last meeting was pretty productive, I guess. We had a conversation over the corona virus state and local recovery funds program. That was good. And then also, we had a conversation on some of the foci the committee would want to have in the coming months and the future. one thing that Vicky Yuki mentioned was that the City was looking for input on the grant process and the systems around TMF. That was something everybody on the committee was really excited about, and even wanted to contribute on. So, hopefully, we will get the ball rolling on that. And then I have a few questions that Harte Daniels sent me, that I can throw out there, so anyone can address them, I guess. The first being -- and this might just be general thoughts to have. Does Seattle IT still have the UAT scripts for the grant software implementation?

**Rene Peters**:  David, do you want to field that?

**Vicky Yuki:**   Are you talking about the grant systems? You're not Harte. If it's tied to the aspect about the grant applications and such, then I could probably address that. But I'm not exactly sure.

**Coleman Entringer:**   That's fine. We can probably address that later.

**Vicky Yuki:**   Perhaps David has something he wants to add. I'm not sure.

**David Keyes:**   I would just defer to Vicky on that. She's been working with them. So, if there's something in particular, that hardly was to clarify what the purpose is, then you might have Vicky address that.

**Coleman Entringer:**   I'll get back to Harte to kind of focus that a little bit more. I think that's pretty much good. So, that's our update.

**Rene Peters**:  Thanks very much, Coleman. Finally, we have an update from Privacy and Cybersecurity. Before this meeting, there was an email that went out from Nicole Espy and the Privacy and Cybersecurity Committee that had an attachment regarding the Surveillance Ordinance Group 4a CTAB commentary. Hopefully, you guys got a chance to glance through that. But, since we have the time tonight, I wanted to have a little bit of space in the agenda just to take some time and have them walk through and summarize the document. We're dealing with a short schedule in that the window for public commentary closes at the end of the month. So, we won't have another CTAB meeting in  the interim, unless we do a special meeting. So, what I would like to do is get that summary, get any feedback, questions, or answers from board members, and to take a vote on either approving as is, or approving given some set of changes that will be agreed to be implemented by the Privacy and Cybersecurity Committee. With that, I will hand off to Nicole Espy and Camille Malonzo.

**PRIVACY AND CYBERSECURITY COMMITTEE**

**Nicole Espy:**   Hi. Apologies on the late notice. We discussed as a group of the subcommittee meeting be grouped for a surveillance impact report. This is part of the Surveillance Ordinance, in case people are not familiar, where Seattle IT is facilitating a process for which technologies are evaluated for their impact on privacy and cybersecurity. We reviewed four technologies. Four of those technologies were CallYa for SPD, Audio Recording City Systems for SPD, I2 which is an IBM product for SPD, and Maltego for SPD. I'm going to share the screen so you can see the memo, or I can read it out for the group. Rene, I don't know what the best approach would be to summarize the content of this memo.

**Rene Peters**:  I recommend putting it on the screen and highlighting which material you want to read out. I would just leave that to you. I think that would be a fine summary, just to get a characterization of what is talked about.

**Nicole Espy:**   Okay. Can you see the memo?

**Rene Peters**:  Yes. I can see it.

**Nicole Espy:**   All right. Just to read this aloud for members: The title of the memo is Surveillance Ordinance Group 4a request for clarification from CTAB Privacy and Cybersecurity.

The Community Technology Advisory Board Privacy and Cybersecurity Committee appreciates the opportunity to provide commentary on Group 4a Surveillance and Tech Report. Volunteers from this committee have reviewed the Surveillance Impact Report 4a technologies as a group. Our comment with request for clarification is attached. Our expectations for the onboarding of new technologies and the use of current technologies extend those as communicated in our March 12, 2019 letter to the Seattle City Council regarding Group 2 technologies, with additions.

The first of five points is: Implicit bias has some potentially destructive impact on individuals and communities. It's important to keep in mind the ways in which bias can be streamlined and exacerbated through the use of technology. Point 2:  Inter-departmental sharing of privacy best practices. When we share what we learn with each other, the overall health of the privacy eco-system goes up. Point 3: Regular and external security audit, coordinated by Seattle IT. Routine third party security audits are invaluable for both hosted service vendors (unintelligible)...mergers and acquisitions. Point 4: these large, sometimes billion dollar, changes introduce uncertainty. At any time, a vendor, especially one with a hosted service, changes ownership. A thorough review of any privacy policy or contractual changes should be reviewed. Point 5:  Remaining a local City. As part of the welcoming City's resolution, no department should comply with a request for information from ICE without a criminal warrant. In addition, the privacy of all citizens should be protected equally and without consideration of their immigration status.

Sincerely, the members of the Privacy and Cybersecurity Committee, which includes Camille Malonzo, Nicole Espy, and Eryk Waligora, who is our resident cybersecurity expert. If you approve this memo, we also would include the board as it stands currently.

Just to note: Four of these points that were mentioned before were approved by the board in 2019, as stated in our comment on the Group 2 Technologies.

Just to put it in laymen's terms: Basically, what we've noticed from the four technologies, all of which are being used by SPD, there are a number of risks regarding how the data is stored within the platforms as well as shared with the technology service provider. Also, these technologies are used by multiple systems outside of theirs, such as Amazon Web Services. They are also being acquired by other companies, such as IBM or Motorola. So there are just a number of questions, some comments, but mostly questions that require further explanation for which they did not provide satisfactory answers. So, instead of providing just recommendations, we had questions that we would like to be answered before Seattle City Council actually approves these technologies.

I'm just kind of scrolling through so you can see the breadth of the work. Shout out to Eryk for all of his expertise and in the generation of this. And to Camille Malonzo for all of her expertise about these programs.

I would appreciate it if anybody had any feedback as an addendum to this memo, or any questions, opinions, or thoughts.

**Camille Malonzo:**   There more information about all of these technologies in the link in the chat, the four technologies up for review. One is a technology that maps telephone numbers and has audio recording for phone calls. The second one is just generally about audio recording systems, physical devices that (unintelligible).... And also, it includes a review on the data retention and data handling of records in compliance with various warrants. And the second one, I2, is a kind of visualization technology. When you see a TV detective mapping out links between different entities, kind of like in Homeland. So, instead of doing that physically, this is a technology that does that digitally. And then, the last technology is Maltego, which is a technology that does those linkages and that visualization, but it queries publicly available information about individuals and organizations. That is being used by a few representatives of the SPD, specifically around digital crimes, like cyber crimes.  <https://www.seattle.gov/tech/initiatives/privacy/surveillance-technologies>

We have questions on all of these technologies. I think the big thing is data retention, data handling concerns, but with also amendments and clarifications in groups. (unintelligible).... The second one we added was these questions about implicit bias, to figure out how analysts are being trained to generate the links between various entities and a question around training in the use of these technologies, because it seems that if those items are not stated in the SIR or in the bias.

**Rene Peters**:  Thanks so much. Are there any questions from other board members on thing you've noticed, things you'd like to see, or anything else? What you essentially have here is a request for more information. As Nicole pointed out, four of those five top level points are ones that were brought forward from the 2019 comment that Torgie quarterbacked. So, any questions before we are hopefully able to take a vote on sending this forward to Council?  Again, this is just at the public commentary stage. Okay, with that deafening silence, I will open the floor for a motion to approve this request for information on surveillance technologies.

**Nicole Espy:**   I move to approve.

**Rene Peters**:  Do I have a second?

**Femi Adebayo:**   Second.

**Rene Peters**:  Okay. Can I have the 'ayes?' Can I have any 'nays' or abstentions? Going once? Going twice. Okay, that will pass. I'm super happy that we can send this forward. It's really important stuff as far as this board continuing to engage with, as you can see, a list of very, very important areas of technology, privacy and cybersecurity. So, thank you for that.

That was our last official order of business. As we usually do at the end of meetings, we will have public comment from any board members or other attendees who have updates, questions, notes, or anything else for us. I will open the floor before we adjourn.

**Camille Malonzo:**   There are two public comment meetings that are being posted by the Privacy Office, I think to vote on technologies, and open it up for comments. Those are linked also in that link I sent above. <https://www.seattle.gov/tech/initiatives/privacy/surveillance-technologies> They are on Thursday, June 10; and Tuesday, June 29. The June 10 one is at noon, and the Tuesday one is at 3:00 p.m. on Webex.

**Rene Peters**:  Thanks very much, Camille. Everybody, please review the resources that have been dropped in the chat. Check out some of the links. You can also learn about as much detail as you could possibly ever want to know on these technologies. It's actually very fascinating reading. So, okay. If that's it for any comments or questions, I will thank you guys for your time. I appreciate your attention. As typical, we would plan for a 40-minute meeting, and we somehow got to an hour and 20. But, it was very, very great content. I hope that everybody has a fantastic rest of your evening, and a fantastic rest of June. I will see you guys in July. Take care.

**ADJOURNMENT**