

King County Youth Action Plan
Task Force Meeting #5

Date: Wednesday, December 3, 2014
Time: 1:00 – 5:00pm
Location: Puget Sound Educational Service District
 Cedar Room
 800 Oakesdale Ave SW, Renton, WA 98057

- Objectives:**
- *Understand the results of the Community Conversations and Youth Survey.*
 - *Defining how the Youth Action Plan and the Best Starts for Kids frameworks integrate.*
 - *Begin thinking about what King County should prioritize for age groups 0-8, 9-15 and 16-24.*

| Attendance | | |
|---|---|--|
| Task Force Members Present | Task Force Members Absent | Staff & Consultants Present |
| <ul style="list-style-type: none"> • Beratta Gomillion • Janis Avery • Rod Dembowski • Katie Hong • Mahnaz Eshetu • Mark Putnam • Melinda Giovengo • Mike Heinisch • Rochelle Clayton-Strunk • Adrienne Quinn | <ul style="list-style-type: none"> • Shomari Jones • Sorya Svy • Terry Pottmeyer • Sam Whiting • Meg Pitman (delegate for Calvin Lyons) • Anica Stieve (delegate for Bobbe Bridge) • Carla Lee (delegate for Leesa Manion) • Jill Patnode (delegate for Kelly Goodsell) • Helena Stephens (delegate for Terry Smith) | <ul style="list-style-type: none"> • Miguel Maestas • Darryl Cook • Deanna Dawson • Sheriff John Urquhart • Darryck Dwelle • Judge Wesley Saint Claire |
| | | <p>Public Participants Present</p> <ul style="list-style-type: none"> • Kristina Logsdon • Betsy Jones • Rachelle Celebrezze • Elizabeth Gaines • Wendy Watanabe • Min Cho • Celeste Goulding • Hodan Mohamed • Nicole Yohalem • Jennifer Hill • Jerry DeGriek • Jennifer Secker • Jennifer Werner • AJ McClure • Avreayl Jacobsen • Yalonda Speaks • James Hong • Erin Okuno |

Agenda Item

I. Welcome & Introductions

- A. Reviewed meeting agenda
- B. Refresher on Operating Guidelines
 - 1. Commit to continuous attendance (designees must attend all sessions)
 - 2. Do the work inside and outside Task Force meetings
 - 3. Stay updated and come prepared
 - 4. Speak to the interests of all (and identify conflicts of interest)
 - 5. Apply your expertise and networks
 - 6. Listen intently, speak thoughtfully and attend to the interest of the whole
 - 7. Consider feedback in all forms
 - 8. Voice your issues and offer proposals
 - 9. Strike a balance between gathering input and moving forward
 - 10. Confirm decisions as we go (aim for consensus but use exception of one if needed)

II. Review and Discuss Community Conversation Findings

A. Five total conversations: Kirkland, Fall City, Kent, South Seattle, Shoreline

1. Participants = 225

- Kirkland = 50 participants
- Fall City = 13 participants
- Kent = 16 participants
- South Seattle = 85 participants
- Shoreline = 61 participants

2. Conversations to inform two key questions from the YAP Ordinance”

- What are the **barriers within and outside of King County government** that prevent children, youth and families from realizing their full potential? and how can we eliminate those barriers?
- What are the children, youth and family **programs, methodologies and service models that the county should prioritize** to achieve outcomes and meet policy goals?

B. Communication Power of Data - Top Indicators Selected

- In the community conversations participants were asked to identify those indicators that they were most concerned about or wanted to address. These were the top indicators selected over the course of the 5 community conversations.

- 1. School Safety
- 2. Disconnected Youth
- 3. Homeless Students
- 4. High School Graduation
- 5. Child Abuse and Neglect
- 6. High School Dropout Rate

| Self-Identification | Number of Participants | Percent of Participants |
|---------------------|------------------------|-------------------------|
| Students | 63 | 28% |
| Parents | 37 | 16% |
| Community Leaders | 56 | 25% |
| Service Providers | 61 | 27% |

C. Top Root Causes

- | | |
|--|--|
| • FAMILY/PARENT CHALLENGES | • LACK OF AWARENESS OF SERVICES & SUPPORTS |
| • CARING COMPETENT ADULTS | • LACK OF ENGAGEMENT |
| • HOUSING & TRANSPORTATION | • RESOURCES |
| • SAFETY | • INSTITUTIONAL STRUCTURES |
| • STRESS /HOPELESSNESS | • POVERTY & ECONOMIC STRUGGLE |
| • MENTAL HEALTH & PEER PRESSURE | • CULTURAL DIFFERENCES |
| • HEALTH | • RACISM/SEXISM |
| • EDUCATION & EMPLOYMENT OPPORTUNITIES | |

D. Common Clause Clusters

- As community participants looked at a particular indicator they went through a process to identify the causes that they thought were contributing to the trends in the indicator. We call these Root Causes. They were also asked to share any local conditions that the Task force should be aware of in regard to the trend.

- | | |
|--|--|
| • COMPETENT ADULTS | • LACK OF ACCESS, AWARENESS, & ENGAGEMENT |
| • Caring, Competent Families | |
| • Professionals & Role Models | |
| • BASIC NEEDS & SERVICES | • FINANCIAL REALITIES |
| • Safety, Housing & Transportation | • Poverty, Cost, Funding, Limited Resources |
| • WELLNESS SUPPORTS | • CULTURAL & SOCIETAL FACTORS |
| • Stress, Mental Health, Physical Health | • Language, Culture, "isms" |
| • EDUCATION & EMPLOYMENT | |
| • Systems, Teachers, Pathways | |

- Change mental health to “behavioral health”
- Highlight “healthy” under Wellness

E. Unique Root Causes

- When the various indicators and the associated root causes are brought together there are inevitably clusters that form around a set of common causes. This demonstrates the interconnectedness of the indicators and the necessity to think holistically about planning responses or strategies to change those indicators.
 - Land use decisions/transportation challenges
 - PTSD of refugees

3. Media attention to school shootings/ access to guns
4. Vast cultural differences
5. Increased access to marijuana

F. Solutions Identified

1. **Counseling:** More resources for mental health – especially school counselors; expensive to get “real” school therapists ; Increase mental health services available in schools, particularly by increasing number of school counselors
2. **Transportation/housing:** for metro area; stop cutting bus service ; Increased transportation for community programs outside of school; Increase amount of low-income/affordable housing
3. **Many programmatic approaches** including: provide treatment not jail; increase wraparound/integrated services; parent education, SEL programming, early intervention, family needs assessment, living wage job development, financial literacy, holistic services for children and families. parenting classes, afterschool opportunities
4. **Cultural competence:** Translation Services; Reach out to communities of color; Cultural competence of police, teachers, service providers; Multi-lingual resources, especially County websites; Reaching out to minorities – multi-lingual community forums, workshops, community centers, support cultural organizations; More minorities on staff, cultural competence training; access for multilingual services
5. **Youth Development programs:** More mentorship programs (caring adults) Increased after school activities (more than just sports) More after-school activities at schools (with transportation to get kids home ; Support mentoring programs; e.g. - pay kids to mentor
6. **Coordination:** Better coordination across systems, especially in transition from elementary to middle school; Increased communication among/across systems
7. **Community engagement:** more community conversations; Go to the people; more opportunities like this; Listen to community recommendations/solutions; Listen; convene community forums
8. **Access and Awareness:** Connect families to existing services, Provide information; Educate community about programs
9. **Youth Leadership:** Get law makers and youth in the same room; Involve King County Youth Advisory Council; Opportunities for horizontal leadership
10. **Capacity Building:** Provide technical assistance; particularly grant writing services, to smaller service providing organizations; Experiment with new programming; Partner with community organizations.
11. **Funding:** equitable distribution of resources; Make long term investments; address resource gaps; Funding; ensure equitable distribution of resources

III. Review and Discuss Youth Survey Findings

A. Purpose of Survey

1. Understand the pressing issues facing young people ages 12-24 in King County
2. Identify strategies for King County to increase meaningful youth engagement

B. Survey Design & Dissemination

1. 10 Questions

- 6 Core Questions
- 4 General Questions
- Designed with input from youth engagement consultant, King County Youth Advisory Council and Outreach strategy team; reviewed by task force

2. Survey Open Sept. 17-Nov. 3, 2014

3. Accessible via web link and hard copy

4. 1000+ responses from youth across King County

- Top zip codes: Rainier Valley, Mercer Island, Renton

C. Overall top areas of concern facing young people

1. Education (73%)

- Within education issues difficulty paying for college (61 %) and absenteeism (56 %) were the most commonly reported issues overall.
2. Social/Emotional (67%)
- Depression was by far the most common social emotional issue reported (83%), followed by self-harm/suicide (50 %).

3. Jobs/Employment (55%)

D. Youth Engagement

1. While developing a Youth Bill of Rights is of interest to King County youth, the County's youth have expressed other priorities they would like to pursue at this time.
2. Before undertaking a Youth Bill of Rights King County should find effective ways to involve large numbers of youth in its work. Local youth would most like the County to partner with youth to make decisions by : (a) asking youth to identify problems and solutions, (b) partnering with youth leadership groups to make decisions, and (c) communicating directly with youth through social media.
3. A staggering 49% of survey respondents wanted to learn more about youth leadership groups working to shape policies affecting King County.
 - These respondents will be connected with King County Youth Advisory Council
- 4.

IV. Making sense of the Community Conversation & Youth Survey Findings - Discussion

A. Comments

1. Did survey reach kids in jail – yes
2. No connections between conversation results and survey results; results from both will be included and analyzed in final report

B. What are the differences in the populations who responded to the survey versus the community conversation participants? Aren't they very similar?

1. No, the surveys were just youth, and the conversations were predominantly adults.

C. Is there an effort to regionalize this work? Yes, the conversations were placed in different areas. In looking at the data, surprisingly, all topics came up in each location.

V. Integrating YAP and Best Starts for Kids

A. What is Best Starts for Kids?

1. Overview

1. Initiative focused on prevention and children/youth
2. Will be presented to the County Council as a tax levy proposal
3. Intended to invest in health and human services towards providing upstream/prevention services
 - Currently, majority focus on interventions targeted further "downstream," providing treatment and support after conditions have emerged and worsened or crises have occurred and heavily weighted toward programs for adults.

2. Why Are We bringing BSK to the YAP

- o Here because of the feedback we've gotten, asking for more information on how to integrate the Exec's proposal with the YAP.
- o Best starts overview. Most of the county's work is oriented toward adults and crisis. We don't do enough for kids, and there is a great need for investment.
- o What can we do as a community to invest early in kids, and at points in their lives when we can make a difference? The science backs up these efforts. Screening is a great example. Gives us a chance to catch something early and change lives.

B. BSK Focus Areas and Framework

1. Pregnancy and early childhood:

- Prevention Opportunity: The earliest days of a child's life present a unique window of opportunity to positively influence outcomes for children, families and communities.
- Result: Babies are born healthy and establish a strong foundation for lifelong health and well-being.

1. Healthier moms deliver healthier babies.
 2. Families are supported to form close bonds and play active roles in early childhood development.
 3. Babies and toddlers have a healthy start in life and a strong foundation for brain growth, and preschoolers are set on a pathway to success.
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2. School-age children and youth:
 - Prevention Opportunity: Brains continue to develop important connections, and patterns of health promoting behaviors get established. Future crises are averted when physical and behavioral health issues are identified at the earliest opportunity – in school, family, and community environments.
 - Result: King County is a place where everyone has equitable opportunities to progress through childhood safe, and healthy, building academic and life skills to be thriving members of their community.
 - Children and youth engage in meaningful social and family relationships and progress toward a healthy, safe, academically and vocationally successful life.
 - Physical and behavioral health issues are prevented outright or identified and treated early to prevent future crises.
 3. Communities of Opportunity Fund:
 - Prevention Opportunity: Where children grow up matters: the features of the communities and neighborhoods in which children and families live, learn, work, and play have an enormous influence on their health and well-being.
 - Result: Communities offer safe, welcoming, and health environments that help improve outcomes for King County's children and families.
 - The places where we live, work, learn, and play are supported to create safe, welcoming and healthy neighborhoods.
 - Communities are in the driver's seat and have the capacity to address issues they care about most.

C. Integration

1. Exec staff have added the outcomes framework to the youth and young people section of the BSK framework below (chart below).. You'll see a lot of similarities in the chart to what we've been working on at YAP. YAP is much broader, best starts is about prevention and funding.
2. We have many opportunities coming up as we renew MIDD and Vets/HS levies to do more for kids, in addition to this levy.
3. The Exec convened a Best Starts for Kids Advisory Committee which is comprised largely of scientists, academics, physicians and philanthropy. The YAP taskforce brings a complementary and an essential perspective to the BSK initiative. The BSK initiative is a subset of the broader YAP work. The Exec and Council have discussed the overlap in the initiatives and believe they should be integrated. With this presentation, the Exec is asking the YAP Taskforce members if they YAP would be willing to step into a leadership role along with the BSK Advisors and the Transformation Plan Advising Partners Group to advise on the BSK Levy initiative.
4. The King County Exec has pulled together experts in the pregnancy & early childhood field to discuss, many of whom are professors. There is also an advisory group for the Communities of Opportunity Fund. The Exec is looking to bring the three think tanks together in early February. .
5. Is the YAP Task Force willing to adopt the outcomes framework and move into a leadership role on the levy and work with the existing advisory group?
 - TF votes in favor of integrating the Best Starts for Kids levy with the YAP work



King County is a place where everyone has equitable opportunities to progress through childhood safe and healthy, building academic and life skills to be thriving members of their community.

King County

Best Starts for Kids Related Outcomes

| | Early Childhood | Middle Childhood | Youth and Young Adult |
|-----------------------|--|---|---|
| Academic / vocational | Preschoolers are set on a pathway to success. | Children and Youth progress toward an academically and vocationally successful life | Children and youth reach adulthood academically and vocationally succeeding |
| Healthy and Safe | Babies are born healthy and establish a strong foundation for lifelong health and well-being. Babies and toddlers have a healthy start in life and a strong foundation for brain growth | Children and Youth Progress toward a healthy and safe life. Physical and behavioral health issues are prevented outright or identified and treated early to prevent future crises. | Children and youth reach adulthood healthy and safe |
| Social/ Emotional | Families are supported to form close bonds and active roles in early childhood development. | Children and youth engage in meaningful social and family relationships | Children and youth reach adulthood socially and civically engaged. |
| Civically engaged | | | |

D. Timeline- Early February to Finalize BSK outcomes frameworks

E. Discussion

- o Comment - As you've defined it, the levy is just a subsection of what the YAP is looking at, so is that all you want to collaborate on just that?
 - No, some of these other topics at YAP belong in the existing levies, best starts is just focused on prevention and early intervention.
- o Comment - one of the intents of the YAP was to make the funding streams seamless, does this help accomplish this or are we headed to more silos that won't lead to a comprehensive thinking around all of these issues?
 - Comprehensive thinking is the purpose of the YAP, and what the report will reflect.
- o Comment - What I don't want to lose sight of the big vision, and get focused only on one age silo.
 - Unfortunately we can't come up with one funding stream big enough to do all of this work.
- o Comment - The biggest concern I have is that poverty and racism are such big drivers of this, that if we only looks at outcomes for babies, we'll miss the bigger picture.
- o Comment - I don't see how we sell this to the public unless we get this all to work together.
 - That is why we're asking the YAP task force to take a leadership role in best starts.
- o Comment - One thing I hope you consider is funding for smaller organizations, that aren't big enough to compete with large organizations. Small groups can have big impact in hard to reach places.
 - Your comment is well taken, and is something we are trying to take on differently. It has been very helpful to partner with the Seattle foundation. Through the initiative we have carved out money for capacity building grants. We had several applications with a large lead

organization with pass through to small organizations that are part of the broader application to do the work. Happy to sit down with anyone and chat more. We're helping connect small groups with larger groups so that they can get in on the funding.

- Rod - We have a job to do that is stated in the legislation, and I think there is a way to integrate what we're doing with the best starts. The execs initiative brings a lot of horsepower to this effort. Funding options are something we are tasked to recommend in our final report. Some of us are thinking at this is the foundation for an ask for a new levy from the voters. We can give voters confidence we are reaching out to the community and give folks something to vote for.
- What we're talking about is having YAPTF vet the work coming out of the levy, and come together with everyone involved in early February.
- Comment - Where did best starts design come from?
 - we have had a group of UW folks and doctors involved working on the first column. We need to better integrate all of the folks working in the different areas. Getting feedback from the youth development directors group. Ultimately, we want YAPTF to give a recommendation about the work coming out.

VI. Review & Approve YAP Report Format and Timeline

A. Desired level of task force involvement

1. A majority of respondents to pre-meeting survey indicated the following preference:

- *“Consultants are responsible for drafting proposed recommendations for the sub groups to review and edit. This work would occur via email and may include work sessions outside of Task Force meetings that consultants may or may not be able to attend. All subgroups would share this approach.”*

B. Forum drafted a potential outline for the report. The Task Force's comments and response to the draft outline is below, in section VII.

VII. Early view of Draft Systemic Recommendations coming out of the Strategy Teams

A. General Comments

1. Breakdown 0-8 age group into 0-3 and 4-8 ; no visible concerns with doing that
2. Gap analysis is not as complete as it could be
3. Rod Dembowski:

- Given the consensus of the room around the best starts, perhaps we should add the new framework to the front of the report. Should there be a chief kids person? Should there be a bill of rights? Want to make sure we check all the boxes. Need executive summary

B. Youth & Community Engagement Strategy Team

1. We are responsible for getting youth involved
2. KC youth want to be involved as change makers - we need to know better what that means. How do youth define change maker?
3. We don't want any group to be left out or arbitrarily pick one leadership group. How do we bring in marginalized groups or those not involved in traditional definition of leadership.
4. Social media isn't the only way to engage youth. We need an outreach plan that is broader than social media.
5. In implementation of the Youth Action Plan, the County should continue to engage youth and be intentional of inclusivity.
6. County should provide multiple opportunities for youth to engage at multiple levels.

C. Partnerships Strategy Team

1. We do need an overarching group. It shouldn't be KC government-centric.
2. This group would have a dashboard, what are the outcomes we expect for youth in our community. Hold KC accountable.
3. Who should be involved? Groups that can bridge between the community and the government. Should structure like a PDA? This should be a paradigm shift. Funding stream - when best starts passes, we shouldn't silo, as with other levies. Should have one broad oversight group that looks at all kids \$, have them look at it all and say if it is going to the right places.
4. need to apply “explore” to last item

D. Programs and Services Strategy Team

1. Need safe and stable housing.
2. Talked about the value of KC prioritizing communities in need.

3. Need programmatic goals, not just outcomes.

- Evidenced based practices isn't big enough, need to include "promising" practices.
- Need to expand "lean" out to providers in a smart way to improve agencies.
- Reward partnerships, not just give lip service.

4. County ought to look at the 9 agencies and determine if they are needed.

E. Outcomes/Data Strategy Team

1. Looked at what is actually being collected. Lots of good, lots of gaps. Are we just collecting what's easy? Not sure yet.

2. Recommendations include - central hub for data. This will be tough. "Deathstar" really expensive.

- Creation of a leadership team that can take the time to explore.

3. Communication channels. Need a way to get outcomes back to the community.

4. Prenatal not zero. Youth outcomes don't happen in isolation, they happen in family and community contexts.

5. Going to build a culture of data. Policy can't talk to the community. Build on what we have.

6. Look at sub populations, and their data, because their ability to use the data is limited. Need to teach the field how to use data.

BREAK

VIII. Introduction to Age Group Teams (Age Group Expert Presentations)

A. Early Childhood (0-8) – Sheri Hill, Birth to Five Early Systems Building Project Manager, King County

1. Early childhood is a window of opportunity

- WA state is a national leader on these issues. We have access to lots of things other states don't.
- 1/5 of kids under 8 live in KC

2. We are resource rich, but systems poor.

- In the field, there are two ways people talk about early childhood: 0-5 (before kids go to school) - you can go until 5 and not connect with any system except hopefully healthcare, after 5 kids have contact with a school.

3. 0-8 have different developmental needs than kids after 9

- May want to think about breaking it down to 0-5 and 5-8
- Bigger development opportunity from 0-3, biggest period of brain development in your life.

4. State planning

- States approach - some things all kids need, some things a few children need some things, some things only a few kids need.
- State has a birth - 3 plan
- In the state there are 10 early learning regions, KC is its own. There is a council that makes recommendations. Any new work, should take into account the work already being done.

5. Gaps

- Parents, two generational approaches are the most effective.
- 1/3 births is funded by Medicaid.
- Support for caregiving and early learning, no one really working across the spectrum. Need to support healthy development and screening, lots of work to do there.
- Toxic stress/the bad things that happen, need more people providing support and training. Cross sector data, most professionals billing hours don't have time to come together to improve the field.

B. Middle Childhood (9-15) - Jessica Werner, Youth Development Executives of King County

1. Continuity

- Lots of data and \$ invested in early years, how do we maintain that to keep them on track once in school. Need to focus on transition

times between school levels, and after school programs.

- We can't put early education above later learning.

2. Outcomes & Programs

- If we're only paying attention to outcomes, we're missing the steps that lead to a successful outcome. Need to break down the steps.
- The YAP can bring together an ecosystem of funders to build systems that exist across all silos.
- New Youth Program Directory coming soon.

3.

C. **Young Adults (16-24)** – Nicole Yohalem, Community Center for Educational Results/ Roadmap Project

1. Building reengagement pathways for kids not connected to school or real work.

2. Youth Engagement

- King County Youth Advisory Council - no application process, no barriers, lots of kids working on the plan, and should be involved in this plan.

3. About 20k disconnected youth, who haven't connected with work or school, trying to nail down how many have finished HS and disconnected. 1/4 left with a lot of credits. Disproportionally impacts people of color.

4. More demand in program space.

- Geographic gaps exist. Many programs only focus on the easier cases, not a lot of options for tough cases. Kids need employment opportunity with education reentry.
- Connections to secondary education are spotty.

5. Role County can play bigger role

- Ongoing support (case management, navigation, advocacy) from adult professionals and peers
- Stabilization, Assessment and empowerment (meeting basic needs, strengths-based assessment, youth-driven plan)
- Collection & Use of reliable data and Quality Standards
-

IX. Breakout Discussion by Age Teams

- Reviewed & Discussed packet of information
- Identified age group priorities and set of high level outcomes for the County
- Plan is group to meet between now and January 28 meeting to finalize and draft a set of recommendations

X. Age Group Teams Report Out and Describe Priority Outcomes

| | Early Childhood (0-8) | Middle Childhood (9-15) | Young Adult (16-24) |
|----------------------------|---|---|--|
| Academic/Vocational | All young children (from birth on) experience positive learning environments, quality caregiving and pathways to learning and success | Children progress toward an academically and vocationally successful life | Youth and Young Adults are successfully engaged in school and work or career pathway |
| Healthy and Safe | Babies are born healthy into welcoming families and establish a strong foundation for lifelong health and wellbeing | Children and youth progress toward a healthy and safe life including having their basic needs met | Youth and Young Adults are Healthy and Safe |

| | | | | |
|--|--|--|---|--|
| | Babies and toddlers have a healthy start in life and a strong foundation for brain development | Physical and Behavioral health issues are prevented outright or identified and treated early to prevent future crises. | | |
| Social | ACES and trauma placeholder | Children and youth engage in healthy peer and adult relationships | Youth and Young Adults have Social and Emotional Skills for Healthy Relationships | |
| | Families are supported to form close bonds and active roles in early childhood development | | | |
| Civically Engaged | Parents of infants and toddlers have the community connections they need and the knowledge and skills to access the information, resources and supports they need (to [be?] their child's first and important teacher. | Children and youth achieve meaningful connection to community | Youth and Young Adults are Connected and Contributing to Their Communities | |
| <p>XI. Wrap-Up</p> <p>A. Next steps –Task Force meeting from 2-4 pm on January 29th at Bellevue School District, Room 200, the Education Service Center, 12111 NE 1st Street, Bellevue, WA 98005.</p> <p>B. Q&A</p> <p>C. Announcements</p> <p>XII. Public Comment (5 minutes reserved)</p> <ul style="list-style-type: none"> “Communities in Action is a Communities that Care Initiative taking place in SE & Central Seattle. It is a community organizing model based on prevention science and focusing on youth and family development. Why is this initiative not being mentioned or connected to the Youth Action Plan?” - Celeste Goulding, <p>XIII. Adjourn</p> | | | | |

UPCOMING MEETINGS

| | | | |
|--|---|--|--|
| Next YAP Task Force Meeting January 29 th from 2- 4pm. Location TBD. | 0-8 year old outcomes group January 13 th from 3-4:30 pm Chinook Building, 1 st floor, Room 118 | 9-15 year old outcomes group January 7 th from 4-5:30 pm Chinook Building, 1 st floor, Room 124 | 16-24 year old outcomes group January 13 th , 1-3 pm Chinook Building, 1 st floor, Room 126 |
|--|---|--|--|