Kids' Council Meeting Minutes
April 16, 2015
5:15 p.m. – 7:15 p.m.
Main Library, Curious George Room

Summary

Summary of Conversation Topics

- Presentation of the work of the Youth Council
- Presentation and Discussion of Find It! Cambridge

Next Steps

The group identified the following next steps (or commitments) during the meeting:

What	Who	By When
Save the proposed meeting schedule for 2014-15 (3rd Thursday of the month unless otherwise noted): May 21, 2015 June 18, 2015	All KC members and affiliates	

Kids' Council Meeting Minutes
April 16, 2015
5:15 p.m. – 7:15 p.m.
Main Library, Curious George Room

Detailed Notes

Present:

Mayor David Maher, Neal Michaels, Tina Alu, Griffin Andres, Naia Auborg, Charlotte Avant, Amy Bebergal, Sally Benbasset, Leo Burd, Lace Campbell, Andrea Collymore, Jessica Daniels, Louis DePasquale, Makayla Durant, Yvette Efevbera, Mary Gashaw, Michelle Godfrey, Maria Grinko, Kristen Haas, George Halfkenny, Barbara Kibler, Alanna Mallon, Kester Messan, Matt Nelson, Megan Ouelette, Mike Payack, Julie Roach, Kimberly Sansoucy, Jonah Tauber, Nancy Tauber

Co-Chairs: Mayor Maher and Neal Michaels
Executive Director: Nancy Tauber
Content Manager: Mike Payack

Desired Outcomes:
- Shared understanding of the work of the Youth Council
- Shared understanding of, and feedback on, the Find It! Cambridge

Socialize, Network and Eat:

5:15 pm – 5:29 pm

Call to Order:

5:29 pm – 5:32 pm
- Welcome & Introductions (Mayor Maher)
    - After a round of introductions, Mayor Maher thanked everyone for coming
    - Mayor Maher announced that Matt Nelson will be running the Boston Marathon for the second time this year and wished him well on behalf of the Kids' Council
    - Mayor Maher thanked members of the Cambridge Youth Council who participated in the Women's History event held at CRLS
        - Event was co-sponsored by Mayor's Office and Cambridge Women's Commission
- Agenda Overview

Youth Council Update:

5:32 pm – 5:53 pm

- Cambridge Youth Council (CYC) members Naia Auborg, Makayla Durant, Mary Gashaw, and Kester Messan, presented on the CYC's trip to Washington, DC for the National League of Cities Conference

- 10 CYC members went on trip
- Lace Campbell, Matt Nelson, and Nancy Tauber chaperoned
- CYC joined the Cambridge City Delegation for the NLC in Washington, DC
- CYC members were Youth Delegates
  - Met and networked with Youth Delegates from other parts of the country
  - Worked on public speaking and advocacy skills
- Sightseeing
- Met with Cambridge officials
- Heard Obama speak
  - Some CYC members shook his hand
- Takeaways
  - Strengthened leadership skills
  - Brought back new ideas for community projects, such as lowering the voting age and having a youth judicial system
  - CYC members have sent survey re: interest in lowering the voting age in Cambridge
- CYC members thanks, Nancy, Lace, Matt, and Cambridge officials for everything they did to make this opportunity happen
- Question & Answer
  - Neal Michaels: Were there similar issues raised by other youth delegations?
    - Kester: Different issues raised. Lack of diversity was big issue for many Youth Delegations. We have a diverse community in Cambridge
  - Mayor Maher: This is a great opportunity for youth delegates
  - Nancy Tauber: Youth delegates truly appreciated this experiences
    - It was honor to be your guides on trip
  - Lace Campbell stated that CYC Youth delegates represented Cambridge very well, made Cambridge proud

Find It! Cambridge Project Update:

5:53 pm – 7:20 pm

- Nancy presented a history of the Find It! Cambridge project
  - Timeline:
    1. Kids' Council Goal
    2. Interviews
    3. Design Sprint
    4. Survey
    5. Capture the Learnings
    6. Search for Meaning
    7. Create Personas
    8. Ask "How Might We?
    9. Draft User Stories
    10. Organize User Stories
    11. Organize User Stories into Release Cycles
    12. Iterate (build-test-learn-build-test-learn)
    13. Next Steps

- Kids' Council Goal
    - Develop recommendations so that families, youth, and those who support them can easily find the activities, services, and resources they are looking for in Cambridge
- Conduct the research
    - Immerse, Observe, Engage
- Interviews
    - 91 Parents
    - 122 Providers
        - Information: services, supports & information families request
        - Who & Where: do families and providers find information
        - Challenges: accessing information, supports, and services
        - Suggestions: better connect families to the supports and services they need to help their children
    - Arrived at the conclusion that Cambridge parents and providers wanted a centralized resource website/portal & information hub

- 1-Day Design Sprint
    - 14 Stakeholders
        - Including Cambridge residents, City staff, CPSD staff, and community-based organizations
    - Started the process of co-producing a new and improved, easy-to-use, multilingual, single portal point

- Survey
    - Disseminated a survey taken by over 1,250 people
    - Survey results showed need for:
        - Website that is accessible from phone, computer, and tablet
        - Phone system with voice-assist or love assist
        - Multilingual

- Leo Burd and Megan Oullette of Code For Boston continued the presentation
    - Capture the "Learnings"
        - Whom did you meet? (Profession, age, etc.)
        - What was memorable? Surprising?
        - What frustrated him/her?
        - What did he/she care about the most?
        - Capture direct quotes, vivid details

    - Search for Meaning
        - Cluster related learnings into categories or buckets
        - What patterns emerge? Were there any compelling insights you heard again and again?
        - Turn themes into insight statements

    - Create "Personas"

- o What is a persona?
  - ▪ Composite archetypes of demographic and behavioral data compiled during the empirical research phase
  - ▪ Fictitious characters based on real data
  - ▪ They are not stereotypes or based on designers "filling in the blanks" with what they think would be typical of this person
- o Purpose for Personas
  - ▪ Help design team connect better with the people for whom they are building the system
  - ▪ A way to acknowledge and get ahead of stereotypes, rather than allowing the designer/developer's won biases creep in later, or, even worse, to create one generic "user" and pretend that all parents in Cambridge are the same
- o Create Personas
  - ▪ What spectrums of behavior and emotions emerge? Where does each person fall on those spectrums?
    - ➢ Trust in programs/services
    - ➢ Comfort with technology
    - ➢ Internet/technology access
    - ➢ Stress level
    - ➢ Cost sensitivity
    - ➢ Self-advocacy skills
    - ➢ Feels "in the know"
  - ▪ Create personas based on similarities and differences
  - ▪ Make Personas for all types of users, not just the primary users
- o Five personas created (See Attachment A, Appendix A: "Find It Cambridge" Personas for more detail)
  - ▪ Sharon, the High Info Access Parent
  - ▪ Adina, the Low Info Access Parent
  - ▪ Jessica, the "Find It! Cambridge" Portal Manager
  - ▪ Mario, the Outreach Worker
  - ▪ Matt, the Youth Program Provider

- Using insight statements, ask "How might we…
  - ▪ …help Adina feel empowered?"
  - ▪ …help Sharon compare services?"
    - ➢ Brainstorm
- Draft User Stories

  - o "As a _____, I am able to _____>"
  - o "How might we help Sharon compare services?"
    - ▪ "As a high info access parent, I am able to compare services side-by-side along specific attributes."

- Organize User Stories with Personas
- Organize User Stories into Release Phases and Iterate
  - o Phase 1

- Discover
- Design
- Develop
- Test (demo to users)
  - Phase 2
    - Discover
    - Design
    - Develop
    - Test (demo to users)
  - Phase 3
    - Discover
    - Design
    - Develop
    - Test (demo to users)
  - Etc.

- Yvette Efevbera, doctoral student at Harvard School of Public Health, discussed next steps
  - Evaluation
  - Scope of Work
    - Use a community-based participatory action research framework to support the Kids' Council development of a family-friendly online resource portal
    - Identify lessons learned from other cities that have created and implemented an online resource portal
    - Work collaboratively and iteratively with the Kids' Council to ensure their needs are met

- Hire a designer and develop Find It! Cambridge

- Leo Gurd invited attendees to participate in a small group exercise, reading the description of one of five personas, putting themselves in the shoes of this persona, and imagining what this persona would like to see on their Find It! Cambridge browser, with the following results:
  - Table 1: Mario, the Outreach Worker
    - Find It! Search bar on first page (à la Google)
      - requires robust back-end search programming
      - language option right away
    - Have ability to skip search bar to go to home page
      - "Ask Jane" phone number right away on home page
    - Ability to log-in as a member
      - ability to "store" future activities you're interested in
      - push notifications
    - Common application

  - Table 2: Sharon, the High Info Access Parent
    - Search bar
      - within that, comparison with different filters
    - Live chat feature

- ▪ multiple languages
- ▪ during business hours
  - o Email option
  - o Drop-down menus with filters of some sort
    - ▪ age-range
    - ▪ cost
    - ▪ activities
    - ▪ registration deadlines
  - o Simple homepage
  - o Direct links to webpages of different agencies
  - o Embedded map within website (interactive)
  - o Compatible with phones/tablets
  - o Review functionality (like Yelp)

- Table 3: Adina, the Low Info Access Parent
  - o Citizen-user page
  - o Provider page
  - o Quick help option
  - o Simple screening tool embedded (step-by-step)
  - o FAQ
  - o Q&A User Forum

- Table 4: Jessica, the "Find It! Cambridge" Program Manager
  - o Calendar
  - o Daily updates
    - ▪ phone notifications
  - o Phone app that can be downloaded as well
  - o Kids' edition of website
  - o Newsletter sign-up
  - o Translate button to translate entire web page

- Table 5: Matt, the Youth Program Provider
  - o "Who are you?" button
    - ▪ provider
    - ▪ parent
  - o Toggle buttons
  - o Map showing where programs are in relation to each other
  - o Provider-perspective: Is it easy to update?
    - ▪ Live chat option?
    - ▪ Required fields for providers?
    - ▪ Space for quotes about programs?
    - ▪ Program info: accreditation, awards?
    - ▪ Number of hits on your site
    - ▪ Info up-to-date?
      - ● button that lets users notify provider when info is out-of-date
  - o Carousel that displays really important upcoming deadlines

▪ i.e. Kindergarten registration

- The concern was raised that these personas are perpetuating stereotypes. What will be done with these personas? How will they be used?
  - o Personas are used to help with the design, to help designers think from different perspectives, but they won't be used publicly
  - o They are used to help the finished product be inclusive
  - o Perhaps a preface should be added about what personas are going to be used for, and acknowledgement that these personas were created based on survey demographics about who we are aiming to serve

Next Steps:
7:20 pm – 7:22 pm

- Nancy announced that the next Kids' Council meeting is scheduled for Thursday, May 21st, 2015 (5:15 pm -7:15 pm) at 344 Broadway, 2nd Floor conference room.
  - o Youth Council will present on their work
  - o Honoring people who are ending their terms
- June meeting will likely focus on Find It! Cambridge project
- Mayor Maher put forth motion to adopt the January 15, 2015 meeting minutes
  - o Tina Alu seconded motion
  - o Minutes adopted

Adjourn:
7:22 pm

Attachment A:

"FIND IT CAMBRIDGE" WEBSITE
April 2015
Nancy Tauber/Kids' Council
Leo Burd, Maria Grinko, Megan Ouellette/ Code for Boston

INTRODUCTION

Purpose
The Kids' Council is working with Code for Boston to develop a new and improved website to replace the Cambridge-Somerville Resource Guide so that families, youth, and those who support them can easily find the activities, services and resources they are looking for in Cambridge. This document provides background information about the initiative and describes the specific requirements to be implemented by the new website.

Background
The Kids' Council has been developing recommendations to make it easier for families and providers to access the many resources available in Cambridge. Between November, 2013 and February 2014, the Council interviewed over 220 parents and providers to find out what type of information families are seeking, and who and where they go to find information. They also asked participants about challenges they face and suggestions for improvement. After analyzing the data, it became clear that families and those working with them would like a new and improved technology to find what they are looking for when they are looking for it.

Fourteen stakeholders came together for a one-day workshop in July, 2014 to start the process of co-producing a new and improved website. The stakeholders were Cambridge residents and representatives from the city, schools, and community based organizations. They were asked to look at the current landscape and attitudes toward services within Cambridge, and then come up with the "perfect" solution: an easy-to-use, single point portal which can be translated into many languages. The remainder of the day was spent figuring out how to make that aspirational solution a reality.

The next stage was to work with Cambridge stakeholders to gather feedback from residents and service providers in order to understand what their needs and take the "build with, not for" approach. We developed a survey based on the activities and discussions that took place during the workshop, and we were extremely pleased that over 1,250 people took it. The valuable insights we have gleaned from the survey have informed us of our technical needs, possible pitfalls, language and accessibility issues.

SCOPE OF SERVICES SPECIFICATIONS

The City of Cambridge (DHSP/EGOV) and Kids' Council shall enter a contract with one vendor. Vendor will develop and design the website, and the "City" will be responsible for the system long term. The contract will be managed by the Kids' Council. Vendor must demonstrate that it can meet all the functional, technical, system and quality requirements outlined in the specifications below.

Expected outcomes

1. A project plan, developed in collaboration with the City, Kids' Council and Code for Boston ("City"), identifying project milestones, deliverable dates, and the technical features to be implemented in each phase.
2. A wireframe identifying the main components of the system to be developed, the organization on the website pages, and the overall user flow through those pages.
3. A high-definition mockup depicting the overall look and feel of the front page of the website as well as the top page of its main sections.
   a. This outcome includes the creation of a new logo with the option of soliciting input from the community.
4. The actual implementation of the website as specified below, including the database and all the source code, media files and documents produced
5. Appropriate technical documentation and support materials
6. A maintenance plan describing the number of hours/month required to keep the system up and running

Each of the outcomes above will be assessed and approved by the City. In the cases where feedback from prospective users and stakeholders will be required, most likely at the end of the "wireframe" and of each main phase of the website implementation, the "City" will be responsible for gathering stakeholders, while the vendor will gather the feedback.

Technical specifications

The desired website should

- Be implemented as an open source system on top of already existing free, open source components, frameworks and platforms such as Drupal, Ohana and others
- Be developed as a responsive design system and support a wide variety of devices such as computers, laptops, tablets, and smartphones
- Be accessible from a large variety of web browsers, including IE 8.0 or later, Safari 7.0 or later, or Firefox 35 or later, Chrome 40 or later
- NOT require custom plug-ins or Flash
- Be secured by SSL protocols
- Be accessible to people with different needs and capabilities

- ○ Adhere to accepted SEO best practices
- ○ Be ADA and WCAG 2.0 AA compliant
- Be hosted by a third party Internet service provided, like Rackspace, that will be chosen and sponsored by the City

Functional specifications

The functionality of the system is based on the *Personas and Learnings* that have already been identified by the Kids' Council, as well as the *Cambridge Somerville Resource Guide* (check the References section below).

The expected functionality has been organized in the following phases according to their priority:

Phase 1 (MVP) "Find and Function"

- **The system should be easy to use by parents, caregivers and service providers.**

Parents, caregivers, and service providers should be able to:
- ○ Use a combination of simple text, pictures, icons and tags, instead of too much text.
- ○ Use industry-adopted practices and graphical user interface elements such as menus, toolbars, pop-ups, rollovers, buttons and calendar interface for entering date fields.
- ○ Include maps to indicate location of services/programs.

- **The system should help parents, caregivers and service providers find what they are looking for in Cambridge.**

Parents, caregivers, and service providers should be able to:
- ○ Search website content based on program attributes (e.g. hours, cost, location, category, languages supported) a la carfax.com to find the exact options they are looking for.
- ○ Retrieve program information using Google and other search engines
- ○ Reasonably determine whether they can afford OR qualify for a program.
- ○ View static, but relevant information about a program or service, including contact information, website, program summary, cost, location, hours, start/end dates, registration dates, financial assistance availability, special needs accommodations.

- **The system should provide access to accurate, up-to-date information about programs and services.**
    - Help service providers carry out the following tasks:
        - Submit a request to be listed as a provider on the site.
        - "Sign" an MOU with the initiative describing its responsibilities vis-a-vis the initiative.
            - Among other things, the MOU might specify the information to be provided about the organization and its programs, how often it is supposed to be updated, etc.
            - Note that the MOU itself is going to be defined by the "City"
        - Find information about other programs and services, so that they can refer families to other programs if theirs is full or doesn't meet all of the child needs.
        - Log into the site to manage their program's content. Make it easy for provider to update their own information.
        - Receive automatic notifications whenever they need to update information about their organization or services.
        - Easily update their program's content.
        - Publish relevant announcements regarding the programs they offer
        - Create and print customized recommendation guide for families or groups they work with based on needs and location.

    - Help the Portal Manager carry the following common tasks:
        - Create new accounts and profiles for (vetted) programs/services, and grant access to providers.
        - Run site analytics on user geolocation, page views, user demographics (e.g., language), bounce rates, and "conversion rate" (how many people who clicked onto another site from this one).
        - Know when programs have been updated recently, or haven't been updated in a while.

■ Know when the site is down or experiencing network disturbances.

● **The system should be made available into languages identified as high use in Cambridge based on demographic and school data.**
  ○ The languages to be supported will be determined in collaboration with the City.
  ○ The site translation will include a combination of machine and manual translation mechanisms.

● **Data exchange.**
  ○ The system should provide a file handling mechanism to batch import of program content from an already existing database
  ○ Although not essential, it would be desirable if the system provided an API compatible with the Ohana API and/or that enabled the execution of queries from other systems regarding services, organizations and events.

Phase 2 "Customize and Alert"

● **The system should help parents and caregivers to not only find programs, but compare them against each other**
Parents and **caregivers** should be able to:
  ○ Compare services side-by-side based on program attributes (e.g., hours, cost).

● **The system should help parents and caregivers stay informed about relevant topics**
Parents and caregivers should be able to:
  ○ Set up custom alerts about new classes, programs and services, registration for classes and events, updates, etc... via their preferred communication method (e.g., email digest, text messaging).
  ○ Enable parents and caregivers to sign-up for automatic notification of updates via email, RSS, etc...
  ○ Bookmark favorite services and programs for future reference.

- **The system should provide access to accurate, up-to-date information about programs and services.**
    - Enable the parents and caregivers to:
        - Report when a program/service's information is inaccurate, out of date, or no longer available.
    - Help the Portal Manager carry the following common tasks:
- Be alerted when someone reports that program/service information is inaccurate or out of date, or the service is no longer available.
- Send alerts to providers to update their content.

- **The system should enable parents and caregivers to exchange feedback about the programs and services available in the city.**
    - It should help the Portal Manager:
        - Report to the city on where there are gaps and overlaps in services in terms of their geographic distribution, cost, type, and quality. (content reporting)
    - It should help parents and caregivers
        - Rate programs and services they are familiar with.
            - Rate programs and services
                - for provider only
                - for provider and public
        - Check the rating associated with a specific program.
        - View recommendations for programs and services I may also like, given past site activity.

Phase 3 "Expand and Inform"

- **The system should provide educational guidance to parents and caregivers.**
Parents and caregivers should be able to:
    - Choose to be guided towards programs and services that are enriching for their child's age and ability level, a la Turbotax.
    - Learn why an activity type is important for their child's growth at his/her particular stage of development.

- The City will provide the relevant content for this section.
  - Educate the user who doesn't know what he/she doesn't know.
    - The Somerville Hub website provides a good example of that: http://somervillehub.org/
  - Receive recommendations ("Based on your search, you might like_____").
  - Voice their opinion in a discussion forum for parents, caregivers and providers

- **The system should facilitate community outreach beyond the web**. It should:
  - Offer a live/live chat/automated phone assist for those who do not feel comfortable with or do not have regular access to the Web.
    - Determine who will be responsible for answering
    - Log the phone calls received.
  - Ability to text with those who do not have smart phones.
    - The system should enable the Portal Manager to send SMS and email message reminders/notes to whomever is interested in certain kinds of activities or locations.
  - Send a weekly email newsletter with information about the upcoming week's events and announcements

Appendix A: "Find It Cambridge" Personas

The following personas are composite archetypes of demographic and behavioral data compiled during the empirical research phase. They are fictitious characters based on real data, and they have been created to help the design team connect better with the people for whom they are building the system.

Jessica, the Find It Cambridge Portal Manager

"I want Find It Cambridge to be a fabulously successful one-stop-shop for Cambridge"

As portal manager, Jessica wants to make sure that the portal is accurate, updated, user-friendly, and making a difference in the Cambridge community. She wants to stop the madness of multiple resource guides that are quickly out of date, and replace it with this one centralized solution. She wants service providers to be motivated to update their information, so that she isn't overwhelmed by keeping the site updated.

Jessica wants to provide feedback to the city based on where there are gaps and overlaps in services in terms of their geographic distribution, cost, type, and quality. She also wants to report site analytics like demographics, geographic location of the user, page views, and bounce rate. Jessica wants the Find It Cambridge site to continuously improve in terms of its quality.

User Goals:
Wants the website to be successful
Wants to be able to measure the conversion rate (people who found and used a service because of this website)
Wants her job to be manageable
Wants ongoing support from the city and community service providers
Wants the site to inform the city of opportunities to improve how it serves families
Wants the website to be user-friendly for both residents and providers

Matt, the Youth Service/Program Provider

"I want my youth programs to reach more kids and families who need them"

Matt is in his mid-20's, has a Bachelor's degree and does not live in Cambridge. He runs the youth program at the Family Center for Living and Learning (FCLL). He manages programming throughout the year for children ages 5-10. In the summer, the FCLL offers swimming lessons and soccer camps, and throughout the year they offer enrichment classes for both children and parents.

Matt is worried that his programs are not reaching as many families as they could, especially the kids and parents who might need these resources the most. A lot of families are "regulars," and come back year after year, but he doesn't see as many new faces as he'd like. Spots tend to fill up quickly, and there are limited scholarships available.

The FCLL website was built in 2006 and is updated once per quarter with a PDF of service offerings. Families need to sign up in person on specific dates. Updates to the website are costly and time-consuming. Matt relies mostly on word of mouth and sends out flyers through the schools.

User Goals:
Wants to reach more families with his programs, particularly the ones that need it most
Wants information about his program to be more accessible and updated
Wants to be able to learn more about other services/program offerings that either complement or compete with the FCLL
Wants an alternative to the cost of maintaining the agency website

Mario, the Outreach Worker

"I want to help the families I work with get the information they need"

Mario has been an outreach worker for two years, and it is his job to connect underserved people in the community with activities and resources. He spends a lot of time researching and finding out what resources are available, and he feels like this research could be much more efficient. The most important part of his job is to visit with and call the 40 families he works with to share information with them.

For example, recently a local school hosted a science fair, and Mario went door-to-door, distributed flyers, and told the families about it. Mario also provides feedback to programs and services about how to better relate to the families they serve. For example, Mario was talking to a mother who informed him that, in her culture, it was important that the school reach out to the fathers when inviting families to events. Mario relayed this information back to the school.

Mario would like to do more to help these families, but he can't find all these resources in one place. Sometimes he is visiting a family, and realizes that there is probably a service that would help them, but he doesn't have this information at his fingertips, and has to remember to follow up with them. He would really like to create individualized resource guides for his families depending on their needs, age of children, or neighborhood. He has connections with other service providers and other outreach workers, but it's hard to get in touch with them sometimes. And often, they have just as much trouble finding the right resources, too.

Key characteristics
Trust in programs/services: *High*
Comfort with technology: *High*
Internet/technology access: *Work computer, Smartphone*
Stress level: *Normal*
Cost sensitivity: *High*
Self-advocacy skills: *High*
Feels "in the know": *Medium*

User goals:
Have access to complete information (including contact info) about a service efficiently and while on-the-go from phone or tablet

Wants to learn more about different service providers and get the "full picture" of available resources
Wants to be able to easily tailor his recommendations to the needs of the particular family he's working with
Wants to be able to find resource information in one place

Sharon, the High Info Access Parent

"I want to quickly discover the best-fit activities for my kids"

Sharon is 44 years old and has a full-time job in marketing and two active sons ages 8 and 11. She moved to Cambridge two years ago. She spends a good deal of money on childcare and afterschool programs. She uses her iPhone all day and has internet access at home and at work.

When it comes to activities and services for her kids, Sharon tends to know what she is looking for from the start. For example, she's recently been looking for "top soccer summer camps for 11 year olds near Cambridge." She hears about these activities from flyers her kids bring home from school, local listservs she's joined, and doing her own Google searches. But she's tired of googling for various activities because the research takes so long: relevant details are buried in dozens of different websites or the details are unavailable online altogether. She ends up relying a lot on referrals from friends and coworkers, but has a nagging feeling that she's one step behind or doesn't have the full picture. Other parents just seem more "in the loop." For example, she heard about a music camp that her 8 year old son would have loved, but by the time she found out the deadline had already passed.

Key characteristics:
Trust in programs/services: High
Comfort with technology: High
Internet/technology access: Work computer, home computer, smartphone, tablet
Stress level: Medium-High
Cost sensitivity: Medium
Self-advocacy skills: High
Feels "in the know": Low

User goals:
Wants what's best for her kids
Wants to feel like she's "in the know," getting the full picture about available programs/services
Wants to find programs/services easily and quickly online
Wants to find the best-fit programs for her kids and their interests that are also enriching to their development

Adina, the Low Info Access Parent

"I'm not sure where to start or whether any of these activities would be worthwhile"

Adina is 35 years old and has one daughter age 5. She offers day care services from her house on a part-time basis. She would like to be working full time, but can't afford the childcare costs. Adina immigrated to America from Ethiopia ten years ago and has lived in Cambridge since then. She speaks Amharic at home, but knows English. She uses the computer at the library for internet access.

When it comes to activities and services for her daughter, Adina hears about opportunities from the Ethiopian CET (Community Engagement Team) Outreach Worker and others from the Ethiopian community in Cambridge. She is particularly concerned with the cost of programs and whether her family will qualify for vouchers or scholarships. She tried to sign her daughter up for a summer camp, but gave up because the program lost her financial application and she felt too intimidated to contact the program coordinator again. Adina is also wary of these programs and is unsure how or whether they will benefit her daughter or not. For example, a lot of her daughter's friends are taking swimming lessons, but Adina does not know how to swim herself and is worried that she won't be able to keep her daughter safe.

Key characteristics:
Trust in programs/services: Low
Comfort with technology: Low
Internet/technology access: Library computer, smartphone but really only uses it for calls
Stress level: High
Cost sensitivity: High
Self-advocacy skills: Low
Feels "in the know": Low

User goals:
Wants what's best for her daughter
Wants to keep her daughter safe
Wants to avoid high-cost programs
Wants to feel less stressed
Wants to know the program respects her values as a parent

Amal, the Caring but Isolated Parent

"I feel trapped."

Amal is 27 years old and has three children ages 1, 4, and 6. She and her husband have been struggling to find steady, gainful employment since moving to Cambridge from Egypt two years ago. Amal envisions a bright future for her children, but her limited English proficiency, financial struggles, and disconnectedness from her local community make it impossible for her to find resources for her children either via word of mouth or other means. While Amal would like to provide her children with access to free or reduced-cost programs offered by the City of Cambridge, her husband does not want to acknowledge their financial struggles by applying for such programs. Amal takes care of her three children by herself and spends the rest of the day cleaning, cooking, and trying to improve her English with books. She cares deeply about her family, but feels so isolated that she does not even know where to begin to seek help to get her children on the path to a brighter future.

Key characteristics:
Trust in programs/services: Low (usually does not know they exist)
Comfort with technology: Low
Internet/technology access: None
Stress level: Extreme
Cost sensitivity: Extreme
Self-advocacy skills: Low
Feels "in the know": Low (even non-existent)

User goals:
Wants what's best for her children
Wants to avoid high-cost programs
Wants culturally-appropriate programs (e.g., no boys and girls swimming together)
Wants help, but does not know where to go or how to begin

Appendix B: Summary of the expected parent-oriented features

General

- View static, but relevant information about a program or service, including contact information, website, program summary, cost, location, hours, financial assistance availability, and special needs accommodations.
- Access accurate, up-to-date information about programs and services.
- Understand the resources available to me with human-centered labels and tags rather than program/organizational lingo.
- Choose to be guided towards programs and services that are enriching for my child's age and ability level, a la Turbotax.com.
- Learn why an activity type is important for my child's growth at his/her particular stage of development.
- Reasonably determine whether I can afford OR qualify for a program.
- Feel that by engaging with this resource, I am doing right by my kids.
- I am able to report when a program/service's information is inaccurate, out of date, or no longer available.

Adina

- Discover this resource at my local library or through community outreach workers
- Feel that I can navigate the site without struggling
- View the information on this resource in my preferred language
- Understand attributes of a service or program with icons/images instead of text, when possible.

Sharon

- Apply a variety of filters based on program attributes (e.g., hours, cost) a la carfax.com to find the exact options I am looking for
- Discover this resource via internet, particularly a google search (SEO-search engine optimization)
- View this site from a mobile device with ease
- Set up custom alerts about classes, programs and services via my preferred communication method (e.g. email digest, texts)
- Compare services side-by-side based on program attributes (e.g., hours, cost)
- Bookmark favorite services and programs for future reference
- View recommendations for programs and services I am familiar with and may also like, given past site activity.

Appendix C: "Find It Cambridge" Timeline

KIDS' COUNCIL GOAL
FALL 2014
Develop recommendations so that families, youth, and those who support them can easily find the activities, services and resources they are looking for in Cambridge.

CONDUCT RESEARCH
FALL 2013-SPRING 2014
Interviews
- 91 Parents
- 122 Providers

Questions
- INFORMATION services, supports & information families request
- WHO & WHERE do families and providers find information
- CHALLENGES accessing information, supports and services
- SUGGESTIONS better connect families to the supports and services they need to help their children

Findings
- Cambridge needs a Centralized Resource Website/Portal and Information Hubs

Partner with Code for Boston
- Ethan Bagley

SUMMER 2014
Design Sprint
- Started the process of co-producing a new and improved easy-to-use, multi-lingual, single point portal.
  - 14 Stakeholders
    - Cambridge residents
    - City
    - Schools
    - Community based organizations

FALL 2014
Survey
- Disseminated a survey taken by over 1,250 people
- Findings
  - Website that is accessible from phone, computer, and tablet
  - Phone system with voice-assist or live assist

- Multilingual

Code for Boston Team Expands
- Maria Grinko
- Leo Burd
- Megan Ouellette

WINTER 2015
Capture the Learnings
- Whom did you meet? (profession, age, etc.)
- What was memorable? Surprising?
- What frustrated him/her?
- What did he/she care about the most?
- Capture direct quotes, vivid details.

Search for Meaning
Cluster related learnings into categories or buckets.
- What patterns emerge?
- Were there any compelling insights you heard again and again?
- Turn themes into insight statements.

Create Personas
- What spectrums of behavior and emotions emerge? Where does each person fall on those spectrums?
  - Trust in programs/services
  - Comfort with technology
  - Internet/technology access
  - Stress level
  - Cost sensitivity
  - Self-advocacy skills
  - Feels "in the know"
- Create personas based on similarities and differences
- Make personas for all types of users, not just primary users (parents, providers, staff)

Ask "How Might We?"
- Using insight statements, ask:
  - How might we help Adina feel empowered?
  - How might we help Sharon compare services?

User Stories
- Draft user stories
  - "As a _____, I am able to _____."
- Organize user stories with personas

- Organize user stories into release cycles
- Determine the minimum viable product
- Iterate! (build-test-learn-build-test-learn)
- Organize user stories into release phases and iterate!

SPRING 2015
Evaluation
- Use a <u>community-based participatory action research framework</u> to support the Kids' Council development of a family-friendly online resource portal.
- Identify lessons learned from other cities that have created and implemented an online resource portal.
- Work collaboratively and iteratively with the Kids' Council to ensure their needs are met.
- Partner with Harvard School of Public Health
  - Yvette Efevbera
  - Kerri Rice

Hire a designer and develop FIND IT! CAMBRIDGE

Appendix D: Cambridge Reference Guides

Cambridge Somerville Resource Guide
An online directory of health and human services for residents and providers of Cambridge and Somerville, Massachusetts. Its database might be downloaded and used to feed the new system being created
http://www.cambridgesomervilleresourceguide.org/index.aspx

Department of Human Services Programs (DHSP)
DHSP publishes a resource guide 2 times per year
http://www.cambridgema.gov/~/media/Files/DHSP/Documents/2014/Resource%20Guide.ashx
List of PDFs for various programs in Cambridge:
http://www.cambridgema.gov/DHSP/publicationsandforms.aspx

War Memorial Recreation Center
War Memorial publishes a resource guide several times per year:
http://www.cambridgema.gov/dhsp/recreation/warmemorial.aspx

Middle School Network (MSN)
MSN promotes access to, participation in, and coordination among middle school serving out-of-school time (OST) providers as part of the City's goal to ensure broad participation of Cambridge's middle school youth in quality OST experiences and foster both their present and future learning and life success. They produce a resource guide 3 times a year. Summer 2015 Guide:
http://www.cambridgema.gov/DHSP/~/media/0FA376D8AAF04F9BB2BF2F807D7DF471.ashx

Reaching All Youth Committee (RAY)
RAY's mission to pool resources, time, energy, and ideas to ensure that all young people are connected to appropriate services, individuals, advocates, mentors, and programs.
Members represent non-profit agencies, businesses, schools, and community members who work with Cambridge youth.
They have a website that includes resources, calendar, announcements, etc…
https://sites.google.com/site/reachingallyouthcambridge/home

Area 4 Service Providers
The website is intended to be a place where those who provide social services - help with housing, with employment, childcare, afterschool programs, and so forth - to the Area 4 neighborhood in Cambridge can find each other, digitally network, and share information with one another. This website is targeted towards the actual service providers and organizations, to help us be more familiar with

partners in the neighborhood, and to help us connect people with the appropriate services. This website can be shared with the general public, but the intended audience are the CBOs and service provider organizations.

https://sites.google.com/site/area4serviceproviders/home

Appendix E: Comparable Websites

- **SMC Connect** - http://www.smc-connect.org/
    - Find community services in San Mateo County using the Ohana API
- **Teen Life** - https://www.teenlife.com/
    - A comprehensive directory of STEM, gap year, pre-college, overnight, summer and community service programs for students in grades 7-12.
- **Somerville Early Childhood Hub** - http://somervillehub.org/
    - A place to find what young children & their families need to play, learn, and thrive in Somerville.
- **What's Up South Wood County** - https://civic.mit.edu/whats-up
    - What's up is a local information system that enables access to local organizations and services via offline channels such as low-cost digital signs, customized flyers and posters, and an auto-generated community hotline.
- **YouSTEM** - http://youstem.org/main/discover/
    - A searchable database of STEM opportunities for K12 Students in the San Francisco/Bay area. If students are interested in a program that has already taken place for the year, they can sign up to receive a notification as soon as registration opens up for the year. The database is searchable by program type, subject, region, season, age, and cost.
- **Boston Navigator** - http://www.bostonavigator.org/Boston/Home/Welcome.aspx
    - Search thousands of programs that run before and after school, on weekends, and during the summer to find the program in Boston.
- **Help Steps** - https://www.helpsteps.com/home.html
    - The goal of the HelpSteps toolset is to alleviate disparities in health and social well-being in our community by connecting individuals to local resources. HelpSteps is developed and maintained by *The Online Advocate* team at Boston Children's Hospital.

● Appendix F: Keeping It Real: Quick Cambridge Facts & Stats

City of Cambridge Age Structure: 2010

Age	#	%
0-9	7,601	7.2
10-19	9,706	9.2
20-29	34,562	32.9
30-39	19,487	18.5
40-49	9,862	9.4
50-49	9,414	9.0
60-69	7,870	7.5
70-79	3,914	3.7
80+	2,746	2.6
median	30.2	
under 18	12,028	11.4
over 66	9,988	9.5
Total	105,162	

Cambridge Public Schools 2014

Grades	Cambridge Public Schools (includes tuitioned out)	Charter Schools
under 5th	3663	203
6-8	1160	145
9-12	1911	116

Languages

Language Spoken at Home by City of Cambridge Residents: 2007-9

	# 5 and Older	% 5 and Older	% Speaking Language Other than English at Home
Speak only English	72,191	69.7	
Spanish or Spanish Creole	6,719	6.5	21.4
Chinese	4,705	4.5	15
French or French Creole	4,557	4.4	14.5
African Languages	2,298	2.2	7.3
Indic (Hindi, Gujarthi, Urdu)	2,131	2.1	6.8
Other Indo-European Languages	2,130	2.1	6.8
Portuguese or Portuguese Creole	1,596	1.5	5.1
Other Asian Languages	1,267	1.2	4.0
Korean	964	0.9	3.1
Italian	857	0.8	2.7
Russia	853	0.8	2.7
German	806	0.8	2.6
Arabic	716	0.7	2.3
Hebrew	443	0.4	1.4
Greek	479	0.5	1.5
Japanese	795	0.8	2.5
Other Languages/Not Specified	101	0.1	0.3
Total # 5 Years and Over	103,609		
# Language other than English	31,418	30.3	100
# with Limited English Skills	3,221	3.1	10.3

Top 11 Languages Spoken by Students attending the Cambridge Public Schools: 2014

English	4850
Spanish	396
Creole (Haitian)	262
Amharic	192
Arabic	155
Bengali	142
Chinese	105
Portuguese	94
Somali	41
Korean	39
Japanese	37

Income
City of Cambridge Household and Family Income Distribution: 2007-9

Income Range	% of All Households	% of Family Households	% of Non-Family Households	% of Households w/ Children
Less than $20,00	19.5	13.1	23.7	17.6
$20,000-$39,999	14.0	13.2	14.6	18.4
$40,000-$59,999	13.1	9.5	15.8	8.0
$60,000-$74,999	7.8	6.7	8.6	5.6
$75,000-$99,999	12.6	12.5	12.7	9.8
$100,000-$124,999	9.8	10.8	9.1	9.3
$125,000-$149,999	6.4	8.2	5.1	7.4
$150,000-$199,999	7.7	10.5	5.6	10.4
More than $200,000	9.3	15.6	4.6	13.6
Total	100.0	100.0	100.0	100.0

Median Family Income	$88,574
Median Household Income	$67,297
Per Capita Income	$45,521

Cambridge Public Schools Free, Reduced and Paid Lunch

Free Lunch	2642
Reduced Lunch	310
Paid Lunch	3785

Technology

According to the 2014 City of Cambridge Citizens' Survey, 382 (96%) out of the 400 surveyed have access to the internet at home.

Cambridge Public Schools Data from a Self-reporting Survey in June 2014

	Computer at Home	Internet Access at Home
228 8th Graders	91.67%	91.23%
220 5th Graders	96.77%	94.27%

Results from 2014 Finding Activities and Services in Cambridge Survey

	Yes	No
Smartphone	785	199
Computer/Tablet at Home	943	49
Internet Access at Home	937	53

Community Engagement Team Outreach Workers

Represent the following communities:

- American-Born Black
- Arabic
- Bangladeshi
- Chinese

- Ethiopian
- Haitian
- Latino
- Somalian

Impact of additional outreach workers July 1-December 30, 2013

1st and 2nd Quarters	FY 13	FY 14
# of parents contacted	215	421
# of times events and services recommended	727	1858
# of times parents attended events or services	115	689
# of parents attended first time	190	307

Impact of additional outreach worker hours for work with CPS September 3-December 30, 2013

# of parents contacted	799
# of events recommended	33
# of parents attended events	173
# of parents who attended an event for the first time	96
# of families assisted with parent/teacher conferences	6