Family Policy Council

October 18, 2018   5:15 p.m. – 7:15 p.m.
806 Mass Ave. Cambridge MA 02139

Summary of Conversation Topics
- Find It Cambridge
- Cambridge Youth Council
- Results Based Accountability
- Vision Statement
- CPS Professional and Learning Time

Present:

Tina Alu, Sydney Down, Uma Edulbehram, Luba Feigenberg, Michelle Godfrey, Kim Goldstein, Liz Hill, Claude Jacob, Mike Johnston, Michelle Lower, Maria McCauley, Marc McGovern, Neal Michaels, Kalijah Robinson, Kenny Salim, Ellen Semonoff, Sumbul Siddiqui, Nancy Tauber, Tagesech Wabeto, Hector Acevedo, Lace Campbell, Amelia Joselow, Rabeya Akther, Tenya Gardner, Lyndsay Pinkus, Alfred Taylor, Jonathan Akbari, William Reed, Liz Roman, Ahmed Benghomari, Elena Sokolow-Kaufman, Rob Lowe, Susan Richards, Tiffany Robinson
Co-Chairs: **Mayor Marc McGovern** and Neal Michaels

Executive Director: Nancy Tauber
Notetaker: Sydney Down

5:15pm Socialize, Network and Eat
➢ DO NOW!
  ○ RUMOR ON THE STREET - Last year there was some talk about lengthening the school day, what have you heard?
  ○ What are your hopes and fears about the potential changes in the school day?

5:30 Meeting Starts
➢ Welcome & Introductions
➢ Family Policy Council Business
  o Adoption of Minutes (September 20, 2018 meeting)
  o Public Comment
  o Announcements & Updates
    ▪ In summer, city and schools looking at issues of equity and bias. Teachers and staff continuously going through training. Counselors launching series of community conversations about race and equity and working with DEEP in combination with school system. 5 conversations of action

within school and city through to April 2019. First meeting in November, press release going to be available.

- ▪ Opportunity through school system, building bridges and equity grant for school and are reaching out to staff, parents and students. 25 focus groups looking at issues of inequity in the community, seeking feedback and lots of different voices.
- ▪ City Council voted on Monday night for expanding free breakfast and lunch,. Allocating 160,00 dollars eliminating reduced lunch, only free breakfast in lunch. Not yet in high school system, too be soon.

➢ Find It Cambridge
- o Over 600 Likes and Follows on Facebook.
- o Parking Day 2018
- o Training at Cambridge Works

➢ Cambridge Youth Council
- 8th grade guidance program and integration through further development of CYC run 8th Grade night, collaboration with the Middle School Network, and creation of a shadowing buddy system.
- Free bus passes for students qualifying for free and reduced (now free) lunch. Working in combination with School Council, City Council and City-wide school administration.
- CYC will be taking part in a conference with an organization Sparkshare in order to grow the Youth Council's network and skill set. Spark Share works with youth councils in the Boston area.
- Cambridge RAW Perspectives is a continuing project enabling the Cambridge community and youth to share voice and speak passionately on social issues important to them. Emphasis on equity and relationships between students and teachers within school system.
- Ongoing Books for Success campaign making SAT and ACT prep books available to the student body through a library/checkout system. CYC asked if there are any organizations that would like the books.

➢ Results Based Accountability Review (See below for presentation.)

➢ Vision Exercise (See below for exercise.)
- o Young people in Cambridge will have equitable access and the ability to acquire and use 21st Century Skills in order to reach their full potential and well-being in the areas of academics, professional careers, and are fully engaged in their community.
- o Children and families in the city will be able to access equitable opportunities, reach their personal potential, receive support to overcome barriers and obstacles.
- o Encourage, support and provide equitable access to continuous growth opportunities for youth and families so that they can thrive.
- o All children, youth and young adults in the Cambridge community…

➢ Cambridge Public Schools Learning and Professional Time (See below for presentation.)

o Lyndsay Pinkus from the Cambridge Public Schools presented an update on Professional and Learning Time. CPS is looking to expand the school day. Members worked in groups and provided Lyndsay with feedback.

➢ Next Steps

Family Policy Council Meetings 2018-2019 (Thursdays 5:15-7:15)
1. November 15 - Senior Center
2. January 17 - 344 Broadway
3. February 14 - Library (Community Room L2)
4. March 21 - Library (Community Room L2)
5. May 2 - 344 Broadway

VISION STATEMENT ACTIVITY

Write an **AMBITIOUS** Vision Statement that is **FUTURE ORIENTED, REFLECTS OUR VALUES, INSPIRES ENTHUSIASM and COMMITMENT** for our Target Population (Everyone - Cradle to Career)

Who	Noun	Verbs	Adjective
All	21st Century Skills	Access	Academic
Children	Barrier(s)	Achieve	Active
Citizen	Behavioral Health	Advocate	Affordable
Families	College	Attend	Available
First Generation	Diversion	Builds	Continuous
Immigrant	Early Education	Care	Educated
Minority	Engagement	Change	Emotional
Resident	Environment(s)	Complete	Joyful
Student	Equity	Engage	Positive
Teen	Future	Grow	Potential
Young People	Goals	Increase	Quality
Elderly	Growth Mindset	Learn	Responsible
	Health	Maintain	Responsive
Where	Improvement	Overcome	Rigorous
Community	Innovation	Participate	Safe
World	Justice	Persist	
Home	Life	Personalize	
City	Living	Prepare	
	Members	Promote	
Adverb	Mental Health	Reach	
Academically	Obstacle(s)	Succeed	
Civically	Opportunity	Support	
Culturally	Out of School Time	Thrive	
Economically	Peace	Create	
Emotionally	Postsecondary	Decrease	

Physically Safely Rapidly passionately	Prevention Safety Self Stability STEAM Tools Well-being Workforce		

All _____ will _____

_____ !

OUTCOMES ACTIVITY

For each age group, what are the most important outcomes you would like to see for every young person?

AGES	RESULTS (Family Policy Council)	RESULTS (Cambridge Youth Council)
Birth-5	-Access to quality activities and care -Participate in group settings with peers -Parents/Caregivers who have access to information about the "whole child" and understand their role as first "educators" -Home visitors come to see them as soon as possible and potentially at 6 months and 1 year for those families who might benefit from extra supports -Families who have been identified as having unmet needs – if applicable.	-ABC's, colors, months, math -Social skills - sharing, social cues, patience, respect -Personal hygiene - potty trained -Sleep -Stable home life -Healthy weight -Physical activity
5-11	-Proficient in 3rd grade reading levels -Healthy and Robust - Social and Emotional -Connections to high quality out-of-school time -Connections to trusted adult	-Meeting 3rd grade reading levels, and excelling -Develop good teacher/student relationships and know how to approach teachers -Social growth - ready to me influenced by peers than adults
11-14	-Healthy habits -Financial Literacy -Healthy social media habits	-Ready for High School -Know how to manage time effectively -Be aware of the dangers of drugs

	-Initiative, independence and agency -Connected to peers and adults -Sense of self/self-esteem -Career awareness -Access to resources - utilize -Civic engagement/volunteerism -Race and equity -Inclusion Open to respectful discussion and debate	-Have some sex education -Be able to build strong relationships and be aware of bad ones -physical activity - Sex education including issues around identity, sensitive to the LGBTQ+
14-18	-Social emotional well-being -Ability to create and maintain healthy relationships with peers and adults (through racial equity lens) -Positive relationships with self -Knowing unhealthy relationships -AP/Honors enrollment -Post secondary -College/Career readiness -Trust adults -Civic engagement -Voting -Community network -Career pathway - access to jobs	-Moral and social boundaries -Be able to work in social settings with different types of people (older, younger, etc.) -Have a growing mindset for future -To be aware, smart behaviour -Tech savvy, social media, know how to use social media -Start getting ready/thinking about life after school -Be aware/open minded-not everything is set in stone -Politically aware-as much as you can be -Make good connections with teachers -Networking skills -Don't succumb to peer pressure (drugs, drinking, parties) -Surround yourself with people in right mindset because you are at a very influential state - sex education - building happy habits - mental health awareness - financial literacy

18+	-Completion rates of high school
	-College enrollment, persistence and completion
	-Post-secondary credential
	-Post-secondary readiness
	-Community engagement/activism after high school
	-Workforce participation and stability
	-Wellness
	   - Access to healthy food and physical fitness
	   - Healthy social interactions and connections to community groups
		-Housing
		-Good credit
		-Opportunity Engaged in Community
		-Involved in something they are interested in
		-Financial literacy - take classes around credit and taxes
		-Able to get quality jobs
		-Able to get aid (child care, transportation, housing, etc.) when necessary

- Mentors - Access to DE stressors -Housing stability - affordable and accessible -Opportunity to plug in after high school Barriers to employment - criminal record, low credit Prepared for parenthood Financial stability	

RESULTS BASED ACCOUNTABILITY
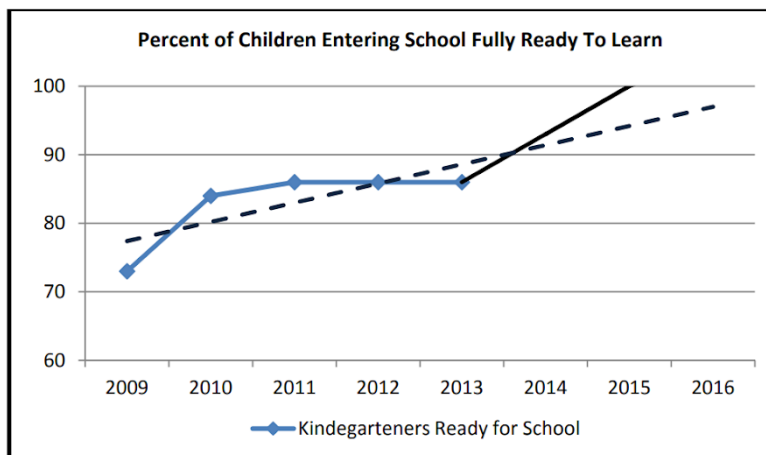**TURN THE CURVE REPORT**
BROWARD

RESULT/OUTCOME
Children are ready for school

INDICATOR
% of Children Ready for School According to the Kindergarten Readiness Survey

BASELINE (Historical + Forecast)

BLUE line - Historical
DOTTED line = Forecast
BLACK line = Turn the
Curve

	2009	2010	2011	2012	2013
% Ready for School	73	84	86	86	86

STORY BEHIND THE CURVE

Completed by the Coalition for Early Childhood

- Assessment tool changed and is less subjective
- New metrics have leveled playing field
- Providers need to be trained in new tool
- Need 3 years of new data to determine impact

- Increase in behavior health issues among pre-k and k students
- Difficult to measure progress of special needs students
- Homeless students are not being counted, and schools can't meet their complex needs
- Concentrated poverty in schools impact needs of entire student body
- High need students are not attending Pre-K programs
- Pre-K not mandatory so attendance issues are not addressed
- Technology has also created issues with things like stillness, focus, structure, and other typical behaviors
- Other digital evolution challenges-Parents not reading to kids, play games, etc.
- Need better relationship to Housing Authority communities
- Need better partnerships between childcare providers & school system

PARTNERS

Actual Partners	**Potential Partners**
The Children's Center	Housing Authority
Broward County Hospital	Teacher's Union
Broward Community Health Center	City Transportation Department
University of Broward	Childcare Providers
Broward Public Schools	Parents
Parks and Recreation Department	
Children's Guild	
Pediatricians	
City Government	

WHAT WORKS TO TURN THE CURVE
- Collaborations between preschools and kindergarten teachers needs to be expanded
- Library's Babies in Bloom Initiative
- Head Start's commitment to work with Housing Authority
- Summer Bridge programs
- Home Visiting/ Healthy Start program
- Identifying young children's mental health needs through the Broward Consortium
- Families attending DSS Parent-Child Therapy program
- Community Ambassadors program in the schools - connecting families to the school
- Parents' Place Shelter partnership with the schools. Needs to expand to PreK programs
- Need to provide transportation to PreK programs

STRATEGIES
- University of Broward Digital Evolution Pilot Project - low cost/no cost
- Quality child care for all! - Off the wall
- Provide Transportation for PreK Programs
- Human Services Uber

- Expand Home Visiting Programs to High-Need Families
- Expand Broward Public School and PreK Collaboration

DATA DEVELOPMENT
- Would love 2018 data!
- Pre-K attendance data-non mandatory programs
- Information about homeless families
- Disaggregate data to find "hot spots"
- Transportation needs of families with young children

RESULTS BASED ACCOUNTABILITY

Start with Vocabulary - Common Language is Very Important!
- ★ **Results:** The condition of well-being we want for our children, families and the community as a whole. Results can be easily understood by voters and taxpayers.
- ★ **Indicators:** How we measure these conditions. A measure that helps quantify the achievement of a results. "How would we recognize this result if we fell over it?"
- ★ **Baseline:** For each indicator there are 2 parts – historical part that tells where we have been and a forecast part that says where we are headed if we don't do anything different from what we are doing now.
- ★ **Turning the Curve:** What success looks like if we do better than the baseline.
- ★ **Data Development:** Prioritize a list of where we need new or improved data.

STEPS TO TURN THE CURVE

1-**Target Population**
- All young people in Cambridge Cradle to Career


Turn the Curve Thinking

2-**Results:**
EXAMPLES if we pick age categories
- All children are prepared to thrive by 5
- All children are prepared to thrive by 11
- All young people are prepared to thrive by 14
- All young people are prepared to thrive by 18
- All young people are prepared to thrive by 24

3-Primary **Indicators** (select 2-3 for each Result):
- Criteria for choosing indicators
  - Communication Power - Does it communicate to a broad audience? Would they understand what the measure means?
  - Proxy Power - Is it a good proxy for other indicators? Pick data that runs in "herds" - in the same direction
  - Data Power - Is there quality data for this indicator on a timely basis? Data must be consistent, reliable and timely
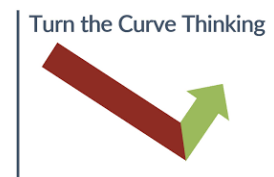
- - ■ Use a racial equity lens

4- Baselines
- Graph the historic baseline (5 years back) and forecast into the future if we don't do anything different from what we are doing now (3-5 years if possible)
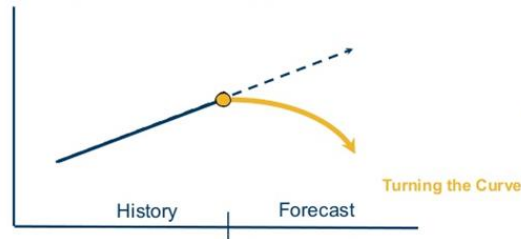
5-Include the Story Behind the Baseline
- The Story: What are the factors that are most strongly influencing the curve of the baseline?
  - Internal and External
  - Positive and Negative
- Root Cause Analysis - Ask WHY?" 5 times

6-**Partners:** Identify how each partner and potential partner has something important to contribute to turning the curve.

7-What works to "Turn the Curve"
- Analyze data and Story Behind the Baseline
- Include bright spots and opportunities for improvement
- What can we do to do better?
  - Recommendations to "Turn the Curve"
  - Need No cost/Low Cost strategies - Not everything is about money

8-Data Development
- Improved data
- New data