



March 21, 2019 5:15 p.m. – 7:15 p.m.
Main Library (Community Room)
449 Broadway Cambridge MA

Summary of Conversation Topics

- Cambridge Youth Council DC Trip
- Math Matters for Equity Plan
- Digs Deep Conversation

Present:

Tina Alu, Ron Benham, Branville Bard, Sydney Down, Uma Edulbheham, Luba Feigenberg, Michelle Godfrey, Liz Hill, Claude Jacob, Mike Johnston, David Kale, Michelle Lower, Alanna Mallon, Neal Michaels, Bridget Rodriguez, Kalijah Robinson, Kenny Salim, Ellen Semonoff, Nancy Tauber, Tagesech Wabeto, Maisha Moses, Monica Leon, Matt Nelson, Lace Campbell, Will Reed, Ahmed Benghomari, Julie Roach, Rory Millar, Alfred Taylor, Jonathan Akbari,
Co-Chairs: Mayor Marc McGovern (absent) and **Neal Michaels**

Executive Director: Nancy Tauber

Notetaker: Nancy Tauber

5:15pm Socialize, Network and Eat

5:30 Meeting Starts

- Welcome & Introductions
- Family Policy Council Business
 - Adoption of Minutes (February 14, 2019 meeting)
 - Public Comment
 - Announcements
 - Family Policy Council is now a member of the Local Children's Cabinet Network (Harvard ReDesign Lab/By All Means)
 - Family Policy Council members have been asked to complete a survey for the City Manager and Civic Unity Committee by April 5th
 - First week in April is National Health Awareness week
 - Center for Families is having an open house at 51 Inman St.
 - Cambridge Police Department is starting a Cadet program for 18-24 year old Cambridge residents
 - Upcoming 2019 Family Policy Council meetings (5:15-7:15)
 - Thursday May 2nd (344 Broadway 2nd Floor)

- o Thursday September 19th
- o Thursday October 17th
- o Thursday November 21st

- Presentations and Discussion: Math Matters for Equity Plan
 - o Math Matters for Equity Plan Presentation (see below)
 - o Q&A
 - o Small Group Discussion
 - What advice would you give this working group and Nancy?
 - As this group begins the planning phase, what criteria should they consider the focus on those who perform at the bottom quartile of state test?
 - Are you interested in joining a working group?
 - Can you recommend anyone to join any of these working groups?
 - o Vote: Approval of the Math Matters for Equity Plan and recommend the city add \$25,000 to the FY20 budget to start planning and implementing the plan.

- Cambridge Youth Council
 - o 13 members and 3 chaperones went to the National League of Cities conference in Washington DC March 9-12
 - o Sightseeing: Air and Space Museum, Botanical Gardens, Portrait Gallery, Holocaust Museum, Capitol, Zoo and Wizards basketball game
 - o NLC Youth Conference
 - o Breakfast with City Staff and City Councillor

MATH MATTERS for EQUITY PLAN

TARGET AUDIENCE: All Cambridge children Cradle 2 Career with a focus on those who perform in the bottom quartile on state tests

Cradle 2 Career Pipeline

To achieve systematic change and overcome persistent challenges facing too many of our children and youth, we must combine our resources, expertise and influence. **As the big-picture convener and coordinating body responsible for monitoring the progress of our young people in Cambridge, the Family Policy Council will work with stakeholders to:**

- Agree on a vision that expresses our shared understanding of what success looks like for our young people cradle to career.
- Agree on a set of shared outcomes and Indicators.
- Regularly analyze the data and provide the community with a snapshot of how young people are doing, identify areas which need improvement and figure out next steps.

Next Step: Math Matters for Equity

The Family Policy Council will first focus on MATH so that we can make sure all young people cradle to career have the necessary math skills and mathematical mindset to take advantage of all the opportunities available to them.

To make this happen, we will create 3 working groups that will coordinate with each other to make sure we raise awareness, engage with children at the early age and build capacity:

1. Early Math (Early Engagement)
2. City-wide Math Matters for Equity Campaign (Raise Awareness)
3. Professional Development for Educators and Family (Build Capacity)

Math Matters for Equity Working Groups		
City-Wide <i>Math Matters for Equity</i> Campaign	Early Math	PD for Educators & Families
Co-Chairs: TBD	Co-Chairs: Jen Baily and Omo Moses	Co-Chairs: TBD
Members: TBD	Members: TBD	Members: TBD
Coordinate efforts with other groups	Coordinate efforts with other groups	Coordinate efforts with other groups
DATA	DATA	DATA
Research	Research	Research
Resources: Compile - Purchase - Distribute	Resources: Compile - Purchase - Distribute	Resources: Compile - Purchase - Distribute
	Professional Development	Professional Development
	Workshops for Families	Workshops for Families
Coordinate with existing activities & events		Coordinate with existing activities & events
Develop campaign messaging		
Raise awareness & promote what's happening		
Support career exploration		
	MathTalk & MathScapes	
		Supports for students

City-Wide Math Campaign Group	Co-Chairs: TBD	Members: TBD
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1	Coordinate Efforts with...	<ul style="list-style-type: none"> • Early Math Group • Professional Development for Educators and Family Group
2	DATA	<ul style="list-style-type: none"> • Determine what data we need to collect in addition to 8th grade MCAS • Analyze the data of the target audience and minimize use of aggregate, city-wide data that obscures the severity of the issues some young people in our city face
3	Research	Identify other resources and thought partners within and outside of Cambridge
4	Resources	Compile, purchase and distribute math toolkits, activities, etc. to providers, children, and families
5	Develop the Message	<ul style="list-style-type: none"> • Math Matters for Equity • Use a racial equity lens • Incorporate “We the People Pledge” (See below) • Math is RELEVANT and RELATABLE and FUN • Everyone can learn math at any point (Growth Mindset)
6	Raise Awareness	<ul style="list-style-type: none"> • Promote what is currently happening in Cambridge
7	Coordinate with Existing Activities	<div>Book Bike</div> <div>CPS/DHSP Camps</div> <div>Danehy Family Day</div> <div>Home Visiting</div> <div>Summer Food Program</div> <div>Hoops ‘N Health</div> <div>Let’s Talk Workshops</div> <div>Library Makerspace</div> <div>Literacy Day</div> <div>STEAM Nights</div> <div>Mayor’s Program</div> <div>Parking Day</div> <div>School Math Nights</div> <div>Science Festival</div> <div>Story Walks</div>
8	Career Path Exploration & Financial Literacy	<ul style="list-style-type: none"> • Create ways to help students match their math course selections to potential careers • Partner with business community • Establish a speaker’s bureau (data scientists and others who use math in their everyday careers)

Early Math		Co-chairs: Jen Baily and Omo Moses	Members: TBD
1	Coordinate efforts with...	<ul style="list-style-type: none"> • City-wide Math Campaign Group • Professional Development for Educators and Family Group 	
2	DATA	<ul style="list-style-type: none"> • Determine what data we need to collect in addition to 8th grade MCAS 	

		<ul style="list-style-type: none"> Analyze the data of the target audience and minimize use of aggregate, city-wide data that obscures the severity of the issues some young people in our city face
3	Research	Identify other resources and thought partners within and outside of Cambridge
4	Resources	<ul style="list-style-type: none"> Compile, purchase and distribute math toolkits, activities, etc. to providers, children, and families Identify how to include financial literacy resources and activities
5	Professional Development	<ul style="list-style-type: none"> PD – both math content and growth mindset Identify PD that is currently happening and what PD is needed Align with CPS Identify how to include financial literacy
6	Workshops for Families	<ul style="list-style-type: none"> Ability to help their children learn math, play with math, and incorporate math in everything they do (paying bills, budgeting, investing, taxes, credit, financial aid, paying for college) Help families feel more comfortable with math Workshops for providers and families to learn together and develop relationships Enhance capacity of math volunteers Identify how to include financial literacy
7	Incorporate More Math into...	<div>Book Bike</div> <div>Danehy Family Day</div> <div>Home Visiting</div> <div>Hoops 'N Health</div> <div>Literacy Day</div> <div>Science Festival</div> <div>STEAM Nights</div> <div>Story Walks</div> <div>Summer Food Program</div>
8	MathTalk & MathScapes	<ul style="list-style-type: none"> Create and distribute materials (i.e. Conversation Starters, Children's Menus, Scavenger Hunts) APP and AR experiences MathScape Installations (Parks, Library, CHA)

Professional Development for Educators and Family Group		Co-Chairs: TBD	Members: TBD
1	Coordinate efforts with...	<ul style="list-style-type: none"> City-wide Math Campaign Group Early Math Group 	
2	DATA	<ul style="list-style-type: none"> Determine what data we need to collect in addition to 8th grade MCAS 	

		<ul style="list-style-type: none"> Analyze the data of the target audience and minimize use of aggregate, city-wide data that obscures the severity of the issues some young people in our city face
3	Research	<ul style="list-style-type: none"> Identify other resources and thought partners within and outside of Cambridge Research other relevant topics (Math and Girls, Growth Mindset, Equity, Culturally Relevant Math Instruction)
4	Resources	<ul style="list-style-type: none"> Compile, purchase and distribute math toolkits, activities, etc. to providers, children, and families
5	Professional Development	<ul style="list-style-type: none"> PD – both math content and growth mindset Identify PD that is currently happening Include anyone who works with young people cradle to career Enhance capacity of practitioners in and out of school to further support and learn from each other through shared PD Align with CPS Identify how to include financial literacy Time - Find times for CPS and OST staff to learn from each other (i.e. noon-2 or summer) Provide incentives (stipends, PDPs, vouchers, Masters +30)
6	Workshops for Families	<ul style="list-style-type: none"> Ability to help their children learn math, play with math, and incorporate math in everything they do (paying bills, budgeting, investing, taxes, credit, financial aid, paying for college) Help families feel more comfortable with math Workshops for providers and families to learn together and develop relationships. Enhance capacity of math volunteers Identify how to include financial literacy and career exploration Offer college savings workshops for families Help families understand the high school math course path and how it impacts students
7	Supports for Students	<ul style="list-style-type: none"> Identify which students need extra support in math and connect them to opportunities and supports Develop annual <i>Financial Reality Fair</i> at CRLS for high school Advertise the tutoring center so more students take advantage Provide a place for students to do homework that is fun (like city-wide band) Create ways to help students match their math course selections to potential careers Support College Success plans for Curriculum Alignment and Dual Enrollment

THE “We the People” PLEDGE

Our Values

This Alliance brings together a network of students, parents and guardians, teachers, community members invested in the social and economic health of their communities, school leaders, mathematics educators, mathematicians, individuals working in higher education, and other collaborators who share the following values.

● **We** believe that students in grades K – 12 who on state tests perform in the bottom quartile in mathematics should graduate from high school able to do college mathematics without remediation or pursue careers without their mathematics education being an obstacle. *We* recognize that achieving this goal requires confronting long-standing issues of social justice and the quality of public education in this country. It requires, as a civil right, a new standard for education in the 21st century and citizenship in a democracy. *We* believe that meeting this goal requires collective action from organizations, groups and individuals working at the national, state and community levels, inside and outside of formal school environments. *We* believe this “bottom up” work requires an alliance that can build effective collaborative structures that achieve the greatest shared and collective impact. These structures should be democratic, so that the voices and experiences of alliance members can be heard and acted upon in planning and making decisions. *We* recognize that some of these voices have historically been marginalized and ignored.

● **We** understand that empowering our alliance for action will require developing tools and spaces for engaging in analysis and critiques of systems that are obstacles to our goals, identifying critical problems to be solved and producing a repertoire of best practices for measuring progress. Opportunities for empowerment should serve our Alliance in ways that advance collaboration, connectedness, and the transformation we seek in mathematics education producing greater equity and participation in our democracy.

● **We** value the many innovative approaches necessary to transform education. This transformative education will require growth in educational practices that place the power of learning and teaching in the hands of students. *We* value students as partners in all aspects of Alliance work. Their success as mathematics learners and teachers, and advocacy for an education that addresses their current and future 21st century lives is essential to the Alliance goal.

● **We** value teachers and their continuing professional development using models of excellence that enhance quality interactions with students through positive classroom cultures. “What to teach?”, “How to teach it?” and “What are my students learning?” are understood as fundamental questions of their work. *We* believe answering these fundamental questions also requires an attention to fair, valid, and equitable ways in which the effectiveness of an educational experience is measured and evaluated.

● ***We believe that transformative education*** will also require innovation by those who lead schools and school systems. Shapers of educational policy must create and support pathways for students to achieve the Alliance goal. National experts must be willing to direct their work to achieving the Alliance goal. All of these leaders must see students in the bottom quartile, and those who teach them as valuable assets to their schools and communities.