



October 17, 2019 5:15 p.m. – 7:15 p.m.
344 Broadway Cambridge MA
2nd Fl. Conference Room

Summary of Conversation Topics

- Cambridge Youth Council
- Find It Cambridge
- Math Matters for Equity Plan
- Department of Human Service Programs: Race & Equity Work
- Cambridge Public Schools: Building Equity Bridges

Present: Tina Alu, Branville Bard, Ben Clark, Sydney Down, Luba Feigenberg, Michelle Godfrey, Kim Goldstein, Liz Hill, Claude Jacob, Mike Johnston, Michelle Lower, Maria MacCauley, Kalijah Robinson, Bridget Rodriguez, Kenny Salim, Ellen Semonoff, Nancy Tauber, Tina Johnson, Tagesech Wabeto, Andrew Liedtka, Keith Griffin, Tessa Bridge, Khari Milner, Jonathan Akbari, Katisha John, Liz Roman, Irene Hill, Sam Bebergal,
Co-Chairs: ~~Mayor Marc McGovern~~ and **Neal Michaels**

Executive Director: Nancy Tauber

Notetaker: Sydney Down

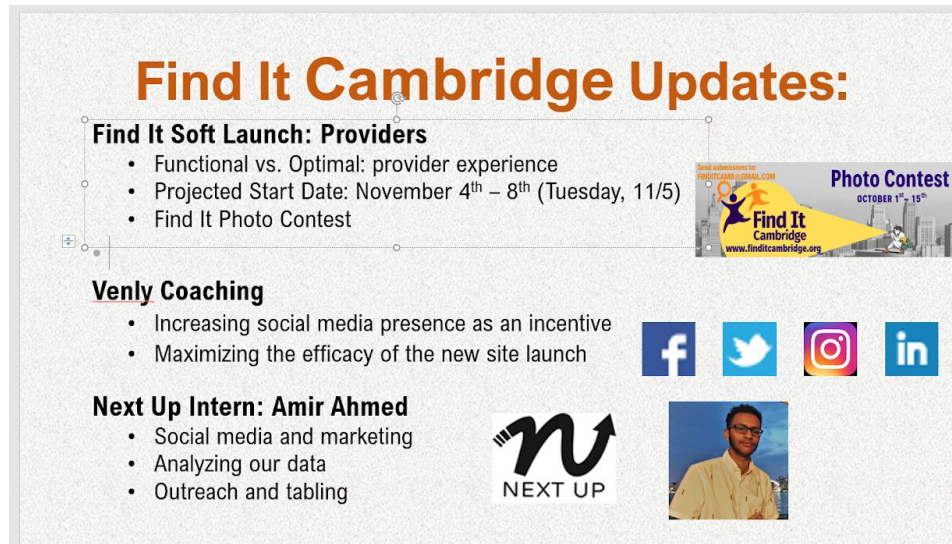
5:15pm Socialize, Network and Eat

5:30 Meeting Starts

- ❖ Welcome & Introductions
- ❖ Family Policy Council Business
 - Adoption of Minutes (September 19, 2019 meeting)
 - Public Comment
 - Announcements
 - October 29th 3-5 is the 5th Family Engagement Gathering. Family Policy Council and College Success Initiative are co-hosting. The focus is on how to engage families about college.
- ❖ Updates
 - Cambridge Youth Council
 - Retreat - October 6th

- Meetings: Mondays (6-7:30) and Tuesdays (6-8:30)
- 8 returning members
- 8 new members

➤ Find It Cambridge



Find It Cambridge Updates:

Find It Soft Launch: Providers

- Functional vs. Optimal: provider experience
- Projected Start Date: November 4th – 8th (Tuesday, 11/5)
- Find It Photo Contest

Venly Coaching

- Increasing social media presence as an incentive
- Maximizing the efficacy of the new site launch

Next Up Intern: Amir Ahmed

- Social media and marketing
- Analyzing our data
- Outreach and tabling

Photo Contest
OCTOBER 1st - 15th

Find It Cambridge
www.finditcambridge.org

Facebook Twitter Instagram LinkedIn

NEXT UP

Amir Ahmed

➤ Math Matters for Equity

- Steering Committee is meeting tomorrow
- Working on operationalizing the MM4E plan

❖ Presentations and Discussion:

➤ Department of Human Service Programs: Race & Equity

- Presentation: Michelle Godfrey and Ellen Semonoff (See information below)
- Watch video (*What Beyoncé Taught Me About Race – Brittany Barron*) and small group discussion
 - In the video, Brittany Baron describes the very long time period during which the US legally enslaved and then continued to segregate and oppress Black people compared to the much shorter period since the laws changed in ways that were supposed to end that segregation and oppression. Can you share your reactions on hearing that?
 - Ms. Baron also talked about how society celebrates Black people in some roles but gets uncomfortable or even angry when they step out of those roles. Have you ever had the experience where you felt that someone's reaction to you was because they were responding to your behaving in a way that was unexpected because of some aspect of your identity? If so, what was your experience like? If not, why do you think that has not happened to you?

- Cambridge Public Schools: Building Equity Bridges
 - PresentationL Kenny Salim, Tessa Bridge, and Khari Milner (See information below).

❖ Adjourn - 7:15pm

Department of Human Service Programs: Race & Equity Presentation

Guiding Principles

- 1.Understanding and addressing institutional racism is critical to the creation of racial equity and must be done along with the work to address racism at the individual and interpersonal level.
- 2.We strive to be a human services agency where our collaborative culture supports outstanding individual and organizational performance by a racially and ethnically diverse staff.
- 3.We are committed to doing our work in a way that helps build a more just and equitable society.
- 4.Racial and cultural awareness are essential to our work. We engage in skill building and learning opportunities to enhance our cultural proficiency.
- 5.It is the responsibility of members of groups that have traditionally benefitted from race-based inequality to actively educate themselves and work collaboratively with members of groups that have not traditionally benefitted from race-based inequality to eliminate racial discrimination and inequality.
- 6.We work to deepen our understanding and awareness of the ways in which race and privilege affect us and our work.
- 7.We are committed to confronting the stereotypes that we hold as a result of being human and being raised in a racially polarized society.
- 8.We recognize that race and privilege affect the way we experience the workplace and we work to deepen our awareness and understanding of the roles we play in reinforcing the status quo.

Our Vision:

The Department of Human Service Programs will eliminate racism within the Department

Strategic Objectives

- 1.Expand, create and enhance learning and skill-building opportunities for all DHSP staff to eliminate racism.
- 2.Build capacity of all DHSP staff to take leadership in eliminating racism.
- 3.Ensure that our internal systems and policies support the elimination of racism.
- 4.Cultivate a culture where staff openly communicate about race.

Training Sessions

Title	Sessions	Who Attended
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10Cs of Awareness and Change	22 Sessions/ Dr. Ulric Johnson and Jeremy Phillips	220 FT Staff, 200+ PT Staff
Identity 101	Joyce Johnson Shabazz and Robert Dungy	All 220 FT Staff
Structural Racism	Joyce Johnson Shabazz	All full time staff in intact groups
Cultural Proficiency: A Way of Being	4 Sessions 2 part series/DHSP Staff led	80+ FT and PT Youth-serving Staff

Leadership Training Sessions

Topic Examples	Who Attended	Timeframe
Initiative planning	12 FT Staff	Monthly 2016-Present
Initiative Principles	40 FT Leadership Staff	January 2018
DEAL Leadership/Peer Coaching	40 FT Leadership Staff	April 2018
Non-Blameful Communication	40 FT Leadership Staff	June 2018
Leadership Expectations	40 FT Leadership Staff	October 2018-Present
Cohort Learning Sessions	40 FT Leadership Staff	December 2018-Present
Affinity Group/Allyship	40 FT Leadership Staff	January 2019-Present

DEAL – Drop Everything and Learn

Monthly learning opportunities for all DHSP staff

Examples of activities:

- Video/Reflection – “Color Brave not Color Blind” Melody Hobson
- Article/Reflection – “To the Parents of my Black Son’s Friends”, Maralee Bradley

- Space Audit – Teams of DHSP Staff looking at our spaces through a racial equity lens

What We've learned...

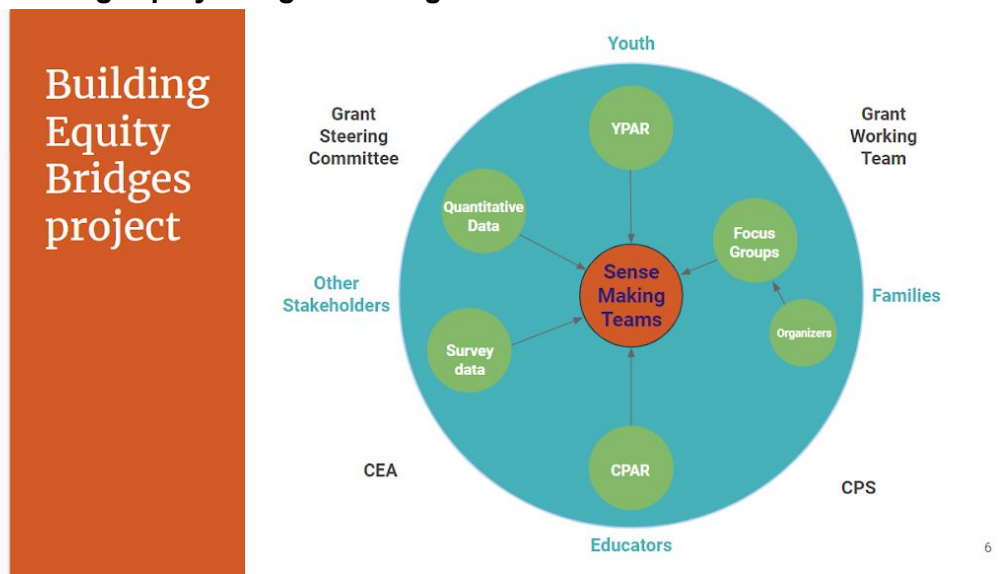
- Keep the work front and center, otherwise day to day tasks can eclipse the work.
- Challenges are inevitable and they can't stop the work from moving forward. Comfort is not necessary.
- Opportunities to practice talking about race are important
- Relationships matter
- Expect that you will hear more about race and racism

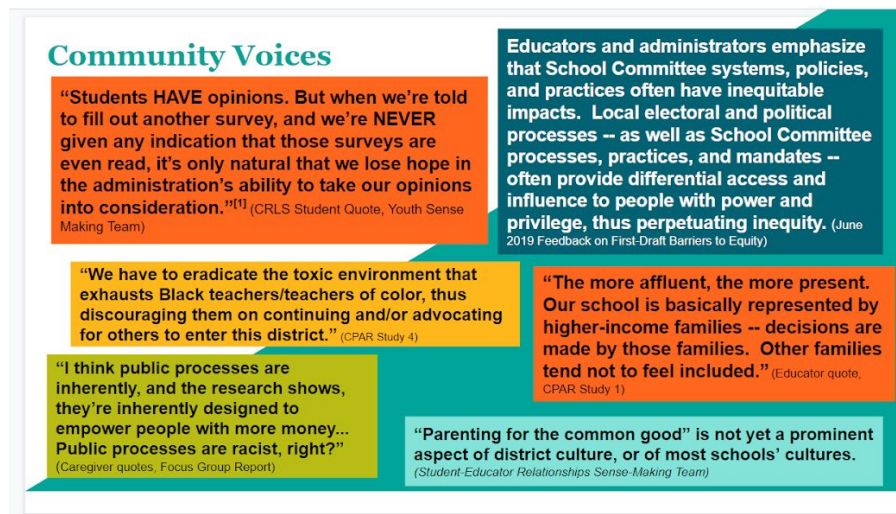
Cambridge Public School: Building Equity Bridges Presentation

CPS District Plan Review

- **Strategic Initiatives**
- **Equity and Racial Equity Definitions**
 - **Equity** means that each student, regardless of race, ethnicity, nationality, gender, gender identity, disability, sexual orientation, religion, or socioeconomic status will have access to the opportunities, resources, and support they need to attain their full potential.
 - **Racial equity** means the absence of institutional and structural barriers experienced by people based on race or color, that impede access, opportunities, and results.
 - **Achieving racial equity** requires proactive and continuous investment in communities of color, who have endured centuries of systemic oppression. CPS is committed to dismantling structures rooted in white privilege, to hearing and elevating underrepresented voices, and recognizing and eliminating bias.

Building Equity Bridges Findings





Building Equity Bridges Video - [BEBFinal.mp4](#)

Findings Part 1: Barriers to Equity

1. Inequitable School and Classroom Experiences
2. Lack of Focus on Relationships
3. Existing Structures and Practices Perpetuate Inequities
4. Lack of Coherence has Disproportionate and Inequitable Impacts
5. Educators of Color are not Being Valued, Centered, and Supported
6. Whiteness, Privilege, and Bias
7. Power in Decision-Making is Inequitably Distributed
8. Equity Work has Lacked Commitment, Coherence, and Accountability
9. Youth are Not Centered

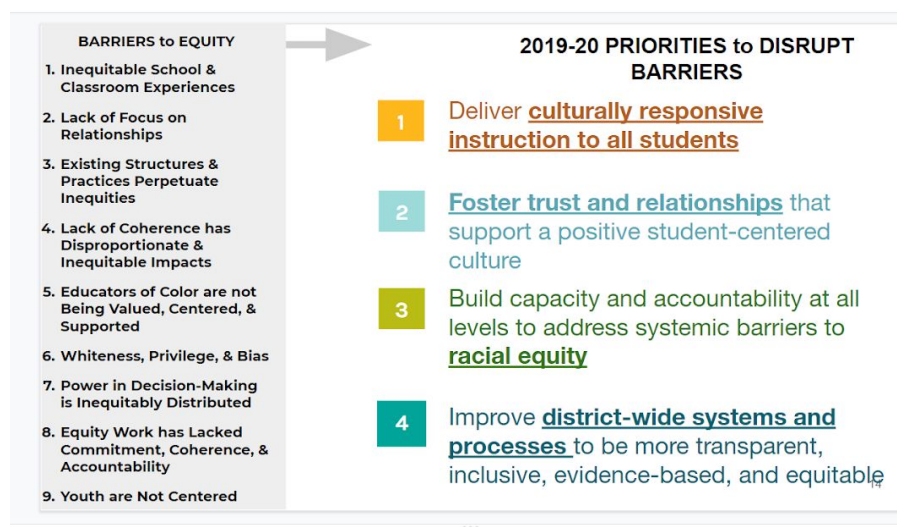
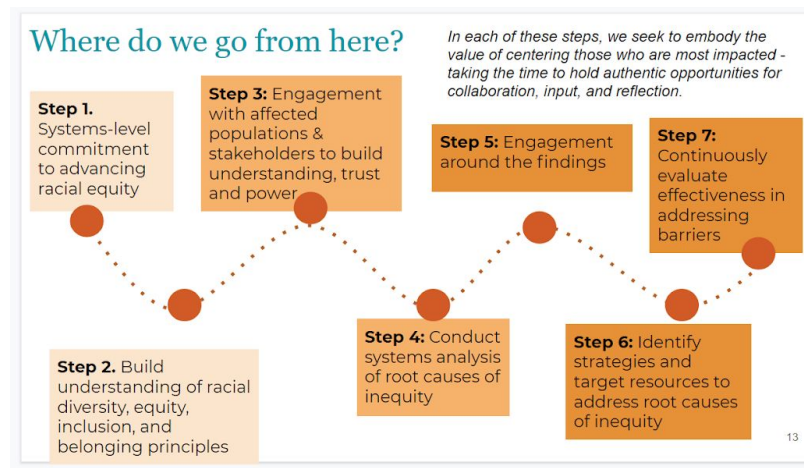
Findings Part 2: How we do this work?

BEB Core Principles

- **Document and elevate the voices and expertise** of students, educators, and families.
- **Proactively cultivate trust** -- especially among people from marginalized communities
- **Share power** so that the stakeholders who are most impacted have agency to steer this work.
- **Proactively engage** students, educators, and families from marginalized groups.

This is community work!

- ★ Ongoing and authentic opportunities for input, reflection, and feedback
- ★ Transparency
- ★ Participatory and power sharing
- ★ Take the time to do this well.



equity need to be disrupted at every level

2019-2020 Priorities to Disrupt Barriers >> Action Areas	
1	<p>Deliver <u>culturally responsive instruction</u> to all students</p> <ul style="list-style-type: none"> Align systems (coaching, evaluation, professional learning) to support <u>culturally responsive Tier 1 instruction</u> for all students Collaborate with community partners to strengthen support for <u>Math Matters for Equity</u>
2	<p><u>Foster trust and relationships</u> that support a positive student-centered culture</p> <ul style="list-style-type: none"> <u>Review discipline & restorative justice approaches</u> to identify areas of needed improvement, training, and accountability Elevate best practices that <u>support student-educator relationships</u> Build upon effective <u>family engagement strategies</u> to support a more coherent, family-centered approach Plan Elementary School Network to <u>maximize OST opportunities</u> for high-need students during the school year and summer
3	<p>Build capacity and accountability at all levels to address systemic barriers to <u>racial equity</u></p> <ul style="list-style-type: none"> <u>Develop a "core curriculum" for professional learning on racial equity</u> and develop a delivery strategy for all CPS educators <u>Develop and support leadership competencies</u> for racial equity Clarify, and hold each other accountable for, <u>shared expectations</u> Support <u>affinity groups</u> for educators, administrators, and families
4	<p>Improve <u>district-wide systems & processes</u> to be more transparent, inclusive, evidence-based, and equitable</p> <ul style="list-style-type: none"> Adopt practices that support <u>inclusive engagement and decision making</u> More <u>transparent, inclusive budget process</u> <u>Inclusive planning process</u> for the 2020+ District Plan Provide <u>differentiated support</u> to schools based on needs Take action to <u>elevate student voices</u>

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Highlight: Selected Actions

- ★ Launch Equity Action Coordinating Committee to support alignment, action, and leadership practices that reflect BEB approach to inclusive engagement and decision making
- ★ Develop and deliver educator/staff “core curriculum” on racial equity
- ★ Review student discipline policies and practices across schools (including restorative approaches) to identify areas of needed improvement, training, and accountability
- ★ Collaboratively design a system to respond to specific incidents of interpersonal racism that includes both accountability and restorative approaches
- ★ Equity Action Research Fellows and Youth and Family Organizing