



Coordinating Council for Children, Youth and Families

May 4, 2017 Meeting Minutes

5:15 p.m. – 7:15 p.m. 344 Broadway

Summary of Conversation Topics

- Education Redesign Lab and By All Means Project (Harvard)
- Cambridge Youth Council
- Find It Updates

Next Steps

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

What	Who	By When
2017-2018 Meetings <ul style="list-style-type: none"> ○ Optional Summer Meeting (TBD) ○ September (TBD) ○ Thursday, October 19th ○ Thursday, November 16th ○ Thursday, January 18th ○ Thursday, February 15th ○ Thursday, March 15th ○ Thursday, May 3rd 	All Family Policy Council members and affiliates	

Present:

Hector Acevedo, Tina Alu, Manikka Bowman, Lace Campbell, Tony Clark, Jan Devereux, Luba Feigenberg, Michelle Godfrey, Liz Hill, Brent Larrabee, Matt Nelson, Rihana Oumer, Ellen Semonoff, Nancy Tauber, Alanna Mallon, Kim Goldstein, Rabeya Akther, Michelle Lower, David Kale, Bridget Rodriguez, Mike Johnston Matt Nelson, Rihana Oumer, Lori Likis, Lei-Anne Ellis, Karen Brown, Carolyn Turk, Sue Walsh, Susan Richards, Khari Milner, Dewayne Green, Jack Kiryk, Rosa Munson Blatt, Miles Toussaint, Marly Ciccolo, Naia Aubourg, Makayla Durant, Elaina Wolfson, Annie Leavitt, Matt Dunkel, Will Reed, Paul Reville, Jen Baily, Maryann McDonald, Kelly Royds,

Co-Chairs: Mayor Simmons and Neal Michaels

- Co-Chairs Mayor E. Denise Simmons and Neal Michaels both were unable to attend meeting. Ordinance states that the longest serving member who is not a City Employee chairs – Tina Alu chaired the meeting.

Executive Director: Nancy Tauber
Content Manager: Mike Payack

Socialize, Network and Eat

5:15 pm – 5:30 pm

5:30 Call to Order:

- Presentation: Education Redesign Lab and By All Means (Bridget Rodriguez and Paul Reville) Details below.
 - Children only spend 20% of their waking hours in school between Kindergarten and High School graduation
 - Summer slide for low-income students
 - 50% of students in our schools nationwide are low-income and/or members of minority groups
 - Desired Outcome = “All means all”
 - The right goal, but have we used the right strategies? Did we develop the wrong delivery system? Schools still look today as they did in the early 20th century when schools were designed to prepare industrial workers.
 - “One size fits all” education does not work
 - Insufficient time in schools
 - Current system doesn’t address the impact of poverty
 - New Vision
 - Employable in 21st century job that can support a family
 - Informed citizens
 - Become heads of families
 - Become lifelong learners and fulfilled people
 - Primary Focus Areas / Design Principles
 - Personalize Learning
 - Current educational system - Hospital metaphor: Provide the same treatment to all patients regardless of ailment.
 - Integrate services
 - Out-of-School Learning
 - Mission and Philosophy
- By All Means Initiative
 - Salem, Somerville, Newton, Oakland, Providence, Louisville
 - Helping them create “Children’s Cabinets”
 - Cities are:
 - Meeting regularly
 - Identifying targeted points of entry
 - Preliminary strategy development
 - Data Gathering
 - Identifying success indicators
 - Enlisting broader-based support

- Searching for financial resources
 - Developing Communications Strategies
 - Case study: Providence
 - Three focus areas
 - Summer learning loss
 - Personalization via increased technology and teacher training
 - Increasing Social-Emotional learning supports and opportunities
 - Bridget discussed challenges and resources
 - Lessons learned
 - Mayoral leadership
 - Front Burner
 - Defining success
 - Cabinets
 - Time for deliberation
 - Data support
 - Community engagement
 - Money matters
 - Partnership/capacity
 - Challenges
 - Sustainability – leadership changes
 - Expanding capacity – staffing
 - Financing
 - Data systems & personalization
 - Restructuring silos
 - Systems not programs
- Q&A
 - What would an ideal school system look like?
 - PR: You'd have to go way beyond the school. Envision it looking like a big network or resources, not the school taking care of everything. Curator of OST activities within schools. Budgetary commitment to fund OST activities. School at center of the web, but not the entity charged with the responsibility of fulfilling all needs. Children's Cabinet model shares responsibility between all community leadership.
 - We live in individualistic society. How do we get to the place of "it takes a village" attitude?
 - PR: Ethical or moral appeal won't capture national mood right now. More practical answer. Nationally, people are focused on jobs and economic prosperity. Use this as motivation/argument for education reform. Political leaders have fled the "education space."
 - Cambridge Housing Authority can keep OST programs running because CHA is a deregulated housing authority (HUD doesn't regulate). Curious if housing authorities are involved in Children's Cabinet cities.
 - PR: It would be interesting to know what housing authority regulations get in the way of housing authority-education system collaboration.

Medicaid regulations that get in the way of clinics in the school. May be timely as we have a federal administration interested in deregulation.

- Do any of these cities have education foundations?
 - BR: Salem, Oakland, Louisville. Role of philanthropy can be powerful. Trying to connect to national organizations too.
 - PR: These organizations can be extra effective if they are not only philanthropic organizations, but organizations for community organizing.
- Adoption of Minutes (March 16, 2017 meeting)
 - Alanna Mallon moved to adopt the minutes from the March 16, 2017 meeting of the Family Policy Council
 - Michelle Godfrey seconded motion
 - Motion passes—minutes adopted
- Public Comment
 - None
- Announcements
 - Schedule for next year is below. The only month that has a conflict is September. We will send out a doodle poll to the group.
 - We will continue to change the May meeting to the 1st Thursday instead of 3rd
 - Lace Campbell announced that the CYC is accepting applications for new members next year
 - Many CYC members are graduating and we want to recognize their great work
 - Makayla Durant
 - Mari Gashaw – also member of FPC
 - Dewayne Green – co chair of CYC
 - Jack Kiryk – also member of FPC
 - Kester Messan Hilla – Co chair
 - Rosa Munson Blatt
 - Rihana Oumer – both Co chair and FPC member
 - Miles Toussaint

Next year Elaina Wolfson will be a member of the Family Policy Council, and Naia Aubourg, Rory Millar and Marly Ciccolo will be CYC co-chairs.

- Cambridge Youth Council Update
 - Books for success!
 - Free library of standardize testing prep books at the College and Career Center at CRLS
 - FAFSA Scholarship Workshops
 - Raw Perspectives Facebook project
 - Advocating amending the AV10 Policy
 - New leveling up policy
 - Washington, DC trip
 - Museum of Natural History
 - Museum of African American History

- Get Out (movie)
- Youth talent show
- Wifi Problem Solving Exercise

➤ Find It Update

- Launch – 140 attended the launch party at Google on April 26th
- Organizations on Find It – 201
- Social Media – 250 likes on Facebook
- Find It Training – over 200 people trained; we are getting more requests – library, police
- It’s working – 2 anecdotes, but we have more – Violete Preschool is receiving applications from families who found them on Find it. Outreach worker told Hector Find It is making her job so much easier.
- We will keep you posted over the summer...

➤ 2017-18 Family Policy Council Meetings:

Optional Summer Meeting TBD

September TBD – Thursday September 7th or Wednesday September 27th

October 19th

November 16th

January 18th

February 15th

March 15th

May 3rd

7:15pm

➤ Adjourn

- Tony Clark moved to adjourn the May 4, 2017 meeting of the Family Policy Council
 - Alanna Mallon seconded motion
- Motion passes—meeting adjourned

Cambridge Family Policy Council

May 4, 2017

- *Paul Reville, Francis Keppel Professor of Practice of Educational Policy and Administration, Harvard Graduate School of Education, Founding Director, Education Redesign Lab*
- *Bridget Rodriguez, Associate Director for Programs and Operations, Harvard Graduate School of Education, Education Redesign Lab*

“Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery.”

Horace Mann, 1848

The Challenge

Our school systems and our education reform conversation generally ignore, avoid, minimize or deny the impact of poverty on student success.



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Ed reform set out to tackle inequity, to achieve “all means all.” Yet after 20+ years of education reform, there is still a persistent,



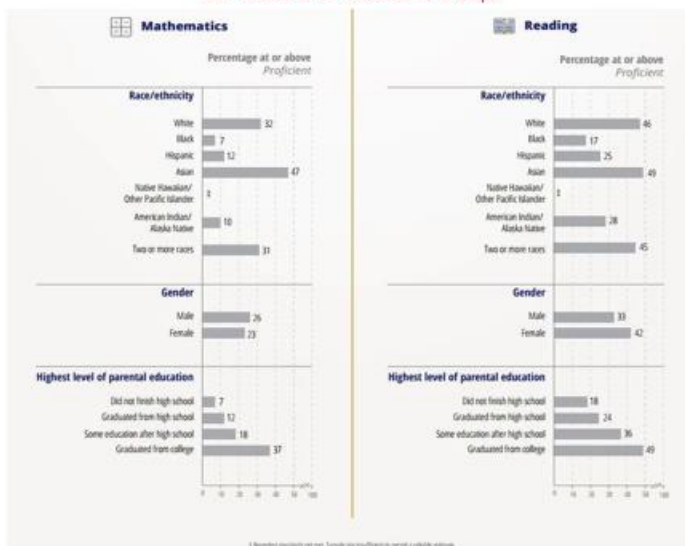
iron law correlation between socioeconomic status and educational achievement and attainment.

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There continue to be
disparate outcomes at all
levels of the system.

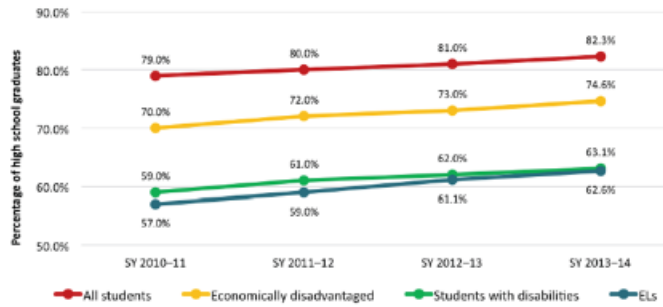


Unequal Outcomes By Race/Ethnicity and Parents' Education 12th-Grade NAEP Achievement Gaps

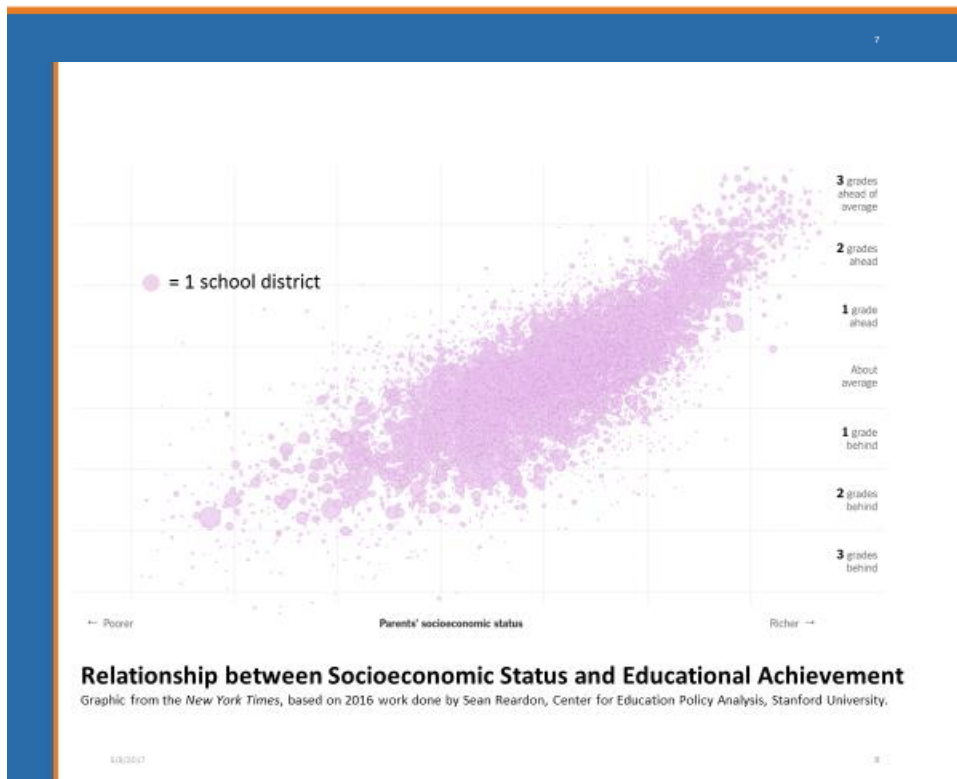


Unequal Outcomes by Disability & Language Status

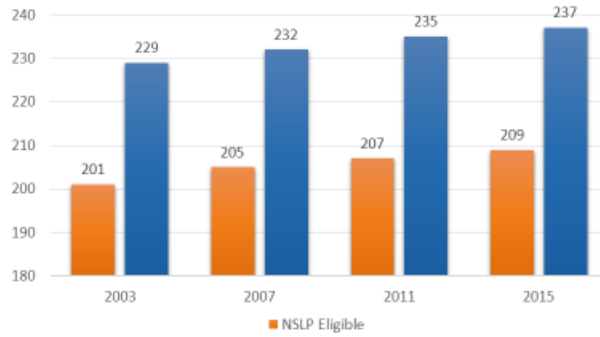
Trends in National High School Graduation Rates, by Student Group



Source: ED Facts/Consolidated State Performance Report, 5th 2010-11, 2011-12, 2012-13, and 2013-14. Retrieved from <http://www2.ed.gov/edfacts/lead/account/consolidated/index.html>

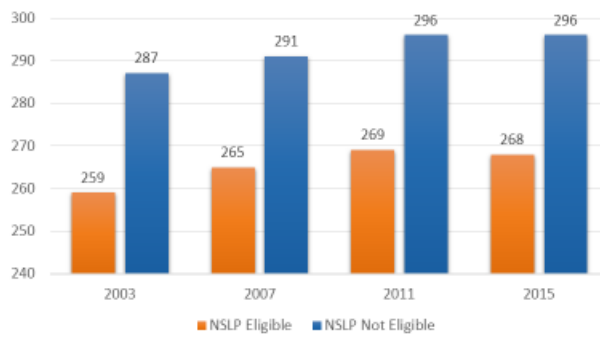


4th-Grade NAEP Scaled Reading Scores By Economic Status



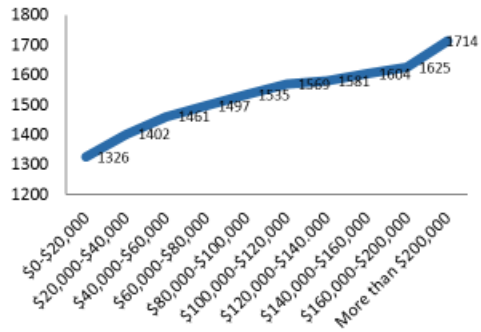
Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;
<http://nces.ed.gov/nationsreportcard/naepdata/>

8th Grade NAEP Scaled Math Scores by Economic Status

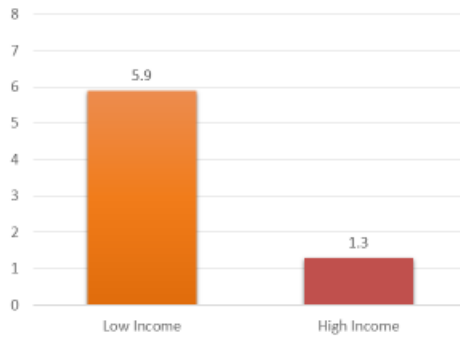


Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;
<http://nces.ed.gov/nationsreportcard/naepdata/>

Average SAT Score by Family Income Level (2013)

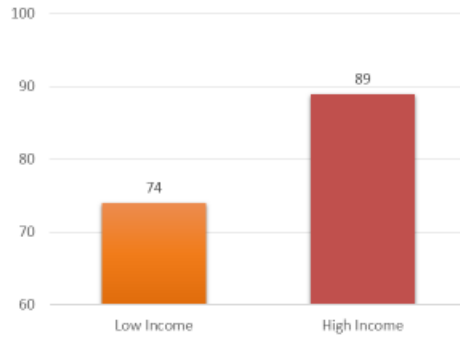


High School Dropout Rate (2012)



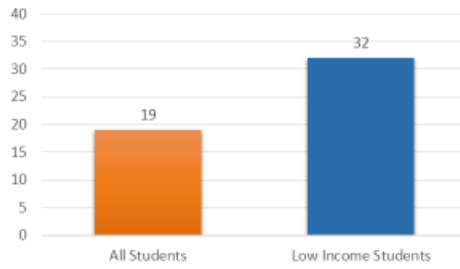
Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through 2013. See *Digest of Education Statistics* 2014, [table 219.25](#).

High School Graduation Rate (2013)



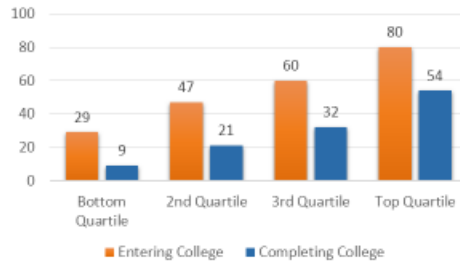
Source: Steiner, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates. Washington, DC: National Center for Education Statistics, U.S. Department of Education (2013).

Percentage of Students Enrolled in a 4-Year College Requiring Remedial Coursework (2013)



Source: Adams, P. et. al. (April 2012). Remediation: Higher Education's Bridge to Nowhere. Complete College America. Retrieved from <https://www.insidehighered.com/sites/default/files/CCAN20Remediation%20ES%20FINAL.pdf>

Percentage of Students Entering and Completing College by Income Level (2012)

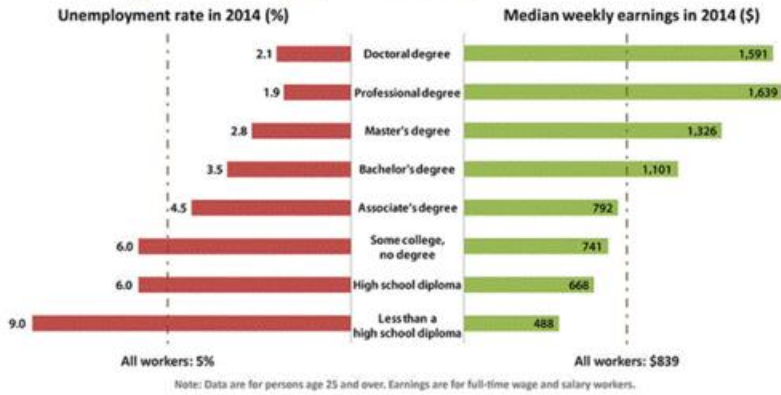


Source: Bailey, M., and S. Dynarski. 2012. Inequality in Postsecondary Education. In G. Duncan and R. Murnane (eds.), *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances*. Russell Sage Foundation. (Figures 6.2, 6.3, 6.4).

Education, Employment, and Earnings

Education
R redesign
Lab

Earnings and unemployment rates by educational attainment



Bureau of Labor Statistics (April 2, 2015). Employment Projections. URL: http://www.bls.gov/emp/ep_chart_001.htm.

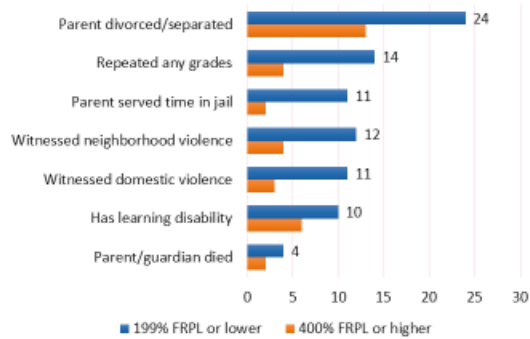
Behind these unequal outcomes are income-based gaps in opportunities and life experiences



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Adverse Experiences of U.S. Children Aged 0-17 by Parental Income (2012)

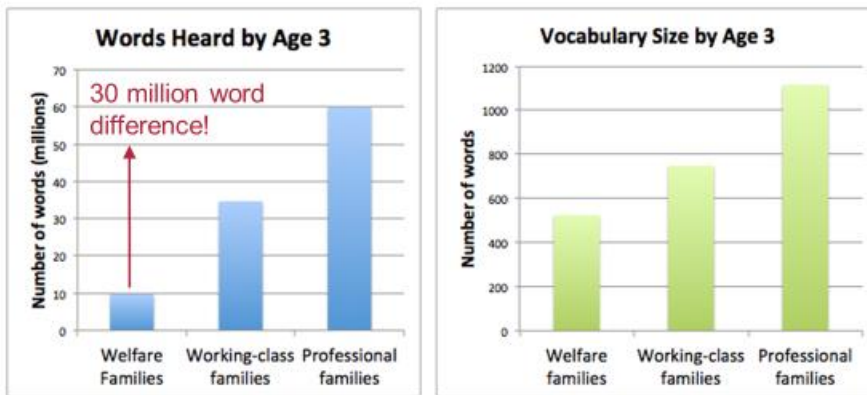


Source: National Survey of Children's Health (2011/2012), authors' calculations.

4/6/2017

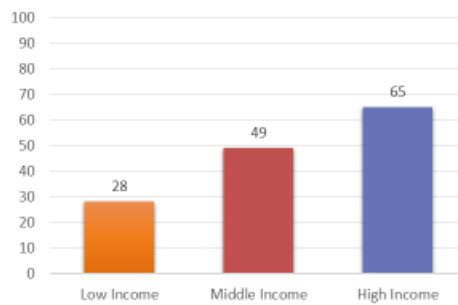
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Why America Needs a New Engine for Education

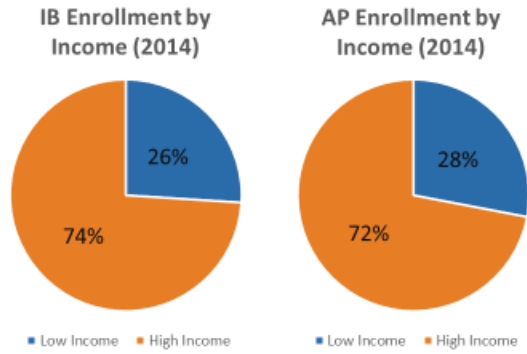


Hart, B., & Risley, T. R. (2003). The Early Catastrophe: The 30 million word gap by age 3. *American Educator*, Spring 2003, 4-9.

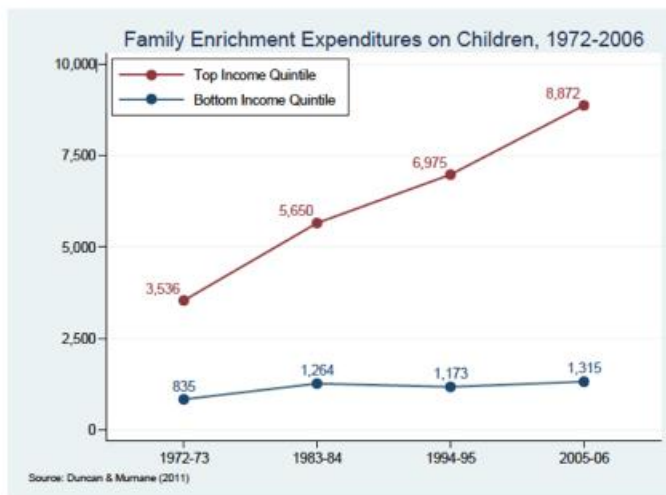
Percentage of High School Students Enrolled in a College-Preparatory Curriculum (2004)



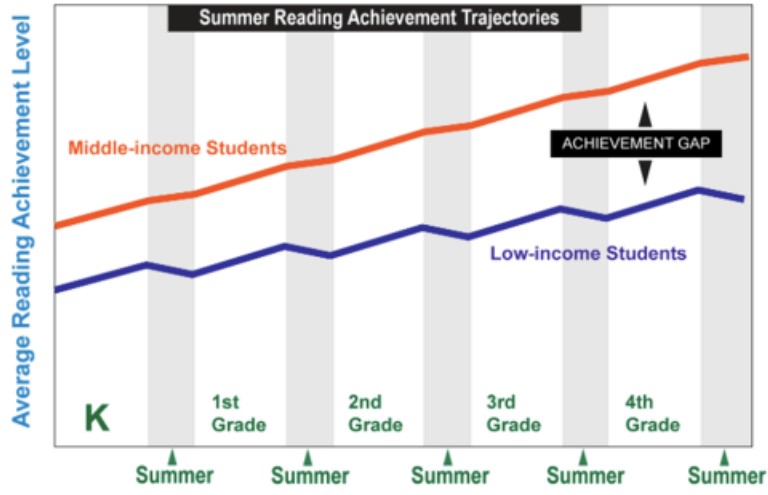
Source: Pathways to College Network (2004)



Source: International Baccalaureate Organization (2014), <http://blogs.ibo.org/blog/2015/03/21/access-to-ib-programmes-in-the-us-increase-for-low-income-students/>



Summer Learning Loss Increases the Achievement Gap



Source: Adapted from Borman, G.D. (2000). The effects of summer school: Questions answered, questions raised. *Monographs of the Society for Research in Child Development*, 65 (1, Serial N. 260).

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Why does all this matter more than ever before?

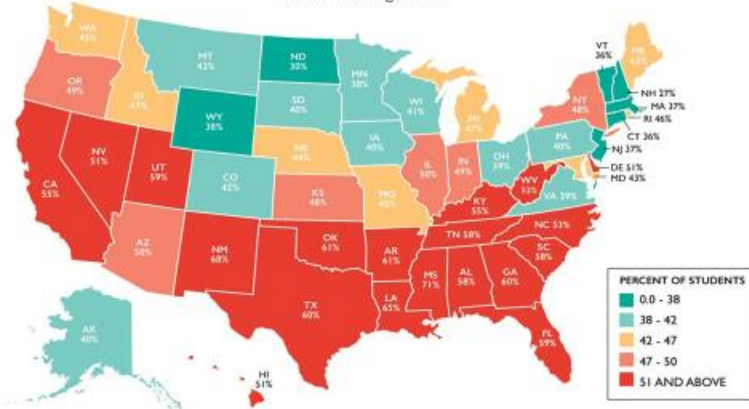


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Another New Majority: Low-Income Kids

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013

National Average: 51%



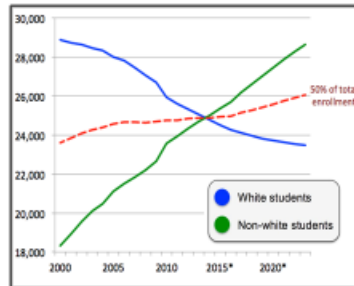
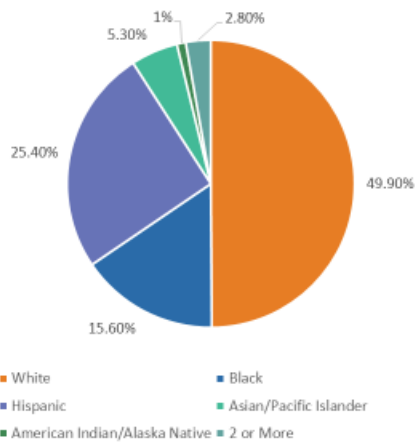
SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Southern Education Foundation. (2015). *A new majority: Low income students now a majority in the nation's public schools*. Atlanta, GA.

The Majority-“Minority” in U.S. Public Schools

As of 2014, for the first time, fewer than half of public school students are White.

Racial/Ethnic Makeup of Public School Students 2014



* Data projected for 2015. Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., Zhang, J., Wilkinson-Flicker, S., Barmer, A., and Dunlop Velez, E. (2015). *The Condition of Education*.

< Data retrieved from the National Center for Education Statistics.

Conclusion: Education Reform Has Not Gotten Us to the Goal of “All Means All”

What do the data show?



<https://img.gradyomth.files.wordpress.com/2014/12/idpawd-photo.jpg?w=350&h=200&crop=1>

Substantial gaps in achievement among different subgroups persist. The reforms of the past two decades - notably standards, accountability, and choice - were necessary but not sufficient.

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Was It the Wrong Goal?



<http://istockphoto.com/seo-center/istock/GettyImages1.jpg>

Did We Choose the Wrong Strategies?



http://stockfresh.com/file/d/stockas1200/m/70/1909645_stock-photo-carpentry-background.jpg

Was It the Wrong Delivery System?



Outmoded, Outdated Design



One Size Fits All



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Insufficient Time



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Doesn't Address the Impact of Poverty



What Do We Need?

A new,
enhanced
system of
education
– a new
vision.



Defining Success

Students can get and hold a 21st century, high-skill, high-knowledge job that enables them to support a family

Students become informed citizens and active leaders

Students become heads of families and lifelong, fulfilled learners



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Primary Focus Areas

Personalize learning

Customize education to the needs of each and every child



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Primary Focus Areas

Personalize learning

Customize education to the needs of each and every child

Integrate services

Integrate education with health and social services

There is a well-documented relationship between poverty and poor health outcomes.



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Primary Focus Areas

Personalize learning

Customize education to the needs of each and every child

Integrate services

Integrate education with health and social services

Out-of-school learning

Provide all kids with access to high-quality out-of-school learning opportunities

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Virtually all of the advantage that wealthy students have over poor students is the result of differences in the way privileged students learn when they are *not* in school.... America doesn't have a school problem. It has a Summer vacation problem.

-- Malcolm Gladwell,
Outliers, 2011



Education Redesign Lab: Mission



The aim of the Education Redesign Lab is to engage in a research-informed design process to create a “new engine” for education and child development. This engine will integrate an array of solutions that seek to mitigate the effects of poverty and level the playing field for all students. We have identified three initial design elements, but we intend for this list of components to grow as our process evolves:

Personalized Systems of Education & Child/Youth Development

Student-Centered, Customized Learning

Integrated Health & Social Services

Equal Access to Expanded Learning Opportunities

Education Redesign Lab's Integrated Strategy

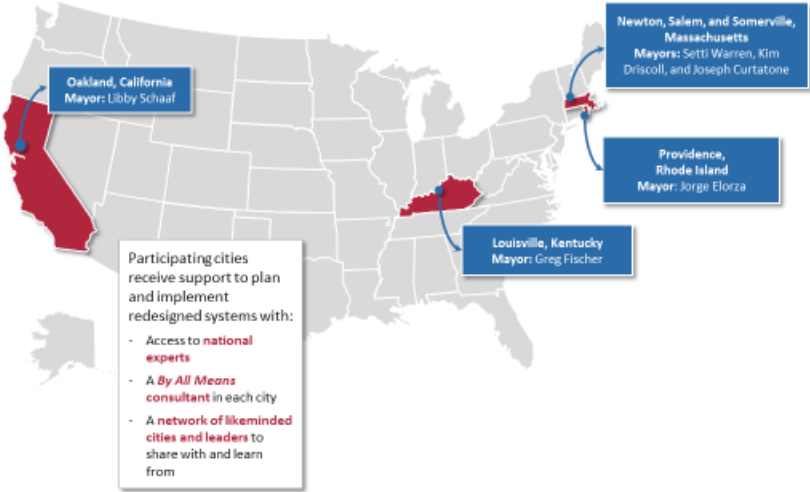


Education Redesign Lab: *By All Means* Initiative

- Six cities in a laboratory learning cohort
- Building systems of support and opportunity
- Children's Cabinets that foster cross-sector collaboration
- Regular Harvard retreats



Education Redesign Lab: *By All Means* Initiative

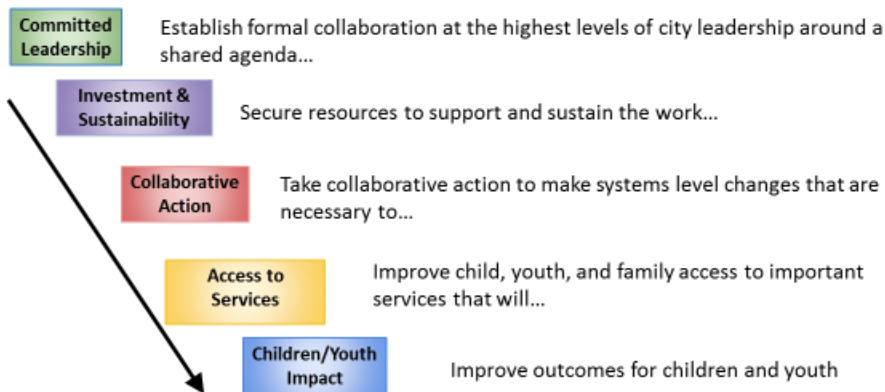


What They're Doing

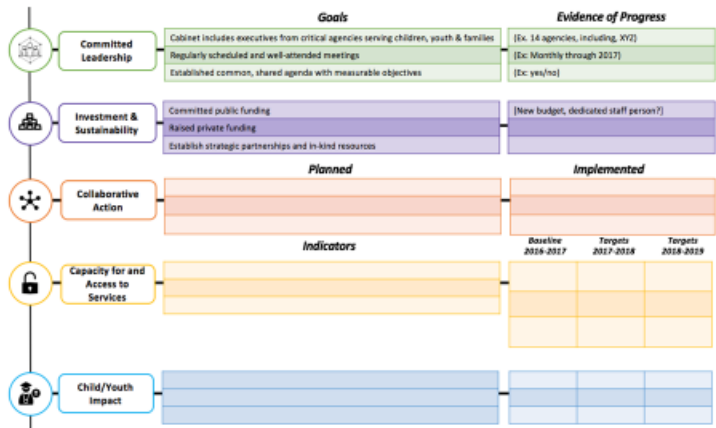
- Cabinets Meeting Regularly
- Targeted Points of Entry
- Preliminary Strategy Development
- Data Gathering
- Identifying Success Indicators
- Enlisting Broader-Based Support
- Searching for Financial Resources
- Developing Communications Strategies

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As part of the By All Means Initiative, six cities have established Children's Cabinets to:



Measure of Success Framework



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A Case: Providence



Children's Cabinet

Mayor Jorge Elorza
 Superintendent Chris Maher
 City Council President Luis Aponte

Adeola Oredola, Consultant/Former ED of Youth in Action; Carrie Bridges-Feliz, Director of Community Health Services at Lifespan Corporation; Courtney Hawkins, Policy Director for the City of Providence; Don Halquist, Rhode Island College Dean of Education; Heather Tow-Yick, Chief Transformation Officer; Kenneth Wong, Brown University Dean of Education; Nick Hemond, Providence School Board/Attorney; Nina Pande, Providence School Committee Vice Chair; Rebecca Boxx, Director of Children & Youth Cabinet; Sean Higgins, Assistant, Mayor's Office

Points of Entry

- Summer Learning Slots
- Personalization via Increased Technology and Teacher Training (Summit/Highlander)
- Increasing Social-Emotional Learning Supports and Opportunities

Challenges

- Partnership Facilitation
- Engaging the Community
- Multiple Data Needs
 - How to Measure Success
 - Capacity to Analyze
- Innovative Funding Models
- Meeting Student Needs

Resources

- Funding from City Council to Increase Summer Learning
- Nellie Mae funding for Citywide Education Summit
- Chan Zuckerberg funding for personalization efforts

Lessons

- Mayoral Leadership
- Front Burner
- Defining Success - Top Down/Bottom Up
- Cabinets
- Time for Deliberation
- Data Support
- Community Engagement
- Money Matters
- Partnerships/Capacity

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Challenges

- Sustainability - Leadership Changes
- Expanding Capacity - Staffing
- Financing
- Data Systems & Personalization
- Restructuring Silos
- Systems Not Programs

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