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September 20, 2018 5:15 p.m. – 7:15 p.m.
344 Broadway Massachusetts Ave, Cambridge, MA
2nd fl conference room

Summary of Conversation Topics

- Find It Cambridge
- Cradle 2 Career Pipeline Plan
- Results Based Accountability

Present:

Tina Alu, Ben Clark, Uma Edulbehram, Luba Feigenberg, Michelle Godfrey, Kim Goldstein, Liz Hill, Claude Jacob, Lawrence Kimbrough, Michelle Lower, Alanna Mallon, Marc McGovern, Neal Michaels, Geeta Pradhan, Kenny Salim, Ellen Semonoff, Nancy Tauber, Hector Acevedo, Sydney Down, Julie Roach, Jen Baily, Amelia Joselow, Rabeya Akther, Tenya Gardner, Joey Atallah, Jen Bailey, Liz Liss, Andrine Pierresaint, Kimberly Sansoucy

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 (May 3, 2018 meeting)
 - Public Comment
 - Announcements & Updates - Add announcements here:
 - The Mayor's Office and LGBTQ+ Commission will be holding a Town Hall on October 11th at 6 : What supports do Cambridge

young people need in our city? What supports and services already exist? Come hear from city officials, young people, youth workers, and the Cambridge LGBTQ+ Commission and add your voice on this important topic! Brief presentations will be followed by discussion groups.

- CDD Parking Day is September 21st
- Health Department: September recovery month, substance abuse awareness.
- Upcoming week climate preparedness week, CDD and fire department.
- Birth to 3rd Grade Partnership, 55 low income children received scholarships to high quality preschools for upcoming year. Exclusive of children already in school system.
- February Mayor's office partnered to provide legal services for immigrant families facing deportation, grants to be distributed.
- Free and reduced lunch worked on, city commit to getting rid of reduced lunch and transfer to free lunch and breakfast only.

o Find It Cambridge

- Banner in Central Square Mass Ave with help of Mayor's Office
- Over the summer had several Find It trainings and attended many events in the city.
- 1,000th tweet
- Updated search engine
- Library events will be integrated into Find It soon
- Translation is available via Google Translate
- Usability Study will be happening this fall
- Sept 21, 2017-today - over 19,000 users

o Cambridge Youth Council -

- Last week was the first CYC meeting of the year.

➤ Cradle 2 Career Pipeline

o Presentation (See below)

o Discussion

- Make sure "inclusion" is included
- Ready for school is problematic
- Use racial equity lens
- Not all families have equitable access

- The work or “preparing” kids and their families for everything (including school) starts early (pregnancy, birth)
 - Need more data – drawing on research regarding development, empowering parents, encourage parents to support each other, etc.
 - Birth-3rd Partnership is working on home visiting.
- o Outcomes Activity (See below)
 - o Vote: The Family Policy Council will use the Results Based Accountability framework for the Cradle to Career Pipeline Project

➤ Next Steps

Family Policy Council Meetings 2018-2019 (Thursdays 5:15-7:15)

1. October 18 - Senior Center (1st fl. Ballroom)
2. November 15 - Senior Center (1st fl. Ballroom)
3. January 17 - 344 Broadway (2nd fl)
4. February 14 - Library (Community Room L2)
5. March 21 - Library (Community Room L2)
6. May 2 - 344 Broadway (2nd fl)

Cradle 2 Career Presentation:

Family Policy Council Cradle 2 Career Pipeline

To achieve systematic change and overcome persistent challenges facing too many of our families and their children, we must combine our resources, expertise and influence. We need to provide accurate and timely data across the cradle to career pipeline to track how well we are achieving our goals and meeting the needs of our children and youth.

In order to make this collective impact, the Family Policy Council will **monitor the progress** of children and youth along diverse developmental domains and across all ages. The Family Policy Council will work with stakeholders to:

- Define a **vision** that expresses our shared understanding of what success looks like for our young people cradle to career.
- Choose agreed upon **results and indicators** (*see Results Based Accountability)

- Analyze the data and provide the community with a **snapshot** of how our young people are doing, identify areas which need improvement and figure out **next steps**.

Background Information

- [Cambridge Document Review](#): An overview of strategic plans and needs assessments
- [Cambridge Initiatives and Collaborations Overview](#): Purpose and priorities for initiatives and collaborations in Cambridge
- [Community Mapping](#): Includes organizations and initiatives that work with families, their children and providers
- [Results Based Accountability](#): A summary of how the RBA approach works to help communities get better results and outcomes
- [Family Policy Council](#): Information about the Family Policy Council
- [Racial Equity](#): Describes race and equity work in and out of Cambridge

Cradle 2 Career Pipeline Plan

1. Develop a **vision statement**: What do we want for all our young people?
See [Cambridge Document Review](#)
2. Agree on our **guiding principles and values**. See [Cambridge Document Review](#)
3. Use a **Racial Equity Lens**. See [Racial Equity](#)
4. Use [Results Based Accountability](#)

STEPS TO TURN THE CURVE

1-Identify Target Population

- All young people in Cambridge Cradle to Career

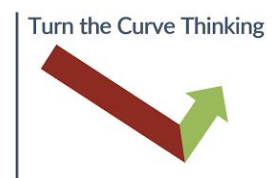
2-Chose Results:

Examples

- Children are ready for School
- Young people are ready for Middle School
- Young people are ready for High School
- Young people are ready for College and Career

3-Pick Primary Indicators (select 2-3 for each Result):

- Criteria for choosing indicators



- Use a Racial Equity Lens
 - Communication Power - Does it communicate to a broad audience (taxpayers, electeds, CBO's)? Would they understand what the measure means?
 - Proxy Power - Is it a good proxy for other indicators. Data tends to run in "herds" - in the same direction. Pick indicators that will tend to run in a "herd"
 - Data Power - Is there quality data for this indicator on a timely basis?
Data must be consistent, reliable and timely.
- Possible categories we can use to make sure our indicators tell us a comprehensive story. (Adapted from Forum for Youth Investment)
 - Wellness: Youth Make Healthy Choices
 - Learning: Children and Youth Succeed in School
 - Connecting: Children & Youth have Positive Relationships with Peers and Adults
 - Leading & Working: Children and Youth Contribute to Their Community and Young Adults are Ready for Work

RESULTS & INDICATORS

	Wellness	Learning	Connecting	Leading & Working
(Ages Birth-5) Ready for School				
(Ages 4.5-11) Ready for Middle School				
(Ages 11-14) Ready for High School				
(Ages 14+) Ready for College and Career (Persistence)				

4- Create 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).
- Stratify by subgroups (gender, grade, race, ethnicity, income, primary language)

5-Include the Story Behind the Baseline

- Explain the story - factors (positive and negative, internal and external) that are most strongly influencing the curve of the baseline.
- Root Cause Analysis

6-Identify Partners

- Identify how each partner and potential partner has something important to contribute to turning the curve.
- See [Community Mapping](#)

7-What works to "Turn the Curve"

- Analyze data and highlight bright spots and opportunities for improvement.
- What can we do to do better?
- Tell the story behind the statistics that show how young people are better off.
- Include positive activities, not included in the data or indicators.
- Convene partners to figure out what to do to turn the curve of the baseline.
- Recommendations should also include no-cost and low-cost ideas: Not everything is about money.
- Begin figuring out how we can keep track of young people across the pipeline to make sure that they are better off.

8-Data Development

- Prioritize a list of where we need new or improved data.

POSSIBLE INDICATORS See [Cambridge Document Review](#) for more details.

Indicator Comments:

- Hone in on prioritizing indicators and potential outcomes. How community based and city based partners can further develop that. Center focus around partner collaboration and maximization.
- Cradle to career is uncharted territory in career aspect, introduction and stability to workplace and career.

Connecting:

- % of K - 8th graders participating in at least one meaningful OST opportunities each year with an increased reach for identified underutilized opportunities
- % of 6th-8th Graders participation in out of school time programs during the school year (3 days per week/3 different types of experiences)
- % of 6th-8th Graders participation in summer programs
- Increase students' meaningful connections with adults as measured by the Teen and Middle School Health Surveys

Learning:

- % of children participating in an early education and care program (licensed preschool, daycare or family child care program)
- Low-Income graduates of Cambridge Rindge and Latin School, and graduates of Just-A-Start YouthBuild, and the Community Learning Center Bridge to College Program, will obtain a post-secondary credential at a rate equal to their non-low-income peers
- % of students meeting or exceeding expectations on Gr. 3 ELA MCAS (Proficient/Advanced)
- % of students meeting or exceeding expectations on Gr. 8 Math MCAS (Proficient/Advanced and Student Growth Percentile)
- Advanced Placement and Honors Enrollment
 - Increase % of grade 10 students enrolled in at least 1 AP and/or honors course
 - Increase the number of students taking AP exams
 - Increase the % of students receiving a score of 3 or higher on AP exams

Wellness:

- Body Mass Index
- Drug Screening that they do for older kids. I think it is new, but I've heard Tracey Tynes talk about it?

- % of alcohol, tobacco, and drug use in youth ages 12–18 years (*Middle Grades Survey and Teen Health Survey*)
- Incidence of violence (*Middle Grades Survey and Teen Health Survey*)
 - High school students who engage in fights
 - Middle school students who engage in fights
 - Middle school students who worried about violence in their neighborhood in the past 12 months
 - High school students who worried about violence in their neighborhood in the past 12 months
 - Childhood screening rates for violence
- # of children walking or biking to school ([*Based on Safe Routes to School Travel to School Survey*](#))
- Adolescents (High School) who are active 60 minutes/7 days a week
- Children (Middle School) who are active 60 minutes/7 days per week

Connecting, Learning and Wellness

- Decrease chronic absenteeism.

Leading & Working

THE CRADLE 2 CAREER REPORT

“Report” should include the following:

- Background Information
 - [*Family Policy Council*](#) and its accomplishments
 - Cradle 2 Career Working Group
 - [*Results Based Accountability*](#)
 - How this is different - it is not a new initiative.
- Cambridge Demographics
- Purpose for the Cradle 2 Career Pipeline
- Share ways to participate and get involved
- Key Findings - Bright Spots and Opportunities for Improvement
- Partner and Initiative Spotlights

OUTCOMES ACTIVITY

1. Pick 1 age group
2. Brainstorm outcomes for the age group

AGE S	RESULTS (Family Policy Council)	RESULTS (Cambridge Youth Council)
Birth -5	-Access to quality activities and care -Participate in group settings with	-ABC's, colors, months, math -Social skills - sharing, social cues, patience, respect

	<p>peers</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Personal hygiene - potty trained -Sleep -Stable home life -Healthy weight
5-11	<ul style="list-style-type: none"> -Proficient in 3rd grade reading levels -Healthy and Robust - Social and Emotional -Connections to high quality out-of-school time -Connections to trusted adult 	<ul style="list-style-type: none"> -Meeting 3rd grade reading levels, and excelling -Develop good teacher/student relationships and know how to approach teachers -Social growth - ready to be influenced by peers than adults
11-14	<ul style="list-style-type: none"> -Healthy habits -Financial Literacy -Healthy social media habits -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 	<ul style="list-style-type: none"> -Ready for High School -Know how to manage time effectively -Be aware of the dangers of drugs -Have some sex education -Be able to build strong relationships and be aware of bad ones
14-18	<ul style="list-style-type: none"> -Social emotional well-being -Ability to create and maintain 	<ul style="list-style-type: none"> -Moral and social boundaries -Be able to work in social settings

	<p>healthy relationships with peers and adults (through racial equity lens)</p> <ul style="list-style-type: none"> -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 	<p>with different types of people (older, younger, etc.)</p> <ul style="list-style-type: none"> -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
18+	<ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> - Access to healthy food and physical fitness - Healthy social interactions and connections to community groups - Mentors 	<ul style="list-style-type: none"> -Housing -Good credit -Continue to be an activist -Financial literacy - take classes around credit and taxes -Able to get quality jobs -Able to get aid (child care, transportation, housing, etc.) when necessary

	<ul style="list-style-type: none">- Access to DE stressors-Housing stability - affordable and accessible-Opportunity to plug in after high school <p>Barriers to employment - criminal record, low credit</p> <p>Prepared for parenthood</p> <p>Financial stability</p>	
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