



June 3, 2021 5:15 p.m. – 7:15 p.m.

Zoom: <https://cambridgema.zoom.us/j/92461748993>

Summary of Conversation Topics

- Cambridge Youth Council Activity
- Language Justice 2020-21 Recap and Plans for 2021-22
- Find It Cambridge Update

Present:

Co-Chairs: Mayor Sumbul Siddiqui and Neal Michaels

Members: Tina Alu, Branville Bard, Ron Benham, Ben Clark, Hiba Eddaif, Luba Feigenberg, Michelle Godfrey, Kim Goldstein, Irene Hill, Liz Hill, Claude Jacob, Mike Johnston, David Kale, Michelle Lower, Alanna Mallon, Maria McCauley, Geeta Pradhan, Bridget Rodriguez, Kenny Salim, Ellen Semonoff, Tagesech Wabeto, Christine Elow, Ayesha Wilson, Executive Director: Nancy Tauber

Notetaker: Hiba Eddaif and Irene Hill

Find It Manager: Andrew Liedtka

Cambridge Youth Council (CYC) Coordinator: Tina Johnson

CYC Members: Mohammed Jihad, Jonathan Akbari, Miranda Santiago, Rhodes Pate,

Guests: Rohan Kundargi, Omo Moses, Lesle Jimenez, Sue Walsh, Sharlene Yang

5:15 Meeting Starts

Welcome & Agenda Overview

Family Policy Council Business

- Adoption of Minutes (April 15, 2021)
- Public Comment
- Announcements
 - Good-byes to Claude Jacob, Kenny Salim, Tina Johnson, and CYC Seniors (Ahmed, Samia, Routh)
 - Exciting news: New I voted sticker has been chosen. Might be tweaked a little bit, and will be used in upcoming municipal elections. Thanks everyone who participated and contributed to designing.

- Here is the winner of the “I Voted” Sticker:



CYC Leadership Activity

- Survey
- Zoom Poll - What is your leadership style? East, West, North, South
- Breakout group discussion

Family Policy Council 2020-21 Year-in-Review and Next Steps (See Presentation Below)

Math Matters for Equity - Sharlene Yang and Omo Moses ((See Presentation Below)

Next Steps

- Next Meeting is September
- Nancy will reach out to you individually to set up a time to talk about how this year went and hopes for next year.

7:15 Adjourn

Family Policy Council 2020-21 Year-in-Review and Next Steps

Family Policy Council Meetings

- Area of Focus - Language Justice - September
- What is Language Justice (Ester Serra-Luque from Transition House) - November
- Language Justice Working Group Begins Discovery Phase - December
- Greensborough Language Access and Cambridge Demographics - January

- Cortico - February
- Seattle and Boston Language Access - March
- Language Justice Working Group Discovery Phase - April

Discovery Phase

Language Justice Working Group:

- Researched other communities
- Joined Municipal Language Access Network
- Conducted survey for city, schools, and community partners
- Analyzed data and developed recommendations
- Members
 - Tina Alu - CEOC (Co-Chair)
 - Robin Harris - Cambridge Public Schools (Co-Chair)
 - Nancy Tauber - Family Policy Council (Co-Chair)
 - Thurya Beek - Community Engagement Team
 - Rabeya Akther - Community Engagement Team
 - Lauren Morse - CPS Family Liaison
 - Aboma Dirbaba - CPS Family Liaison
 - Kunjal Shah - CPS Family Liaison
 - Kate Thurman - Commission for Persons with Disabilities
 - Melissa Peters - Community Development Department
 - Shayla Simmons - Cambridge Housing Authority
 - Bridget Martin - Department of Human Services
 - Christine Elow - Cambridge Police Department
 - Ester Serra Luque - Transition House
 - Najah Casimir - Traffic, Parking & Transportation
 - David Corbie - CDD Community Engagement Team
 - Jose Wendel - Cambridge Health Department
 - Crystal Rosa - Human Rights, Immigrant Rights & Citizenship, and Peace Commission and Police Review & Advisory Board

CET & Family Policy Council Networking Event - April 29, 2021

Key Learnings

- Language access is more than meeting legal requirements and technical assistance. It's about language justice!
- Budget!!!
- Dedicated Staff to coordinate language access efforts
- Commit to a phased rollout (can't do it all at once)
- Need to support our community partners
- Garner buy-in from leadership and those who interact directly with families and residents
- Incorporate accountability mechanisms
- Lead with a continuous improvement mindset and process
- Build off of existing efforts and strategize how to coordinate efforts, resources and training

- Maintain a language access resource library available to city, schools and community partners
- Language Access Policies and Plans -
 - **If** we design and implement thoughtful, strong language access policies and plans, **then** our community members will be understood, valued, and have equitable access to all available services and resources.
 - Cambridge will be a more **welcoming**, more **democratic**, and a more **just** city.

Next Steps

- Feedback from families
- Coordinate efforts with others in Cambridge
- Continue to learn from other communities
- Implement short term strategies

2021-22 Recommendations

- City and School Language Access Policy
- Decide who will be responsible for language access
- Determine FY23 budget
- Identify **TRAINING**
- Create and disseminate **PLAIN LANGUAGE GUIDE** for Cambridge
- Ensure City's **WEBSITE** is **ACCESSIBLE**
- Change **TTY #** to 711 national relay #
- City-wide contract for
 - **ON DEMAND PHONE INTERPRETATION** services
 - Identify and translate **VITAL DOCUMENTS**
- Purchase **HEADSETS** and set up city-wide lending **LIBRARY**
- **PILOT FOR NONPROFITS** to promote language justice
- Start an **ONLINE PORTAL** to share resources, best practices, tools, etc...
- Establish a **Citywide Language Justice Steering/Advisory Committee**

Math Matters for Equity

Port MathTrail Project

Math Matters for Equity Objectives

- **Empowering families**, particularly Black and brown families in low-income neighborhoods, to see joy in math and have the confidence to incorporate math into everyday life, and advocate for their young people's math success
- **Providing opportunities for Children and Youth** to participate in experiences that support their individual math learning
- **Building capacity of providers**, in this case, by providing opportunities for peer support through the training of teen math literacy workers to support families and children who will engage with MathTrail installations
- **Raising Public Awareness** about the importance of math and communicating the messages that math is everywhere and math is for everyone

Our Vision

By fostering and building upon the synergy of math advocacy and community engagement efforts already in progress by the Young People's Project, Math Talk and Tutoring Plus, we will empower our community to create and support a system of education that is prepared to engage all of our young people--in particular our Black and brown students--to successfully meet the challenges of their generation.

Big Picture Guiding Questions

Inspiration: What policies might we create in Cambridge, if we had the power, that, enacted over time, across generations, might undo what's been done, and create something new and beautiful? (Maisha Moses)

- How do we engage the community in conversation and shared understanding about why math is so important in the 21st century, and build community buy-in as well as shared interest and investment?
- How do we build demand for math engagement so that students and families expect and demand higher level math in high school?
- How do we inspire adults and youth, particularly those who are Black and brown people of color and live in economically distressed communities, to enjoy math everywhere?

Big Picture Goals

- Engaging Stakeholders
- Process that centers around engaging and empowering the community members that we want to serve
- Evaluation that measures the impact families, young people and system change

Big Picture Goals: Engaging Stakeholders

Cambridge families and young people who are:

- Black and brown people of color and
- Low income (as measured by eligibility for free and reduced lunch) and/or
- English language learners and/or
- Differently abled

Decision makers:

- School District leaders (including school principals, math coordinator and coaches, etc.)
- City of Cambridge leaders (DHSP youth-serving programs)
- Leaders of CBOs that serve youth

Resource Providers (resources such as curriculum, programs, internships, funding, adult volunteers, etc.)

- Industry
- Higher education

Big Picture Goals: Process

We will engage and empower these community members and stakeholders (by building on the community empowerment models that guide the work of Young People's Project (YPP), Math Talk and Tutoring Plus to positively impact and change the local systems that perpetuate inequities in math education by:

- Learning about the racial justice work that others have organized, led, and implemented in other communities and applying their lessons to creating implementing change in our community
- Investing in families and young people and inviting them to shape a planning phase for math engagement in their neighborhoods
- Organizing at the ground-level with thought partners who are members of organizations/institutions that impact the system (neighborhood leaders, youth serving and community organizations, school math coaches, etc.)
- Creating math resources for the community and making them accessible through purposeful outreach and the cultivation and mentorship of neighborhood-based knowledge workers who can build relationships with the families we are targeting

Big Picture Goals: Research & Evaluation

We will measure success of system change and impacts on families by:

- Identifying culturally-responsive indicators of success
- Asking testable questions about our impact that will allow us to collect data related to our indicators
- Analyzing collected data

Goals for Current Project (Port MathTrail)

- Support current and ongoing math learning needs that have been elevated by the conditions of the pandemic
- Engage the Port neighborhood to pilot this work, collect impact data to improve our work (for future scale up)
- Create a plan for how this work will be a starting point for sustainable big picture change re. racial equity and access to engaging and effective math education for all PreK - 12 in Cambridge

Current Project: Research & Evaluation

We will learn about impacts of community empowerment models on caregivers, families, and young people by collecting data through:

- Observations of the co-design sessions led by MathTalk and Angie Uyham
- Video documentation of the co-design and creation of the Port MathTrail through a storytelling project in partnership with the Agenda for Children--Out of School Time Initiative
- Interviews with Teen Math Literacy Workers
- Observations of families engaging with the

Guiding Questions for Current Project

- What can we do to successfully support the current needs of the community in regards to PreK-12 math supports?
- How can we build off of YPP, MathTalk, and Tutoring Plus' expertise in:
 - community engagement around math advocacy?
 - engaging young people as math literacy workers and near peer mentors?
- What is the sustainable impact of this work on how caregivers and young people in our community:
 - Define themselves as math learners and practitioners?
 - Value math in terms of its relevance in their everyday lives?
 - See/identify math connections in their environment?
- What is the sustainable impact of this work on existing systems?
 - How does a sense of empowerment and agency in doing math with their children impact a parent's empowerment and agency in advocating for their children in the formal education system?

Port MathTrail

Work Plan

Community Engagement and Family Empowerment in Math

- We will build on MathTalk, Young People’s Project, and Tutoring Plus’ existing relationships with families and young people in the Port to reach out about MathTrail Design Sessions.
- Math Talk will lead a series of design sessions to engage and empower families and young people in the co-design of a MathTrail in the Port neighborhood of Cambridge. Through these collaborative design sessions, we will engage families in talking about and doing math. In addition, this opportunity to more deeply engage in math activities with their children will empower caregivers to support their children in seeing the value and joy in math in the world around them.

Engagement in Math Installation on the MathTrail

- MathTrail installations will be installed in key areas in the Port neighborhood.
- We will host an activation event to engage Port community in the MathTrail opening.
- We will further support family engagement in the MathTrail interactive installations by training teens from the Young People’s Project to work as Math Literacy Workers/Math Ambassadors on the MathTrail.

Extension Activities to Bring Math Home

- We will create STEAM and Math extension activities and kits that align with the MathTrail installations. Young people will be able to engage with these resources at home.
- If there is funding, we will create videos to support caregivers in the facilitation of these extension activities.

Time Line

When	What	Who
April	Community Outreach and engagement	Math Talk, YPP, Tutoring Plus
May - June	Design Sessions: Engage residents, families and other stakeholders in co-design of MathTrail	Math Talk
July	MathTrail Installation	Math Talk
June - Aug	Teen Math Literacy Worker/Math Ambassador Training	YPP
June - July	Create Math and STEAM Extension activities aligned with MathTrail Installations	Tutoring Plus, STEAM Initiative, CPL
August	Activation Event: Engage Port Community in MathTrail Opening	Math Talk, Tutoring Plus, YPP



THE PORT

Port MathTrail Map (Example)

1. Start (tbd) + Finish (tbd)
2. Route
3. Hotspots (contain Installations + signage)
4. Points of Interest/Stops (contain signage)
5. Trail Distance (tbd) to be measured in a non standard unit (like a Smooth) that students develop.

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