

CPSD's Role in Ensuring Broad Participation of Cambridge's Middle School Youth in Quality OST Experiences that Foster Both Their Present and Future Learning and Life Success

I. CPS will ensure a commitment to partnership to support all students' engagement in a robust range of OST experiences and as a means to reach related CPS goals. To realize this commitment, CPS will:

- Dedicate capacity to collaborate and support the coordination of quality partnerships with the OST system of providers, students, and families through district-level and school-level strategies, structures and positions.
- Ensure accountability and alignment of its resources and personnel towards this commitment.

2012-14 Action Steps:

- Conduct analysis of current CPS resources allocated to OST and partnerships, including actual dollars, time, space, personnel, etc.
- With OST system of providers, develop and disseminate CPS policy, processes, and expectations for internal and external constituents and stakeholders around CPS-OST partnerships, including:
 - CPS policy around shared/free access to and use of CPS facilities
 - Development of common Memorandum of Understanding (MOU) template
- Create designated CPS positions within each Upper School (as part of and supported by school leadership team) responsible for OST partnership efforts, with clearly defined job duties, designated salary and/or dedicated hours, and school-level authority

II. CPS will maintain a district-wide commitment to ensuring all students have access to a breadth of OST experiences that promote positive youth development and the value of learning across multiple contexts. CPS will dedicate existing resources and capacity (e.g., transportation) to enhance ease of access, as appropriate.

- CPS will integrate school-based point persons, workshops and other supports to encourage and assist students and families to register and plan for OST experiences that respond to their individualized interests, learning and development, with a particular focus on students and families that can benefit most from increased access to an expanded range of experiences.
- CPS will collaborate with the OST system of providers to compile and disseminate reliable information that informs families, students and in-school faculty about the range of available experiences and how to access them.

2012-14 Action Steps:

- Begin to align transportation resources to support students' access to OST opportunities across city – e.g., CPS provides designated late bus at 5.30/6p to and from all CPS schools and other key locations around the city
- CPS commits time and personnel to planning and implementation of seasonal in-school OST planning and sharing events for students and families
- CPS provides designated time and resources for the development and dissemination of an Upper School OST Resource Guide, in multiple languages, including interactive on-line versions

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III. CPS holds an expectation that its students participate and develop competencies in OST experiences throughout the year.

- CPS will communicate this expectation consistently to students and families and will hold itself accountable for communicating and acting on this expectation throughout all levels of the district.
- With the OST system of providers, CPS will design and implement approaches to document, track and share students' participation levels in OST experiences, including the development of OST student passports and portfolios.

2012-14 Action Steps:

- District-level and school-level leadership will visibly and vocally emphasize the importance of participation in a range of OST experiences throughout the year
- CPS and OST system of providers, students and families define an expansive range and balance of developmentally-appropriate OST experiences that are important for Upper School students
- CPS and OST system of providers, students and families define minimum standards for OST participation for Upper School students
- CPS and OST system of providers develop shared approach and begin to document and track students' participation in OST experiences

IV. CPS will actively elicit and respond to student voice and input to enhance students' satisfaction with and engagement in OST experiences that match their interests and goals. CPS will collaborate with the OST system of providers to:

- Implement in-school events and exhibitions to elevate, celebrate and reflect on what students are learning and experiencing through their OST experiences.
- Establish Upper School OST Student Leadership Teams to share their ideas and help make decisions about what OST experiences and expectations should look like, and on how to increase and sustain students' participation in OST experiences.

2012-14 Action Steps:

- CPS commits time, personnel and resources to planning and implementation of seasonal in-school OST planning and sharing events for students
- OST opportunities and experiences are an intentional and consistent part of the Upper School Advisory experience
- CPS designates school-based personnel to be part of/help support Upper School OST Student Leadership Teams
- CPS supports the development, administration and analysis of student and family surveys and focus groups to capture additional student voice and input on OST landscape

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V. CPS will develop methods, tools and technological supports to enhance communication and data sharing between CPS and the OST system of providers, families and students; and to coordinate these efforts CPS will:

- Determine and institute data sharing policies
- Establish a cross-system shared data team
- Build a cross-system data management system

2012-14 Action Steps:

- Determine and institute data-sharing policies that honor all relevant privacy rules, provide timely information to students and families, and ensure timely submission by CPS personnel and efficient access of relevant student data by OST system of providers
- Establish a shared data team that includes representation from CPS, OST, families, students and other key constituents
- Provide supporting professional development and technical assistance to CPS personnel and OST partners

VI. CPS commits to deepened support of the Agenda for Children Out of School Time Initiative* (AFC) as the citywide intermediary that facilitates coordination between the district and the OST system of providers, and will collaborate with the AFC to ensure adopted recommendations are developed into a detailed plan and are fully implemented in stages over the next 3-5 years.

*The AFC OST Initiative plays a major role in the coordination of the Cambridge OST community. It has been vital in convening and building a citywide coalition of diverse OST providers and programs, and one of its major focuses has been to develop better connections between the OST community and CPS. Many other cities are working across systems to establish shared strategies for leveraging OST supports for students' needs across the day and year, and their efforts have been shown to be most effective when an intermediary organization or other coordinating body plays an essential role by helping stakeholders adhere to a shared citywide vision, (National League of Cities, Strengthening Partnerships and Building Public Will for Out-of-School Time Programs, 2010).

2012-14 Action Steps:

- Establish a time to meet with Heads of Upper Schools to provide orientation to the AFC, OST landscape, and the IA OST recommendations and next steps
- Establish a shared communications plan between CPS, AFC personnel and OST system of providers
- Timely sharing of relevant data with AFC personnel
- Regular meetings with CPS leadership and AFC/OST personnel to assess progress in regards to IA OST DT recommendations and to hold CPS accountable to what it agreed to

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Collaborating Organizations / Departments / Affiliations
Agenda for Children Out-of-School-Time Initiative
Cambridge Public Schools (CPS) – District Leadership
CPS - Mediation
Science Club for Girls
CPS – Elementary School Principal
CPS - Visual & Performing Arts Dept.
Breakthrough Cambridge
Tutoring Plus
Dept. Human Services Programs (DHSP) – Dept. Leadership
Community Art Center
CPS - Media Arts
Harvard Graduate School of Education - Doctoral Student
CitySprouts
Wheelock College - Professor
Cambridge School Volunteers
CPS - Safety & Security
Cambridge Public Libraries
Citizens of the World
Beyond the Fourth Wall
CPS - Office of Superintendent
CPS – Middle Grade Teacher
CPS – Science Department
East End House
DHSP - Cambridge Youth Programs
DHSP - Inclusion
CPS – Physical Ed, Health & Intramural Sports Teams
CPS – Office of Student Services (formally Office of Special Ed)
CPS - Information Communication Technological Services
Boston Children's Museum
CPS – CRLS (High School) Principal
Title IX Girls
Cambridge Police Department
DHSP - Cambridge Recreation Dept.
Cambridge Office of Workforce Development