



Somerville’s Focus on the Whole Child, Every Child A Partnership with the Harvard Education Redesign Lab

Mayor Joe Curtatone has embraced a focus on innovation to improve the lives of the city’s children and families. In 2004, he launched SomerStat, an evidence-based, analytics approach that has enhanced Somerville’s service delivery. In 2009, he led the launch of SomerPromise with a mission to develop community-based systems that support the whole child and help every student succeed. The city and district both share a strong interest in focused, data-informed improvement, an approach that has consistently yielded extraordinary gains for all students. Under the leadership of the mayor and Superintendent Mary Skipper, the school district now ranks in the top 15% of the state in Student Growth Percentile and is the top urban district for growth.

is working to develop and implement a comprehensive preK-12 social-emotional learning framework that provides students with the skills they need for social and academic success.

Engage the Community: Somerville aims to increase engagement with all constituents to reflect the diversity and strength of the community. Somerville wants to increase opportunities for parent and family interaction with the school and civic leadership positions.

SOMERVILLE’S LONG-TERM VISION FOR CHILDREN

Equity and Excellence for All: Somerville aims to increase academic achievement and access for all students, and to reduce and ultimately eliminate gaps in college admittance and persistence, as well as increase access to rigorous curriculum.

INITIAL FOCUS AREAS FOR BY ALL MEANS

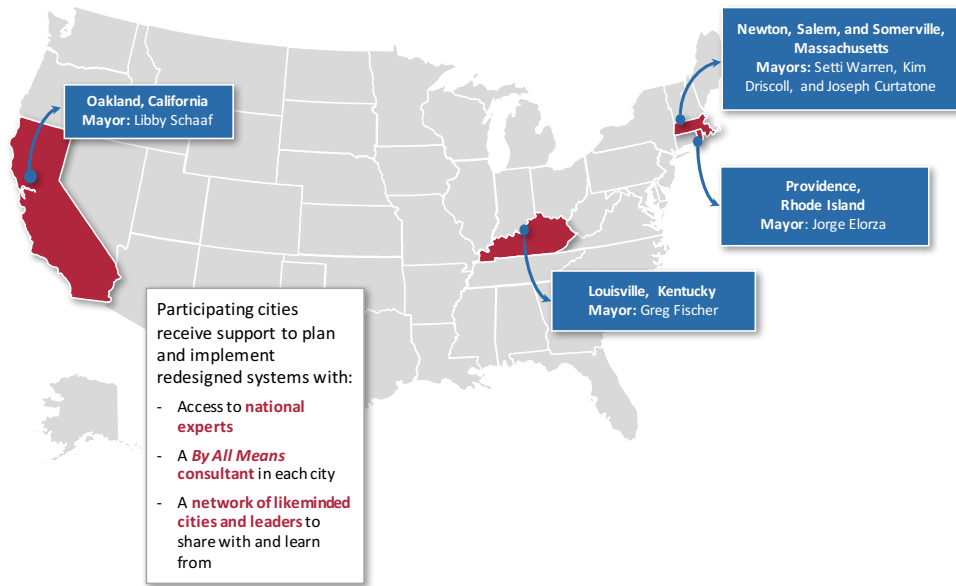
Somerville is focused on developing a comprehensive plan for access to high-quality preschool, expanded out-of-school time, and universal kindergarten readiness that supports the intellectual and social-emotional growth of all children. The school district, early childhood team, and health department are working towards a strategic continuum of services to strengthen early childhood and out-of-school time options for Somerville youth. Led by Mayor Curtatone and Superintendent Skipper, the cabinet has established key process indicators, participation metrics, and ultimate student outcomes to measure the success of this collective work.

In addition, the cabinet has gathered data on preschool access, provider options, and program quality for families in Somerville. Based on this data, the cabinet is exploring expanded investments and mixed-delivery partnerships to increase access to high quality pre-K experiences.



Mayor Joe Curtatone

Focus on the Whole Child: Somerville aims to develop a comprehensive plan for universal kindergarten readiness that supports intellectual, physical, and social-emotional growth. Somerville Public Schools



By All Means is redesigning education to restore social mobility

FOR MORE INFORMATION:

Bridget Rodriguez, Associate Director
bridget_rodriguez@gse.harvard.edu
617-495-6978 | edredesign.org

ABOUT BY ALL MEANS

The *By All Means* initiative is addressing the iron law correlation between socioeconomic status and education outcomes by partnering with visionary mayors and superintendents from Louisville, KY; Oakland, CA; Providence, RI; and Salem, Somerville, and Newton, MA. Each city has created a Children’s Cabinet—a cross-sector team made up of mayors, superintendents, health and human services directors, and community and civic leaders—to embark on a redesign process that is focused on creating integrated systems of opportunity and support from early childhood through higher education. These cities are laboratories for the construction of advanced, integrated systems which will make it possible for all children to succeed.

With support from the Education Redesign Lab, each cabinet has designed its own ambitious agenda with system-transforming initiatives that are inclusive, build on prior successes, and chart new territory in providing comprehensive wrap-around supports and a full range of learning opportunities to all students. These plans include components of the Lab’s three initial design elements: creating personalized systems of education and child development that offer student-centered, customized learning experiences; integrating social, emotional, and health services with education; and providing greater access to high quality expanded learning and enrichment experiences. To accelerate this work, the Harvard Graduate School of Education hosts the cabinets for five 2-3 day retreats over 2.5 years, bringing leaders to Cambridge to learn from national experts, Harvard faculty, and from each other.

ABOUT THE EDUCATION REDESIGN LAB

In order to overcome widespread inequity in education and child development opportunities and outcomes, the Education Redesign Lab was created to advance a new educational design—one that creates the systems of opportunity and support necessary for all students to be prepared for success in college and careers. This 21st century design will align and integrate systems of education and child/youth development to personalize supports, services, and opportunities for disadvantaged children beginning in early childhood and proceeding through higher education.

The Lab’s plan for action has four primary components: advocacy, field-building, field work, and research. Advocacy involves partnering with national civic and policy leaders and grassroots organizations in communities to build a field committed to this new vision of education, while also identifying policy barriers and opportunities to implementing a more comprehensive system of supports for children in communities across the country. Our field work focuses on working with communities where top leaders have embraced a broader definition of education and are committed to realizing a system where all children thrive. Research on promising practices and barriers to success plays a critical role in this work: it guides our thinking, shapes our ongoing theory of action, and provides the basis for our programs, policy, and advocacy work.

The Lab was founded by Paul Reville, Professor at the Harvard Graduate School of Education and former Massachusetts Secretary of Education.