

Small Group Discussion - MCLC FY22-24 Goals

In your small group:

- 1. Introduce yourselves**
 - 2. Read through each goal and answer the following questions**
 - a.**
 - b. What are the strengths?**
 - c. What are areas of improvement?**
 - d. What are you wondering?**
-

MCLC - FY22 - 24 Goals - Summary

Ideal MCLC Organizational Structure:

- **Director - FT**
 - To oversee all operations and planning
- **External Partnerships and Resources Development** (to include fundraising) - **FT or PT**, depending on funding
 - To maintain focus and ongoing communication with current/prospective funders
- **Project Manager -PT**
 - To coordinate all events, Civic Learning Week, Advocacy/Lobby Days, etc

Committees:

- **Advocacy**
- **Fundraising**
- **Communications and Outreach, to include Membership**
- **Teaching and Learning**

1. ADVOCATE FOR RESOURCES & FORMAL STRUCTURES THAT WILL SUSTAIN CIVIC EDUCATION OVER THE LONG-TERM
<u>THREE YEAR PLAN</u> FY 22 • Advocate for increased state funding for FY23 - \$2M • Seek out private funding to build MCLC capacity - \$100, 000 ◦ to support Director, Fundraiser, Project Manager roles • Review MCLC policy agenda, research feasibility of new initiatives (e.g., state commission) FY 23 • Advocate for increased state funding for FY24 - \$2.5M • Seek out private funding to build MCLC capacity - \$200, 000 • Advocate for new policy agenda, possibly to include permanent state commission FY24 • Advocate for increased state funding for FY25 - \$3M • Seek out private funding to build MCLC capacity - \$300, 000 • Advocate for new policy agenda, possibly to include permanent state commission or follow up if passed in FY23

Please add your group members at the top of your column!

Group 1 Members: Allison Pao, Hannah Weisman, Roger Desrosiers, Karen Mazza, Sarah Yezzi, Jo Hoffman, Emma Belza	Group 2 Members:	Group 3 Members: Arielle, Kei, Nicole, Peter, Rich	Group 4 Members: Dave B, Adrianne BB, Lizzy C., Matt, Wendy R, Kate M.
Wondering: -The third bullet talks about creating a state commission. What is that about? What would its purpose be? -Do we need funding to support researching the feasibility of new initiatives? Strengths: -Increased state funding seems ambitious but achievable -Having a director, fundraiser, and a project manager are a good idea -Great collaboration with the DESE allows us to show that this is working -Civic Learning Week started last year is another way to demonstrate success Improvement: -Means by which we provide state legislators the rationale for why we want the year to	Jen N, Adam,Mitra, John S, Maddie, Katie G. Wondering: Great to see measurable goals, but wonder about whether we can accomplish all of this. What is the balance of time between building the infrastructure and working on the goals?	AJennings, NTaylor, RCairn, PLevine, KKawashima-Ginsburg Should we advocate for one big increase, say in Year 2, rather than advocating for an increase each year? Almost a million students in K-12 in Massachusetts - a good argument (should be!) that there should be at least a buck per student Wondering if there is an enduring impression that “civics is for high school,” in Mass - and not K-12 work - is it a communications challenge? Anything we’ve seen in the process that we want to emphasize? (currently, the state grants are focused on high-needs districts and encourage cross-district collaboration) - how	Director of fundraiser/PM roles- are those for 3 years? D: Yes, part time could extend to full time eventually Observations/questions: Strength- incrementally growing and targets build and are measurable. What is the process for setting these as targets? How do we know what is an ambitious but attainable goal for fundraising? History is that private funding is tough to come by, raises question of whether building infrastructure is the right move. Goals are a response to this- here’s what we’d like to achieve if we raised this \$. How does hiring these positions impact these roles? If we hire a part

year increases needs to be articulated. We need to manifest the reasoning why we are asking for these increases. When we advocate we need to show how all of this is working		about things in the bill connected to voter reg, civics challenge etc? Are there value in integrating SEL with Civics vice versa to innovate (and fund-raise for) ways to support teachers (particularly in elementary grades, for instance?) Continue soft advocacy as MCAS forms a committee of teachers.	time fundraiser, do we then revisit these goals? We can reassess the goals when we hire these positions. Level of state funding: if there's ever a time an increase is needed in funding in civic ed, it's now- should we go for a bolder ask? There is urgency around civics now- is this the time to go bigger vs. incrementally. Do we go bigger with infrastructure or with transformational change? Do we want to always need the MCLC or do we advocate to the point it is self-sustaining?- rel. To final bullet on state commission- would no longer need MCLC. How do we make this sustainable for everyone?
---	--	--	--

2. GROW & DIVERSIFY, FURTHER ACTIVATE THE NETWORK
<u>THREE YEAR PLAN</u> FY 22 - Organize Civic Learning Week, centering youth and educator voice - - engage individual schools as well as larger circle of organizations (20% increase) - Grow and diversify our membership - 20% increase in growth and diversity - Phase II of communications campaign strategic targeting of <u>key districts, orgs</u> - Grow and diversify our network including engaging new networks in Civic Learning Week - Develop key communications that demonstrate the impact of civic education policy and resources to date FY 23 - Organize Civic Learning Week centering youth and educator voice - - engage more urban school districts as well as larger circle of organizations (20% increase) - Grow and diversify our membership, 20% increase in growth and diversity - Phase III of communications campaign to target districts, orgs to build <u>regional diversity</u> - Grow and diversify our network including engaging new networks in Civic Learning Week - Update key communications that demonstrate the impact of civic education policy and resources to date FY24 - Organize Civic Learning Week centering youth and educator voice - - engage more school districts, with representation across regions of the state, as well as larger circle of organizations (20% increase) - Grow and diversify our membership, 20% increase in growth and diversity - Phase III of communications campaign to engage <u>districts, orgs statewide</u> - Grow and diversify our network including engaging new networks in Civic Learning Week - Update key communications that demonstrate the impact of civic education policy and resources to date

Group 1	Group 2	Group 3	Group 4
Wonder: -Civic Learning Week, do we want to start socializing the idea of that early in the school year when teachers and students are thinking about their action projects, to have that be a potential goal for presenting or sharing their work? -Wonder about the 20% increase, and do we have a particular target we're building towards that 20% is incremental of, or are we just hoping for a 20% increase year after year? -Is there a point at which membership in the coalition becomes	Wonder: How can we improve our access to teachers and students? How can we do a better job in outreach for civics week? Do we need to make organizational responsibilities more clean? Can we include our baseline numbers here? What do we mean by diversity? Are we spreading ourselves too thin? How do we grow and remain focused at the	We need to define well what "good civic learning" looks and sounds like in Massachusetts (given our SS standards, SEL standards, Climate standards etc.) MCLC network and website is an essential resource for many - being available to support educators and practitioners is so important For MCAS, recommend educators whose expertise and voices are missing with intention to enrich/diversify the	This feels like an obvious way to reach out other goals- have more voices/perspectives, diversify our network, build credibility- regional or other coalitions. This is a good goal. Noticing central role of communications in this goal- we are committing to investing more - we are going to have to do more in communications now- how would we reallocate resources within coalition with recruitment, for example.

unwieldy (too large)? Or maybe we need to rethink the structure of the coalition so it's efficient? -Key districts and orgs vs. regional diversity of districts and orgs vs. statewide districts and orgs (in the different years) - what do those mean? (Guessing we skew heavily towards Boston so having membership that represents the whole state?) -How to activate groups we currently have already to be more engaged? Improvement: -Would be great to have more universities have a greater emphasis on civic education. Seems like we could help address some of the higher ed goals that DESE has in collaboration. Other untapped, local organizations that also have civics as a goal. -John Reiff, Ph.D., Director of Civic Learning and Engagement, Massachusetts Department of Higher Education Should reach out to him, is he a member? Works with all the state universities and community colleges. -Also reach out to private universities? -Reach out to minority groups? Coalition that is supporting the anti-racism bill on the floor right now. CareEduEquity - a coalition we should reach out to. -Yesterday, testifying, Native American leaders advocating for indigenous people's curriculum and also the LGBTQ community -The larger the network, the more resources we can provide	same time? How do we best work with organizations that are impacted deeply by civic education, but work outside of classrooms	bench. Future research study - This year - define goals and potential design for another study - Next year (end of academic year) Secure funding and undergo research study - Year 3 - use results of study to drive implementation goals and advocacy goals Research agenda/goals/RFP/research partner would likely be influenced by what MCLC sees as a short-term target (which then it needs to advocate, with DESE or another funder)	This takes time- if we could make this a part of the roles we are considering- we need more human resources to convert these goals into reality. Important to think beyond members- danger in focusing time on all of us- staff people, self-selected- there's another ring of folks that we need their voices behind us. This is a public interest issue. Only voices out there speaking for civic ed is us- the civic ed groups. Opportunity to engage others in next concentric circle around- this would give us more power and more voice. Don't necessarily need to become members, get their voice in what we're doing- business leaders, public officials... anyone looking at the future of our democracy. As we are diversifying more, we will have new capacities as well. We can leverage "civic moments"- elections, public health- if we can't make the argument now... this is our prime time. But we need strategy/levers to pull. That expertise would be valuable.
---	---	---	--

-Need for matchmaking between students who want to do projects and community members they want to do them with. That could be a really important role for the coalition, to help facilitate those relationships Strengths: -20% seems realistic - civics is on the radar of a lot of people, especially local organizations, so it's a matter of tapping them in a way that they would seek to join forces with other organizations like ours			
--	--	--	--

3. BUILD QUALITY SYSTEMIC EDUCATOR SUPPORTS
<u>THREE YEAR PLAN</u> FY 22 - Advise DESE on key projects that build civic learning resources that address the greatest areas of need - focus at systemic level - - State assessment- <u>pilot phase</u>, civics across curriculum, expectations at elementary grades - PD Hubs, <u>planning phase</u> - in collaboration with DESE - Leverage capacity as a nonprofit community to identify gaps and build supports for equitable and high quality civic learning FY 23 - Advise DESE on key projects that build civic learning resources that address the greatest areas of need - focus at systemic level - - State assessment, <u>initial implementation phase</u>, Civics K-12 - State system of inventory of program offerings and effective practices in civic learning/ district accountability or recognition program - <u>planning phase</u> - PD Hubs, <u>pilot phase</u>, in collaboration with DESE - Leverage capacity as a nonprofit community to identify gaps and build supports for equitable and high quality civic learning FY24 - Advise DESE on key projects that build civic learning resources that address the greatest areas of need - focus at systemic level - State assessment - <u>implementation phase</u>, Civics K-12 - State system of inventory of program offerings and effective practices in civic learning/ district accountability or recognition program - <u>pilot phase</u> - Micro-credentialing program - PD Hubs, <u>implementation phase</u>, in collaboration with DESE - Leverage capacity as a nonprofit community to identify gaps and build supports for equitable and high quality civic learning

Group 1	Group 2	Group 3	Group 4
Strengths: -See comments from first set of goals re: DESE Wonder: -Whether there’s capacity for a goal around reaching lifelong learners? We’re very focused on K-12 world right now -With DESE: is there a funding component that we need? Are we pursuing grants that fund a curriculum project that we can do as a collaboration cross member organizations? -Question on FY24: micro-credentialing program, wonder what	Getting assessment right is crucial. How do we build consensus around the assessment? If we advocate for the assessment, what will it be?	Regional mentoring network to support implementation -- MCLC to influence (to make sure the equity goals are served, well-funded etc.) Continue and expand work, including by DESE, on access for English Learners, students with disabilities, court-involved youth, and other groups with particular needs. In this day and age, educators need a place to grow, support each other, and learn from each other - that kind of	Like the way it is staggered- i.e. PD hubs in year 1, implemented in year 2... appreciate stages of building. Like idea of PD hubs- seem achievable first step that opens opportunities for other things. Goals are great- maintaining focus on partnership with DESE is key- related goal of getting more educator perspectives into our conversations- hubs, how do we message around assessments? These should be informed by civics educators and school & district leaders.

that means. (Is that for teachers to earn? Completing them would give PD hours?) -Does anyone know the status of the state assessment project that DESE has started? Improvement:		network, like PLC or a developmental program needs a lot of resources. Should they	Connected to membership and looking beyond non-profits. Need to get the folks on the ground. Are there lower bandwidth ways to reach out to educators and get their voices in? Could be bundled into PD work, gathering input and getting voices. Could be a goal for this year- how to make it easy/doable for more teachers to engage? What do we stop doing so we can focus on some of these things? What can we pull from the past few years- analytics, attendance?- what patterns are we seeing about engagement? What was most attended session at civic learning week? We could direct our energies to what is most needed. Would allow us to expand on things that are working. Do we want to pilot a certain type of intervention? Could DESE or another organization help us with this? What are other creative ways for us to uncover these needs and promising approaches to what we are trying to do? Could advocacy committee look at this? We could be a conduit to other orgs/providers.
---	--	---	--