

MCLC All Member Meeting: Small Group Discussion

November 10, 2020

Discussion Questions:

- 1. In what areas does the coalition need to diversify its membership?**
- 2. What should be our 2 goals around diversifying the coalition?**

Group 1 (Rich, Adam, John, Elyssa, Aileen)	Group 2 (Arielle, Laura, Casey, Mike W., Dave)	Group 3 (Allison, Noorya, Sarah, Karen, Jason)	Group 4 (Mikayla, Matt, Roger, Jo, Jen)	Group 5 (Fernande, Keith, Ariel, Wendy, Ste ven)
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• Organizations vs. Individuals ◦ Individuals who may not be associated w/ orgs • Smaller community organizations • Local government, counties ◦ Worked on legislation • District, teacher, students • Liaisons to districts ◦ Reps • Student Activists • Regional/National Organizations • Appropriate to reach out to activist groups w/ citizen ◦ Learning • Afterschool organizations • Junior Achievement, Boys & Girls, 4H, YMCA, • Caution: Advancing civic ed in both formal & informal ways - As we expand the ability to reach consensus will become more	• Representation of other races and cultures ◦ Mission orientation to racial justice and social justice ◦ Led by BIPOC] • Broaden disciplines as well ◦ ELA community (beyond Social Studies folks), other disciplines - - this relates to our training in civics extending to all disciplines • Educators - (Supt., Principals, Teachers) ◦ Maybe a rep from the broader groups that bring them together • Could some folks as we expand not be on subcommittees so they can be a member with low lift? • Need to address the issue of individual members or members who represent organizations • Could we have a focus	• Moving beyond demographics, while the racial piece is important, the other piece that has been on my mind is getting teachers and students involved in the coalition • Student and teacher groups? Or as individuals? • Youth coalition representing MCLC. • Did we ever have youth from the Boston City Council? Boston Civic Coalition? • BU/Tufts study: Talked to a lot of teachers. Many diverse issues. Lower grades. Also should reach out to non civics teachers, interdisciplinary teachers. We should have all grade levels represented. • No professional group that represents elementary teachers per se besides teacher's unions. Maybe we can reach	• Including • political scientists at university levels • Media. Reporters or journalists. Being able to spread the importance of civics edu.messaging and media literacy • More educators. Look at school district and inform us on their needs as educators Goals • Insure that the membership provides relevant and needed proper direction on how we can advance future civics education • Orgs that engage youth in civics action. Youth perspective • Adult learning and english learner groups. Have expressed interests in learning more about civics education • Orgs that represent	• Need to include ◦ Museum networks ◦ Young people need to be more directly involved ◦ Adjacent topics: Climate change community is directly connected to civics! ◦ Interdisciplinary work on media-data-informational-numerical literacy! ◦ STEM and STEM-focused organizations (civics is not limited to specific classes) ◦ Educators (specifically leaders within school systems) ◦ As we grow--be mindful of need to balance between large inclusive community of intent and concrete "get stuff done" working groups ◦ Inventory where the coalition currently
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challenging and difficult, ability to staff will become more difficult • Code - Who is ed? What grade levels? • People who are consultants or have conversations with compared to members • Goals beyond advocacy for civic education? • Collaboration or Partnerships?	group of teachers to call upon? • Thinking about district level department chairs • More elementary perspectives needed • Youth engagement ○ Individuals? ○ Representing different youth groups? - BSAC, Teens Leading the Way ○ Students who are part of it but supported by a teacher member or an org. ○ Need training and support for this group ○ Need to get representation from students - can support our advocacy work in particular ○ College level students could be involved who engaged during K-12 Her ei •	out to teacher's unions? Or elementary principals association. For curriculum group, we should reach out to the Mass Association for Supervision and Curriculum Development, people who are involved are directors of curriculum / assistant superintendents of curriculum. • College students: many colleges have civics programs. Pre service teacher programs. Fitchburg state, UMass. Harvard CIVICS program (teaching 5th graders) at the Institute of Politics • Extracurricular groups, museums. Place based program at BPS. Sometimes feels like our work doesn't really touch on the work going on outside the classroom. How to incorporate their work	Immigrants and refugees. MIRA • We need to listen to stakeholders • Advisory subgroup. Inform our research materials • The greater number that feels this work is important that greater the engagement will be	stands regarding diversity (identity, organizations represented, geography, etc.)
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		into our committees? • District wide affinity group for teachers of color? Can't remember if it was shared either by BPS or DESE • Connecting with districts who could take best advantage of the Civics Project Trust Fund. Better understanding of what their needs are. In a meeting with Rep Peisch and teachers from western MA about how district landscape there is so different from more dense city districts. Economic / geographic diversity at the district level is important. • Media literacy, news literacy groups and researchers • Women's groups, women's policy groups (women's policy group at UMASS Boston) Goals: -Diversify enables us to		
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		more effectively serve more people by including more voices -If pushing for some policy that's representing students and teachers we serve, they should play a role in crafting our agenda and what we're pushing out. Diversity → inclusivity		
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