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>>> GOOD AFTERNOON.

I'M JOINED BY COUNSELOR  
GARCON.

I WE'LL BE JOINED BY  
COLLEAGUES AS IT HEARING GOES  
ON.

THIS IS A PUBLIC HEARING BE  
RECORDED AND WILL BE  
REBROADCAST ON VERIZON 1964  
1964 AND ONLINE.

PLEASE SILENCE YOUR CELL  
PHONES.

WE'LL TAKE PUBLIC STATEMENT SO  
PLEASE SIGN-IN SO WE KNOW YOU  
WILL BE TESTIFYING.

PLEASE STATE YOUR NAME AND A  
FILLATION IF YOU TESTIFY  
PUBLICLY.

THIS IS FOR DOCKET NUMBER 0248  
TO DISCUSS THE NEED FOR MORE  
CIVIL EDUCATION IN BOSTON  
PUBLIC SCHOOLS BEYOND THE  
MINIMUM REQUIREMENTS.

WE HEAL HEAR FROM BOSTON  
PUBLIC SCHOOL AND BOSTON  
PUBLIC HIGHER ED TODAY.

I EXCITED TO HEAR FOR FROM  
THOSE PRESENTING.

I'LL JUST FOR THE RECORD I'M A  
FORMER HIGH SCHOOL TEACHER.  
I HAVE TWO CHILDREN THAT ARE  
ALMOST IN HIGH SCHOOL AND THEY  
WILL BE PREPARING FOR HIGH  
SCHOOL SOON.

I WELCOME THE LEAD COUNSELOR.

>> GOOD AFTERNOON, EVERYONE.

I WOULD LIKE TO BEGIN BY  
THANKING COUNSELOR GORGE FOR  
HER SUPPORT AND FOR SCHEDULING  
THIS HEARING THAT I FILED AT  
THE EDUCATIONAL BACKGROUND OF  
JANUARY.

THIS IS THE FIRST HEARING I  
HAVE FILED SINCE I WAS SWORN  
IN.

THAT SPEAKS TO MY COMMITMENT  
TO EDUCATION IN OUR CITY.  
ESPECIALLY AS IT INVOLVES  
CIVILES EDUCATION.

I WOULD LIKE TO THANK THE  
PANELIST THAT ARE JOINING US  
TODAY.

ALSO DR. JOHN REECE.  
DR. OF CIVIL LEARNING  
ENGAGEMENT FOR THE  
MASSACHUSETTS DEPARTMENT OF  
EDUCATION -- HIGHER  
EDUCATION.

ALSO CHARLES.  
WE ARE BLESSED TO HAVE THESE  
SUBJECT MATTER EXPERTS WITH US  
TODAY.

I WOULD LIKE TO RECOGNIZE THE  
PRESENCE OF SAMANTHA PEARLMAN  
WHO HAS BROUGHT SOME OF HER  
COLLEAGUES FROM GENERATION  
CITIZENS.

THEY WORK TO ENSURE THAT EVERY  
STUDENT RECEIVES AN AN  
EFFECTIVE ACTION CIVIL  
EDUCATION.

THANK YOU GENERATION CITIZEN.  
WE ARE HERE WITH OUR CITY HALL  
EDUCATION CABINET FROM BOSTON  
PUBLIC SCHOOL.

>> WE COMMIT TOO AT LEAST A  
YEAR OF CIVILES.

THIS IS A SPECIFIC  
RECOMMENDATION.

I HOPE WE WILL AFFORD A  
OPPORTUNITY TO SPEAK GENERALLY  
ABOUT THE NEEDS.

WE SHOULD LOOK AT WHAT GOING  
WE WILL AND HOW WE CAN DO  
BETTER.

ACCORDING TO THE CENTER OF  
AMERICAN PROGRESS ONLY NINE  
STATES AND THE DISTRICT OF  
COLUMBIA REQUIRES ONE YEAR OF  
U.S. GOVERNMENT OF CIVILES.

31 STATES ONLY REQUIRE A HALF  
YEAR OF CIVILES.

FEDERAL EDUCATION POLICY HAS  
FOCUSED ON IMPROVING ACCIDENT  
ACADEMIC ACHIEVEMENTS IN  
READING AND MATH.

MOST STATES AND LOCAL SCHOOL  
DISTRICTS HAVE DEDICATED  
INSUFFICIENT CLASS TIME TO  
UNDERSTAND THE BASIC  
INJUNCTION FUNCTION OF  
GOVERNMENT AT THE EXPENSE OF  
OTHER COURSES.

STATE CIVILES CURRICULUM ARE HEAVY ON KNOWLEDGE BUT LIGHT ON BUILDING SKILLS.

32 STATES PROVIDED THE MOST FACIC INSTRUCTION ON AMERICAN DEMOCRACY.

THE HISTORY OF THE CONSTITUTION AND BILL OF RIGHTS AND EXPLANATION OF MECHANISM FOR PUBLIC PARTICIPATION ON STATE AND LOCAL POLICIES.

THIS IS RELEVANT TO OUR OWN CITY OF BOSTON AND COMMONWEALTH.

THEY SIGNED INTO LAW AND PROMOTED A CIVIL ENGAGEMENT WHICH AIMS AT IMPROVING CIVIL EDUCATION IN MASSACHUSETTS. THEY OFFER MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS TO PARTICIPATE IN A STUDENT LEAD CIVIL PROJECT.

INDIVIDUALLY OR IN A GROUP.

I TRULY APPRECIATE THE LEGISLATIONTIVE -- LEGISLATIVE ACTION.

I WOULD LIKE TO POSSIBILITY FOR MORE CIVIL PROJECTS AND OFFER MORE CURRICULUM ON CIVILES IN OUR BOSTON PUBLIC SCHOOL CLASSROOMS.

ADDITIONALLY, THE PUBLIC POLICY CENTER OF THE UNIVERSITY OF PENNSYLVANIA RELEASED THESE STAGGERING STATISTICS.

MORE THAN HALF OF AMERICANS BELIEVE IT'S ACCURATE TO SAY THAT IMMIGRANTS THAT ARE HERE ILLEGALLY DO NOT HAVE ANY RIGHTS UNDER THE U.S. CONSTITUTION.

A THIRD OF THESE SURVEYS, 37 PER 37 PERCENT, CANNOT NAME RIGHTS UNDER THE AMENDMENTS.

IT'S IMPORTANT TO KNOW THE CURRENT EVENTS IN OUR COUNTRY AND ELECTIONS THAT WE EDUCATE AND INSTRUCT PEOPLE ABOUT HOW GOVERNMENT WORKS GIVEN OUR RICH HISTORY.

GIVING OUR YOUNG PEOPLE A CHANCE TO BE EXCITED ABOUT

CIVILES ABDOMEN BE ENGAGE.  
THEY MIGHT CONSIDER TO BE  
PUBLIC SERVANTS IN THE  
FUTURE.

I'M GRATEFUL FOR THIS  
CONVERSATION.

>> THANK YOU.

WE HAVE BEEN JOINED BY  
COUNSELOR O'MALLEY OR FLYNN.

>> I HAVE A QUICK COMMENT.

I WOULD LIKE TO THANK YOU FOR  
BRINGING THIS SUBJECT UP.

WE ARE BUILDING MOMENTUM FOR  
16 YEAR-OLDS TO VOTE.

WE WOULD LIKE THEM TO BE  
INFORMED AT AN EARLY AGE.

>> THANK YOU.

COUNCIL O'MALLEY.

I WOULD LIKE TO THANK

COUNCIL GARRETTSON.

I REMEMBER TAKING A YEAR IN  
THE EIGHTH GRADE.

I ALSO PARTICIPATED IN THE  
CLOSEUP PROGRAM.

WE HAD TO RAISE A THOUSAND  
DOLLARS FOR SCHOLARSHIPS.

I WROTE A LETTER TO MANY OF  
THEM AND SEVERAL WERE KIND  
ENOUGH TO SUPPORT THOSE  
EFFORTS.

>> WOULD YOU LIKE TO SHARE  
WITH US WHO DID?

>> I'LL SAY THAT IN THE  
COMMITTEE REPORT.

NO ONE WHO IS CURRENTLY  
SEVERING.

THEY USED TO BE SEVERING IN  
THE NOT NOT TOO DISTANT PAST.

>> THANK YOU.

, COUNSELOR

O'MALLEY.

>> THANK YOU YOU BOTH FOR YOUR  
LEADERSHIP ON THIS IMPORTANT  
ISSUE.

I SUPPORT THE PROPOSAL TO ADD  
CIVILES AS PART OF OUR  
SUBJECTS IN THE DOGS TON  
PUBLIC SCHOOL SYSTEM.

ON THE SIDE NOTE MY SON CHOSE  
TO BE A CHAPERON AND THEY WENT  
TO PARTICIPANT IN A PROGRAM  
ABOUT THE UNITED NATIONS AND  
CLIMATE CHANGE.

THEY ALSO LEARNED ABOUT

CIVICS.

ANY TIME WE HAVE A CHANCE TO EXPOSE CHILDREN TO THIS IN THE BOSTON PUBLIC SCHOOL.

I WOULD LIKE TO THANK THE COUNCIL AND BOSTON PUBLIC SCHOOL DISTRICT ON THIS MATTER.

>> I WOULD LIKE TO TURN IT OVER TO OUR PANEL.

THE FLOOR IS YOURS, THANK YOU.

>> GOOD AFTERNOON.

I'M DELIGHTED TO BE HERE TODAY.

AS A FORMER HISTORY TEACHER I'M THRILLED THEY WILL GIVE THEM THE TOOLS THEY NEED TO BE ACTORS IN THE GOVERNMENT.

THIS IS CONSISTENT WITH OUR CITY OF BOSTON IN TERMS OF PREPARING INDEPENDENT LEARNERS WHO ARE READY TO GO OFF AND PARTICIPATE IN SOCIETY.

WE HAVE OUR DIRECTOR TO TURN TO.

>> I'M EXCITED TO LAYOUT WHAT IS HAPPENING IN BOSTON PUBLIC SCHOOLS.

SO, I ALWAYS THINK IT IS ESSENTIAL TO THINK ABOUT THE VOICE OF OUR STUDENT.

IT'S IMPORTANT TO UNDERSTAND AND PARTICIPATE IN DIRECTING OUR COUNTRY IN A POSITIVE WAY.

ONE OF OUR STUDENT POLL WORKERS PARTICIPATED IN 2017. WHEN WE THINK ABOUT CIVIL EDUCATION WE WANT TO MAKE SURE WE ACKNOWLEDGE THE SKILLS AND DISPOSITIONS OF OUR STUDENTS AND THEIR ABILITY TO ENGAGE WITH NOT JUST THE CONTENT BUT ACTIVE AND ENGAGED INFORMED MEMBER.

WE WOULD LIKE THEM TO BUILD THE SKILLS AND DISPOSITIONS AND THINK ABOUT HOW THEIR PERSONAL IDENTITY ESTABLISHED THE NEEDS FOR COMMUNITY ORGANIZES AND SEEING THEMSELVES IN THE PROCESS AND

OTHER ORGANIZES IN THE  
PROCESS.

AS WE THINK ABOUT THIS THE  
LAST TIME IT WAS ADOPTED WUSS  
WAS IN 2003.

WE HAD AN EIGHTH GRADE CIVILES  
COURSE.

WE DID THE ACTION RESEARCH  
COURSE THAT WAS AN ELECTIVE.

WE ALSO DEVELOPED THE BOSTON  
CITY COLLABORATIVE TO TALK  
ABOUT THE STATE OF CIVIL  
EDUCATION AND HOW TO CONTINUE  
TO MOVE THAT FORWARD.

AS WE PROGRESS YOU CAN SEE  
WHERE WE HAD THE NEW ADOPTIONS  
IF THE FRAMEWORK.

WE HAVE MOMENTUM AND  
STRUCTURES TO GUIDE US.

SO WHEN WE THINK ABOUT THOSE  
STRUCTURES IN TERMS OF WHAT  
CIVIL LEARNING LOOKS LIKE WE  
HAVE OUR HISTORY AND SOCIAL  
STUDIES FRAMEWORK.

WE HAVE THE CONTENT, NOT JUST  
CONTENT STANDARDS BUT PRACTICE  
AND LITERACY STANDARDS.

CIVILES AND HISTORY AND SOCIAL  
STUDIES CUTS ACROSS THOSE  
REALMS.

IT'S NOT JUST REMEMBERING  
HISTORIC FACTS BUT DO YOU KNOW  
HOW TO ENGAGE AND PARTICIPATE  
IN THEM.

WE ALSO HAVE WHAT WAS  
PREVIOUSLY MENTIONED THE  
LEGISLATION THAT WAS PASSED IN  
NOVEMBER THAT WOULD REQUIRE  
CIVICS PROJECTS.

WHEN WE THINK ABOUT THAT WE  
THINK ABOUT VOTER REGISTRATION  
DRIVES AND THOSE DIFFERENT  
ELEMENTS THAT WE HAVE STARTED  
TO INCORPORATE BUT WE LOOK  
FORWARD TO EXPANDING ACROSS  
THE DISS TRUE AND DISTRICT.

WHEN WE THINK ABOUT CIVILES  
AND SOCIAL STUDIES OVERALL WE  
THINK ABOUTe1 THE INSTRUCTION.  
RICH CONTENT AND HISTORICAL  
THINKING SKILLS.

WE DON'T WANT OUR STUDENTS TO  
MEMORIZE THINGS AND SPIT THEM  
BACK OUT BUT ANALYZE QUESTION

PROCESS AS WELL AS UNDERSTANDING THE IMPORTANCE OF BEING IN THE CITY OF BOSTON AND HAVING OUR STUDENTS HERE AND THE AMOUNT OF HISTORY WE HAVE AVAILABLE TO US.

WE TAKE THE RESPONSIBILITY TO GET OUT OF OUR CLASSROOMS AND UTILIZE THE CITY AS A CLASSROOM.

WHEN WE THINK ABOUT CIVIL LEARNING IN BOSTON PUBLIC SCHOOLS WE THINK ABOUT INSTRUCTION IN THE CLASSROOM. FAITH BASED LEARNING, AND AUTHENTIC LEARNING EXPERIENCES.

I DIVE INTO THE WORK THAT'S HAPPENING.

WE DON'T WANT JUST THE SAME OLD SAME OLD.

THIS IS A OPPORTUNITY FOR US TO LEVERAGE ALL OF THE STRUCTURES IN PLACE NOW.

>> WHEN WE THINK ABOUT CIVICS EDUCATION I THINK ABOUT HISTORY AND SOCIAL STUDIES K THROUGH 12.

IN THE PAST SEVERAL YEARS WE HAVE COLLABORATED WITH DISCOVERING JUSTICE AND WE ADDED THE CURRICULUM.

WE WERE ABLE TO COLLABORATE WITH TEACHER PROFESSIONAL DEVELOPMENT.

PROVIDE CURRICULUM MATERIALS. WE GO TO THE COURTHOUSE FOR A TOUR AND MOCK TRIAL.

WHEN YOU THINK ABOUT THAT. GOLDIE LOCK IE LOCKS AND THREE BEARS IN THE CIVIC CENTER.

>> WHEN WE THINK ABOUT THE LEARNING IN THE LAST TWO YEARS WE WANT TO MAKE SURE WHEN WE THINK ABOUT THAT LEARNING WE ARE INCLUDING CONTENT AND PRACTICE.

SO, THEY GET THE OPPORTUNITY TO LEARN THE RICH HISTORY OF CIVIC HISTORY AS AS WELL AS HOW TO ENGAGE CIVICALLY.

ONE EXPERIENCE WE HAVE BEEN COLLABORATING WITH THE STATEHOUSE ON IS CIVIC

ENGAGEMENT DAY ON THE HILL.  
WITH THAT, WE HAVE BETWEEN  
EIGHTH GRADE AND TENTH GRADE  
CLASSROOMS COME TO THE HOUSE  
ON THE FIRST WEDNESDAY OF THE  
MONTH.  
THEY SPEAK WITH LEGISLATURES  
AND GET A TOUR.  
THEY GET TO DEBATE TOPICS IN  
THIS EXPERIENCE.  
WE COLLABORATE WITH THE  
MASSACHUSETTS BLACK AND LATINO  
CAUCUS.  
THEY ENGAGE WITH LEGISLATURES  
AND STAFF THAT LOOK LIKE THEM  
IN THESE EXPERIENCES.  
WHEN WE THINK ABOUT FAITH  
BASED LEARNING WE THINK ABOUT  
THE U.S. SENATE WERE WE GET TO  
GO OUT.  
WE GET TO BE SENATORS FOR THE  
DAY.  
WE THINK ABOUT OUR  
RELATIONSHIP WITH THE NATIONAL  
PARK SERVICE AND THEIR  
OPPORTUNITY TO EXPLORE THE  
HISTORIC INFORMATION WE'LL  
FIND IN THE DIFFERENT  
NEIGHBORHOODS.  
WHEN WE THINK ABOUT THOSE  
AUTHENTIC LEARNING EXPERIENCES  
WE HAVE BEEN COLLABORATING  
WITH THE ELECTIONS  
DEPARTMENT.  
WE STARTED IN 2017 AND WITH  
THAT THEY LOOK AT WHAT OUR  
POLL WORKERS DO AND PAID ANY  
TIME OUTSIDE OF 2 HOURS.  
THAT'S A FABULOUS OPPORTUNITY  
AS WELL.  
WITH THAT THIS YEAR WE HAVE  
VOTER REGISTRATION DRIVE WE  
DECIDE HOW THEY WANT TO BE  
POLE WORKERS AND HOW TO  
EMPOWER THEM TO CONTINUE THE  
WORK.  
ANOTHER GREAT EXPERIENCE WE  
HAD THIS YEAR WITH HAMILTON.  
WE HAD 2100 STUDENTS THAT HAD  
THE OPPORTUNITY TO GO SEE  
HAMILTON.  
IT WASN'T TO PARTICIPATE AND  
ENJOY THE SHOW.  
THEY HAD TO DO RESEARCH AND



WRITE THEIR OWN PERFORMANCE  
PIECES AND THINK AND ANALYZE  
THE CONTENT.

MAKE SURE WE GET OUT OF THE  
BOX AND GIVE THEM MORE  
CREATIVE OPPORTUNITIES AND  
AUTHENTIC LEARNING EXPERIENCES  
WITHIN BOSTON.

WHEN WE THINK ABOUT THE  
STUDENT VOICES.

WE THINK ABOUT THE NEW  
LEGISLATION WITH THE MANDATE  
FOR CIVICS EDUCATION.

WE HAVE GENERATION CITIZENS  
WORKING IN SEVERAL SCHOOLS  
RIGHT NOW.

WITH THAT, IT'S PROFESSIONAL  
DEVELOPMENT FOR THE TEACHERS  
AND GETTING TO LEARN HOW TO  
RUN THE PROJECT IN THE  
CLASSROOM.

WE KNOW PROJECT BASED LEARNING  
IS A SHIFT IN INSTRUCTION.

WE WANT TO MAKE SURE WE  
SUPPORT THEM IN THE PROCESS.

WE ALSO HAVE BEEN  
COLLABORATING WITH ICIVICS.

LATE SPRING EARLY SUMMER WE  
WERE ABLE TO GET A GRANT WITH  
THEM TO HELP SUPPORT ACTION

CIVICS PEACE AS WELL CIVICS  
PIECE AS WELL AS THE DIGITAL  
GAMING PIECE.

WE HAVE SEVERAL SCHOOLS  
PARTICIPATING NOW.

WE LOOK FORWARD TO GET MORE  
SCHOOLS INVOLVED.

REINFORCING THE IMPORTANCE OF  
CIVICS EDUCATION FROM LOCAL TO  
GLOBAL.

UNDERSTANDING IT JUST STOPS  
HERE AND YOU HAVE A LARGER  
RELATIONSHIP WITH THE WORLD.

WE START WITH OUR BOSTON  
STUDENT ADVISORY COUNCIL IN  
TERMS OF LEARNING HOW TO DO  
ELECTIONS FOR STUDENT  
GOVERNMENT.

STUDENTS WILL BE REPRESENTING  
THE GOVERNMENT ON COUNCILS.

WITH THEM AS COUNSELOR FLYNN  
MENTIONED STUDENTS GET THE  
OPPORTUNITY TO EDGE ENGAGE IN  
THE PROGRAM.

FINALLY WE HAVE THE GLOBAL SCHOLARS PROGRAM WE HAVE FOR STUDENTS IN THE SIXTH AND SEVENTH GRADE.

THEY ENGAGE WITH OTHER STUDENTS AROUND THE WORLD.

IT'S A DIGIT DIGITAL PLATFORM.

THIS YEARS TOPIC IS WATER. LAST YEARS TOPIC WAS FOOD SCARCITY.

THEY ENGAGE WITH OTHER MEMBERS FROM AROUND THE WORLD AND HOW THOSISHES THAT THOSE -- THOSE ISSUES PLAY OUT.

WHEN WE THINK ABOUT CIVIC COURSES IN BOSTON WE SEE THE COURSE SEQUENCE.

WE HAVE THE EIGHTH GRADE COURSE RIGHT NOW IN THE FRAMEWORK THAT'S NOW STATEWIDE.

BOSTON, AS I MENTIONED EARLY THEY HAVE BEEN DOING THAT FOR QUIET A WHILE.

NOW WE HAVE THE OPPORTUNITY TO BE A STEP AHEAD.

IT'S A WONDERFUL FEELING AND NOW IT'S THE FRAMEWORK STANDARD IN EIGHTH GRADE.

WE SEE THAT THERE.

WE ALSO SEE AND WHEN WE THINK ABOUT THE NUMBER OF STUDENTS PARTICIPATING CURRENTLY WE HAVE 48 SCHOOLS OFFERING THE EIGHTH GRADE CIVICS.

SOME INCORPORATE THROUGH DIFFERENT ELECTIVES.

THERE IS A VARIETY OF WAYS IT'S PRESENTS.

AS WE LOOK AT THE KEY TOPICS THERE WE CAN SEE IT'S FOUNDATIONS OF GOVERNMENT AND HOW TO ENGAGE IN VOTING. THE CONSTITUTION AND AMENDMENTS.

ONE OF THE GREAT ATTRIBUTES THAT WE LOOK TO ADD IS THE MEDIA LITERACY INCLUDING FREEDOM OF PRESS.

THOSE ARE DIFFERENT ELEMENTS THAT WE WANT TO MAKE SURE OUR KIDS ARE KNOWLEDGEABLE AND PARTICIPATING.

WHEN WE THINK ABOUT OUR HIGH SCHOOL CIVICS IT'S MIXED WITH U.S. 1 AND U.S. 2.

YOU CAN SEE WHERE IT'S HAPPENING.

SEVERAL SCHOOLS PROVIDE A CIVIC ELECTIVE.

WE THINK ABOUT FOREIGN POLICY, AMERICAN GOVERNMENT, A.P. AMERICAN GOVERNMENT.

IN 2012 WHEN WE HAD THE RESEARCH COURSE WE HAVE SOME SCHOOLS THAT RUN THAT.

ALSO RESEARCH AND ACTIVISM FOR CHANGE.

WE HAVE DIFFERENT TOPICS PARTICIPATING AND ENGAGING IN THAT FOR EDUCATION.

WHEN WE THINK ABOUT NEXT STEPS AND WHERE WE WANT TO GO IT'S IMPORTANT TO CONTINUE TO COLLABORATE.

THIS IS CHALLENGING WORKING AND WE WANT TO MAKE SURE WE ARE NOT DOING IT ALONE AND PULLING IN DIFFERENT ORGANIZES THAT ARE PROVIDING INSIGHT.

OUR BOSTON CIVICS COLLABORATIVE.

WE HAVE THE EMK INSTITUTE. GENERATION CITIZENS, I CIVICS.

THE KNOWLEDGE PROJECT AT HARVARD AND THE UNITED NATIONS ORGANIZES IN BOSTON.

WE CONTINUE TO MEET BIMONTHLY.

WITH THAT, THOSE CONVERSATIONS ARE WHAT SHOULD INSTRUCTION LOOK LIKE?

THIS IS SOMETHING WE DO TOGETHER RATHER THAN MOVING SEPARATELY.

WHEN WE THINK ABOUT THE TIMELINE FOR IMPLEMENTATION WE ARE CONTINUING TO STRAIGHTEN WHAT IS HAPPENING IN MIDDLE SCHOOL RIGHT NOW.

WE ARE PUTTING TOGETHER FEATURE WORK GROUPS TO WORK ON THE SEQUENCE.

FROM THERE WE'LL ALSO BE THINKING ABOUT HOW THE ACTIONSELFICS PROJECT WILL

PLAY OUT.  
WHAT SHOULD THEY LOOK LIKE.  
WHERE WILL THEY APPROXIMATE BE  
ADDED IN HIGH SCHOOL.  
WILL IT BE A STAND ALONE  
COURSE OR PART OF U.S. ONE,  
U.S. TWO.  
JUST TO CLOSE OUT IN A FINAL  
THE FORFRONT OF OUR FUTURE  
WILL CREATE THE ATTORNEY OF  
WHAT OUR GOVERNMENT, CITIES,  
AND CLASSROOMS LOOK LIKE FOR  
THE NEXT GENERATION TO  
MODIFY.  
IF WE INCLUDE CIVIC EDUCATION  
THEY WILL BE ABLE TO MAKE  
MAJOR STEPS.  
THAT'S COMING FROM ONE OF OUR  
SENIOR MEMBERS THAT SPOKE AT  
OUR EXPO THIS LAST AUGUST.  
>> THANK YOU, THANK YOU VERY  
MUCH.  
IF YOU WOULD LIKE TO DO YOUR  
OPENING REMARKS AND THEN WE'LL  
START GETTING QUESTIONS FROM  
THE COUNCIL.  
>> OKAY, THANK YOU.  
I WOULD LIKE TO BEGIN BY  
EXPRESSING MY APPRECIATE TO  
THE COUNCIL FOR FOCUSING ON  
THIS CRITICALLY IMPORTANT  
ISSUE OF CIVIC EDUCATION.  
YOU MY APPRECIATE TO MY  
COLLEAGUES FROM THE BOSTON  
PUBLIC SCHOOLS FOR WHAT YOU  
ARE ALREADY DOING.  
IT'S CURRENTLY IMPORTANT FOR  
US AS A SOCIETY.  
I WOULD LIKE TO SAY WHO I AM  
AND WHAT IT IS THAT I DO IN  
RELATION TO CIVIC LEARNING.  
I WOULD LIKE TO TURN IT BACK  
TO THE LARGER GROUP.  
I'M JOHN.  
I SPENT 40 YEARS AS A FACULTY  
MEMBER AND ADMINISTRATOR IN  
HIGHER EDUCATION FOCUSING ON  
CIVIC LEARNING AND CIVIC  
ENGAGEMENT.  
I HAVE BEEN DOING THE TEACHING  
AND SUPPORTING OTHER FACULTY  
IN DOING THE SAME.  
I CAME TO MASSACHUSETTS IN  
2000 TO DIRECT THE OFFICE

WHICH IS NOW CALLED CIVIC  
ENGAGEMENT AND SERVICE  
LEARNING.

AT U MASS.

IN 2015 I MOVED INTO MY  
CURRENT POSITION WITH THE  
DEPARTMENT OF HIGHER EDUCATION  
AS DIRECTOR OF CIVIC  
EDUCATION.

THE PROSPECTIVE I BRING IS  
RACE TEACHER HIGHER EDUCATION  
PROSPECTIVE THAT NEEDS TO BE  
PARTNERING IN ALL KINDS OF  
CREATIVE WAYS.

THE AGENCY FOR WHICH I WORK IN  
THE MASSACHUSETTS DEPARTMENT  
OF HIGHER EDUCATION IS THE  
STATE AGENCY THAT SUPPORTS THE  
BOARD AND HELPS OUR PUBLIC  
CAMPUSES IMPLEMENT POLICIES  
PASSED BY THE BOARD.

THE BOARD AND THE DEPARTMENT  
HAVE OVERSIGHT IN SOMEWAY FOR  
ALL OF HIGHER EDUCATION IN  
MASSACHUSETTS.

PARTICULARLY, A STRONG  
OVERSIGHT FOR THE COMMUNITY  
COLLEGES AND THE STATE  
UNIVERSITIES.

IN 2014 THE BOARD PASSED A  
POLICY ON CIVIC LEARNING THAT  
MADE MASSACHUSETTS IS FIRST  
STATE IN THE NATION TO CALL ON  
IT'S PUBLIC COLLEGES AND  
UNIVERSITIES TO INVOLVE ALL OF  
THEIR YOU UNDERSTAND            THEIR  
UNDER GRADUATES.

SOME OF YOU HAVE A HANDOUT  
WITH A BRIEF SKETCH OF THE  
POLICY.

I WOULD BE HAPPY TO SHARE THAT  
WITH ANYONE THAT DOESN'T HAVE  
IT.

POLICY HAS A NUMBER OF THINGS  
THAT ARE REALLY IMPORTANT.  
THE FIRST IS THE DEFINITION OF  
CIVIC LEARNING.

THERE ARE A LOT OF  
DEFINITIONS.

WHAT IS CIVIC LEARNING?

FOR THE PUBLIC EDUCATION WE  
SEE CIVIC LEARNING AS  
ACQUIRING THE KNOWLEDGE, THE  
THE SKILLS THAT CITIZENS NEED

TO PERFORM THIS IN CIVIC AND  
DEMOCRATIC LIFE.  
IT DOESN'T STOP THERE.  
IT INVOLVES THE ACQUIRING AND  
UNDERSTANDING OF POLITICAL  
VALUES THAT UNDERLINE THE  
STRUCTURE AND PRACTICES.  
DOING CIVIL LEARNING IN THE  
WAY THE BOARD HAS FRAMED IT  
YOU ARE THINKING ABOUT WHAT  
YOU NEED TO KNOW.  
YOU ARE ALSO THINKING ABOUT  
WHAT YOU NEED TO KNOW HOW TO  
DO WHILE DEVELOPING THE  
PRACTICE OF DOING THAT.  
DOING IS INTELLECTUAL AND  
PRACTICE AL.  
HOW DO YOU THINK ABOUT AN  
ARGUMENT SOMEONE IS MAKING  
THAT SOMEONE SHOULD BE DONE.  
WHAT KIND OF QUESTIONS MIGHT  
YOU ASK ANT ABOUT THAT.  
THAT'S ONE OF THE SKILLS.  
HOW DO YOU ENGAGE WITH SOMEONE  
ACROSS DIFFERENCES SO YOU CAN  
SEEK, PERHAPS, A SHARED  
SOLUTION TO A COMMON PROBLEM.  
THAT'S A PRACTICAL SKILL, THIS  
IS ALSO INTELLECTUAL.  
THIS IS A COMPLEX DEFAMATION  
THAT ALLOWS PEOPLE DOING THE  
WORK TO DO IT IN DIFFERENT  
WAYS.  
SO, AS DIRECTOR OF CIVIC  
LEARNING AND ENGAGEMENT I HAVE  
BEEN WORKING IN SIX AREAS WITH  
PUB LIKE HIGHER ED.  
I HAPPY CAMPUSES DEVELOP  
SYSTEMS BY WHICH THEY  
DESIGNATE COURSES.  
WITH ANYONE OF THE FOUR  
ELEMENTS I JUST NAMED OR ALL  
OF THEM.  
I HAVE BEEN DEVELOPING TOOLS  
THAT FACULTY CAN USE TO ASSESS  
STUDENT LEARNING OUTCOMES.  
WHAT IS IT THEY ARE ACTUALLY  
LEARNING AND WE ARE WORKING TO  
BUILD TOOLS THE FACULTY CAN  
USE.  
BECAUSE OUR STATE LEGISLATURE  
HAS LIMITED THE FUNDING  
AVAILABLE TO SUPPORT THIS I  
HAVE BEEN SEARCHING FOR

EXTERNAL FUNDING TO PASS ONTO  
IT CONSUME PUSSTO SUPPORT  
THEM IN BUILDING CIVIL CIVIC  
LEARNING.

I HAVE ENGAGED THEM TO  
PARTICIPATE IN DEVELOPMENT TO  
BUILD THESE COURSES THAT WILL  
HAVE A CIVIC LEARNING FOCUS.  
I HAVE BEEN WORKING WITH THE  
DEPARTMENT OF ELEMENTARY AND  
SECONDARY ED IN SEEKING TO  
BUILD A FRAMEWORK FROM PRE-K  
THROUGH 16.

THE BOARD OF HIGHER ED AND  
SECONDARY ED TOOK THEIR JOINT  
AGREEMENT ON CAREER READINESS  
AND ADDED THE GOAL OF CIVIC  
PREPARATION.

IT'S FROM K THROUGH 16.

WHEN I WORKED WITH THEM ON THE  
CURRICULUM FRAMEWORK THAT IN  
NATASHA JUST REFERRED TO AND  
SOME OF THE TRAINING OF  
TEACHERS THAT WOULD BE DOING  
THE CIVIC CLASSES AND OTHER  
SIDE EFFECT EDUCATION  
THROUGHOUT THE CURRICULUM.

THE LAST BIG THING I DO IS  
WHERE I CAN TELL THE STORY OF  
WHAT IS STILL A VERY WELL-KEPT  
SECRET THAT MASSACHUSETTS HAS  
AN EXPECTATION THAT ALL OF  
IT'S STUDENTS ATTEND PUBLIC  
HIGHER ED WILL BE INVOLVED IN  
INFERIOR VENA CIVIC LEARNING.

WHAT WHAT I I'M SEEING IS THIS  
LINKING CAMPUSES TO TOGETHER  
TO DESIGN WAYS.

THIS WILL ALLOW THOSE WHO WORK  
IN OUR CAMPUSES THAT CARE  
ABOUT IT TO HAVE SUPPORT.

THIS IS ONE OF THE MOST  
IMPORTANT THINGS.

PEOPLE WHO CARE ABOUT CIVIC  
LEARNING NO LONGER HAVE TO SAY  
I CARE ABOUT IT, I'LL DO IT  
ANYWAY.

THEY CAN SAY THE STATE WANTS  
ME TO DO IT.

I'M HELPING OUR CAMPUS MEET  
THE STATE'S EXPECTATION WHEN I  
DO IT.

I HAVE SEEN EXCITING MODELS ON  
VARIOUS CAMPUSES.

AT SALEM STATE THERE HAS BEEN A STRONG FOCUS ON BRINGING TOGETHER THE CURRICULUM AND COCURRICULUM AROUND CIVIC LEARNING.

DURING THE 2016 ELECTION THERE WERE COURSES THAT INVITED SPEAKERS IN TO TALK ABOUT THE BALLOT ISSUES.

THE CAMPUS THROUGH STUDENT AFFAIRS INVITED THE WHOLE CAMPUS TO PARTICIPATE IN THE PUBLIC TALKS.

SO, IT WAS COURSE BASED AND COCURRICULAR AT THE SAME TIME. THERE ARE A LOT OF INTERESTING WAYS THAT PEOPLE ON THE CAMPUSES HAVE BEEN BUILDING CAPACITY FOR THAT.

WHEN STUDENTS ON OUR CAMPUS PARTICIPATE IN CIVIC ENGAGEMENT THAT IS LINKED TO THEIR RETENTION IN COLLEGE AND COMPLETION OF DEGREE PROGRAMS AT HIGHER PERCENTAGES THEN THE OTHER STUDENTS THAT DON'T HAVE THE CIVIC ENGAGEMENT EXPERIENCE.

IT'S NOT HARD TO IMAGE WHY THAT MIGHT BE IF YOU ARE DOING MEANINGFUL ENGAGEMENT YOU SEE YOURSELF MAKING A DIFFERENCE IN THE PLACE WHERE YOU LIVE. YOU HAVE A REASON TO COME BACK AND DO MORE.

SO, I THINK THE FIRST IS THE IDEA OF PARTNERSHIPS. THERE IS A RANGE OF PARTNERSHIPS THAT BOSTON PUBLIC SCHOOLS ARE ENGAGED IN I ENCOURAGE YOU TO LOOK AT YOUR HIGHER EDUCATION PROGRAMS AS CIVIC PARTNERS.

THERE IS AN INFRASTRUCTURE IN PLACE TO DO CIVIC LEARNING WITH THE COLLEGE STUDENTS ONE WAY THEY CAN DO THEIR LEARNING IS PARTNER WITH K THROUGH 12 CLASSES AND BE ENGAGED IN THE LEARNING OF THE KIDS.

SO, I WOULD BE HAPPY TO CONNECT YOU WITH THOSE PEOPLE THE OTHER THING I WOULD THIS HAS BEEN SAID SO I'M JUST



SINGING IT AGAIN THIS IS NOT  
IMPORTANT FACTS INTO  
SUPPOSEDLY EMPTY HEADS IT'S  
SHARING KNOWLEDGE BUT ALSO  
ADDRESSING RELEVANCE IN AGENCY  
IT'S HELPING STUDENTS SEE HOW  
THAT KNOWLEDGE MATTERS TO  
THEIR LIVES.

WHAT IT IS AND WHAT THEY MIGHT  
DO WITH THAT KNOWLEDGE TO MAKE  
A REALITY DIFFERENCE IN THEIR  
LIVES AND IN THE COMMUNITY  
THEY ARE PART OF.

SO, BUILDING THAT SENSE OF  
URGENCY THAT I CAN MAKE A  
DIFFERENCE IN MY COMMUNITY I  
CAN PARTICIPATE IN THE  
DECISIONS THAT GOVERN THIS  
SOCIETY I'M A PART OF IS AS  
IMPORTANT AS GETTING THE FACTS  
YOU NEED THE FACTS TO MAKE  
THAT DIFFERENCE THANK YOU FOR  
INVITING ME TO SPEAK TO YOU  
TODAY.

I HOPE TO FIND WAYS TO  
CONTINUE TO PARTNER WITH THE  
BOSTON PUBLIC SCHOOLS.

>> THANK YOU, DR. RICE AND  
THANK YOU YOU            THANK YOU ALL  
FOR YOUR PRESENTATIONS.

WE'LL START WITH FIVE MINUTE  
QUESTIONS.

I'LL START WITH DR.  
GARRETTSON.

>> DO YOU SEE A NEED FOR MORE  
CLASSROOM CURRICULUM?

>> I DO.

ABSOLUTELY.

I COULD GO ON ABOUT THAT BUT  
I'LL STOP THERE.

>> MS. SCOTT, COULD REQUIRE A  
YEAR OR MORE IN BOSTON PUBLIC  
SCHOOLS.

IF SO PLEASE EXPLAIN THE  
PROCESS OF WHICH THAT PROPOSAL  
COULD BE PUT FORTH FOR  
CONSIDERATION.

>> RIGHT NOW WE SEE CIVIC  
EDUCATION EMBEDDED IN THE  
CURRICULUM.

THERE IS CURRENTLY A  
REQUIREMENT OF THREE YEARS  
HISTORY AND SOCIAL     SOCIAL  
STUDIES.

THAT'S WHERE IT LIVES RIGHT  
NOW.

IF WE THINK ABOUT EXPANDING AT  
WHAT TO INCLUDE AT A 12th 12th  
GRADE LEVEL TO GET THAT  
OPPORTUNITY.

>> I THINK A LOT OF THE  
EXCITEMENT AROUND THE NEW LAW  
PROVIDES A OPPORTUNITY TO GO  
BACK AND WORK WITH TEACHERS,  
SCHOOL LEADERS, WORK WITH THE  
SUPERINTENDENT, SCHOOL  
COMMITTEE, MAYOR OFFICE TO  
FIGURE OUT A PLAN ABOUT HOW WE  
ROLLOUT AND BUILD-UP OVERTIME  
OUR OFFERING.

WE HAVE FOR THE MOST PART WE  
TRY TO PROMOTE A CULTURE OF  
SCHOOL AUTONOMY FOR LEADERS TO  
CREATE THE ENVIRONMENT FOR  
THEIR CONDITIONS AND CONTEXT.  
WE DO PROVIDE PARAMETERS AND  
FOR EXAMPLE THE SUPERINTENDENT  
RECENTLY ROLLED OUT HIGH  
SCHOOL WORKING GROUPS.  
ONE WAS ABOUT GRADUATION  
REQUIREMENTS.

LOOKING AT CIVIC EDUCATION WAS  
AN IMPORTANT PIECE.

>> THIS QUESTION IS FOR DR.  
REED.

STUDIES HAVE SHOWN DEMOCRACY  
DEPENDS ON PARTICIPATION.  
YOUNG PEOPLE ARE THE TURNING  
AWAY FROM POLITICS.

NOW WE ARE CAUGHT IN A VICIOUS  
CYCLE AS IT REGARDS EDUCATION  
IN THE CITY OF BOSTON.

HOW CAN WE CHANGE THAT  
REALTY?

I THINK PART OF THAT  
PARTICIPATION OR ENGAGEMENT  
WHEN WE THINK ABOUT THE  
PROJECTS AND THE WAY THEY ARE  
DESIGNED WE HAVE THE STUDENT  
LEAD PEACE.

THEY NEED TO BE IN A POSITION  
WHERE THEY FEEL THEY CAN  
PROMOTE AND HAVE CONVERSATIONS  
ABOUT TOPICS THEY ARE  
PASSIONATE ABOUT.

THEY CAN SEE THE ACTION PLAY  
OUT OVERTIME.

I THINK THAT'S OUR IDEAL

SITUATION.

WITH THAT IT GOES TO  
SUPPORTING TEACHERS SO THEY  
CAN HAVE THOSE CONVERSATIONS  
IN THE CLASSROOM.

LOOKING TOWARDS THE  
PARTNERSHIPS YOU HAVE AND  
CONTINUE TO DEVELOP AS A  
FRAMEWORK FOR THE PROJECTS CAN  
BE VERY IMPORTANT.

I HAD THE OPPORTUNITY LAST  
SUMMER TO HEAR FROM BOTH THE  
TEACHER AND SEVERAL STUDENTS  
IN A CLASS AT LOWELL HIGH  
SCHOOL.

THIS AS YOU SAY PART OF THE  
WORK.

THEY DEVELOPED AN ACTION  
CIVILES PROJECT THAT HAD THE  
STUDENTS ORGANIZING A GUN BUY  
BACK PROGRAM IN THE CITY OF  
LOWELL.

THE STUDENTS HAD TO TALK TO  
THE POLICE CHIEF, COUNTY  
SHERIFF TO A RANGE OF  
DIFFERENT COMMUNITY TAKE  
HOLDERS THAT WOULD CARE ABOUT  
THE NUMBER OF GUNS TO CREATE  
THIS PROJECT.

THEY ENDED UP BUYING BACK WITH  
GROCERY STORE CREDITS 38 GUNS  
INCLUDING FIVE ASSAULT RIFLES  
FROM THE SAME PERSON.

THEY LEARNED HOW TO WORK  
COLLECTIVELY WITH THE  
INFRASTRUCTURE THAT EXISTS  
WITHIN THE LARGER COMMUNITY.  
THAT KIND OF THING IS GREAT.

>> THANK YOU, COUNSELOR.

COUNSELOR MCCARTHY, DO YOU  
HAVE ANY QUESTIONS RIGHT NOW?

>> NO, I DON'T.

COUNSELOR CAMPBELL IS ALSO  
HERE BUT STEPPED OUT.

JUST A FEW QUESTIONS ON THE  
POWERPOINT TODAY.

I KNOW THERE IS A PARTNERSHIP  
WITH THE STATEHOUSE ON BEACON  
HILL.

CAN WE WORK ON AN EFFORT TO  
MAKE SURE WE ARE REFLECTING  
THAT OR MIRRORING CAN EFFORT  
HERE IN CITY HALL.

STUDENT GROUPS COME WANTED IN

AND DRAFT THEM FREQUENTLY.  
AT ANY FUTURE PRESENTATION I  
WOULD LIKE TO SAY WE ARE DOING  
THAT HERE AT CITY HALL.

>> I WELCOME THAT  
COLLABORATION TO DO THAT.  
WE REALLY SUPPORTED THEM IN  
THE DESIGN OF THE STUDENT  
EXPERIENCE BECAUSE IT'S  
ESSENTIAL TO UNDERSTAND WHAT  
OUR STUDENTS NEED TO BE  
ENGAGED IN WHEN THEY ARE  
HERE.

WE NEED TO THINK ABOUT WHAT  
THAT EXPERIENCE CAN LOOK LIKE  
IN TERMS OF HAVING  
CONVERSATIONS WITH DIFFERENT  
DEPARTMENTS AND THE PLACE  
ITSELF.

>> YEAH, THAT'S A GREAT  
THING.

>> ON THE CORE SEQUENCE.  
IT'S PAGE 16.

THERE WHAT IS THE HIGH SCHOOL  
GRADUATION REQUIREMENTS.

>> IT'S CURRENTLY THREE  
YEARS.

>> PASSING THREE YEARS?  
IF THEY DON'T PASS THREE  
YEARS THEY ARE TAKING SUMMER  
SCHOOL?

>> RIGHT.

THERE ARE EXTENDED LEARNING  
OPPORTUNITIES FOR THE CORE  
COURSES.

>> GREAT.

DO YOU ARE HAPPEN TO KNOW  
THE AVERAGE AGE OF THE TEXT  
USED IN THE COURSES?

>> I DO NOT HAVE THAT  
INFORMATION BUT I CAN GET  
THAT.

>> I IMAGE SOME SCHOOLS HAVE  
NEWER CURRICULUM.

I KNOW SOMETIMES THE TEXT,  
ALTHOUGH WHEN WE TALK ABOUT  
HISTORY THE AGE OF THE TEXT  
DOESN'T MATTER BECAUSE IT'S  
HISTORY.

WE DO KNOW THE CONTENT IS NOT  
NECESSARILY REFLECTIVE OF THE  
HISTORY WE SHOULD BE  
TEACHING.

I WOULD BE INTERESTED IN THE

AVERAGE AGE OR SAMPLE AGES OF  
OUR CURRICULUM ACROSS THE  
DISTRICT.

THERE IS A LARGE LISTING, I  
APPRECIATE IT.

A.P. OFFERINGS WHEN IT COMES  
TO CIVICS EDUCATION.

I APPRECIATE THE NUMBER OF  
STUDENTS EXPOSED.

THIS IS SLIDE 19 AND THE  
NUMBER OF SCHOOLS OFFERING THE  
COURSES.

CAN YOU, IN PARTICULAR AT THE  
HIGH SCHOOL EDUCATION BECAUSE  
THAT'S WHERE A.P. HAPPENS CAN  
YOU TELL ME HOW MANY OF ALL OF  
THE HIGH SCHOOLS IN BOSTON HOW  
MANY HAVE ACCESS TO A.P.  
COURSES WHEN IT COMES TO CIVIC  
EDUCATION.

>> WE HAVE 33 HIGH SCHOOLS IN  
BOSTON?

>> YES.

OUT OF THE 29 SCHOOLS ALL  
THE OF THESE WOULD BE HIGH  
SCHOOL COURSES IN TERMS OF THE  
A.P. BREAKDOWN.

>> I'M SORRY, IT'S LISTED  
HERE.

29 OF THEM HAVE ACCESS TO A.P.  
COURSES.

THAT'S GREAT.

I APOLOGIZE.

I MISSED THAT ON THE SLIDE.

THAT'S EXCELLENT, OBVIOUSLY I  
WOULD LOVE TO SEE THE FINAL  
FOUR HAVE ACCESS TO GET A.P.  
OFFERINGS.

WHERE I WOULD BE INTERESTED IN  
OF THOSE 29 SCHOOLS, IDEALLY  
WE WOULD LOVE TO HAVE 33 HOW  
MANY OF THEM JUST HAVE ONE  
OPPORTUNITY OR TWO  
OPPORTUNITIES.

VERSUS SOME OF THE SCHOOLS  
THAT MAY HAVE ACCESS TO ALL OF  
THESE OPPORTUNITIES.

THEY HAVE THE OPPORTUNITY TO  
ACCESS THIS CURRICULUM FAR AND  
WIDE.

WHEN WE TALK ABOUT WERE KIDS  
ARE SCORING ON THE A.P. EXAM.

BASED ON THESE COURSES.

DO WE HAVE ANY OF THAT

INFORMATION AND HOW SUCCESSFUL THEY ARE.

THEY PERFORM AND IT A.P. TEST THAT WILL HELP THEM IN COLLEGE.

>> THAT'S SOMETHING WE ARE LOOKING CLOSELY AT AND WE'LL GET BACK TO YOU WITH MORE DATA.

>> HOW ARE THEY FUNDED? THE AP COURSES OR TEST PIECE, I KNOW THAT'S A SEPARATE BUDGET ITEM.

>> I KNOW A LOT OF FUNDING CAME THROUGH A PARTNERSHIP WE HAD WITH MASS INSIGHT. THERE HAVE BEEN CHANGES RECENTLY.

WE CAN GET BACK TO YOU WITH THE EXACT SOURCES.

>> WE ARE PREPARING FOR OUR BUDGET SOURCES HERE.

THAT'S AN ITEM WE CAN LOOK AT.

I'M NOT SUGGESTING WE SHOULDN'T BE SPENDING THE MONEY.

I WOULD LIKE TO KNOW WE ARE GETTING THE RETURN ON THE INVESTMENT.

MY LAST QUESTION HERE IS, YOU KNOW, AS A DISTRICT.

WE TALK ABOUT GRADE RE -- CONFIGURATION THERE WAS SOME KIND OF MODEL WITH SIXTH, SEVENTH, AND EIGHTH GRADE SEQUENCING.

HAS THIS BEEN REFLECTED AT ALL WHEN SCHOOLS WILL -- I SUPPORT THAT.

I WANT TO BE MINDFUL OF WHEN WE RECONFIGURE REGURGITATE RECONFIGURE SCHOOLS THAT'S PART OF IT.

>> PART OF THE WORK MY TEAM DOES ACROSS ACADEMICS IS WORKING WITH OPERATIONS TEAM AND OUR TEAM TO DO THAT PLANNING.

WE HAVE A LARGE TEAM THAT I SIT ON AS ACHIEVE ACADEMIC OFFER.

WE ALSO HAVE A SUBCOMMITTEE LOOKING AT THE FOUNDATIONAL

THINGS NEEDED SO WE BUILD AND  
PLAN IN THAT WAY AS WELL.  
LOOKING AT THE PATHWAYS  
WHETHER THEY ARE K THROUGH  
12.

OR 6, 7, 8.

>> WHERE ARE THE  
UNIVERSITIES -- WHAT ARE THEY  
LOOKING FOR IN PROSPECTIVE  
STUDENTS WHEN IT COMES TO  
CIVICS EDUCATION.

WHAT ARE THE MEANINGFUL  
EXPERIENCES THEY WOULD LIKE  
COLLEGE APPLICANTS TO HAVE.

>> THAT'S EXCELLENT QUESTION.  
I WISH I HAD A GOOD ANSWER BUT  
I'M NOT SURE I DO.

THE EXPECTATION THE DEPARTMENT  
OF HIGHER ED PASSED ON HAS  
BEEN IN RECEIVED BY THE  
ACADEMIC AFFAIRS SIDE OF THE  
HOUSE AND STUDENT AFFAIRS SIDE  
OF THE HOUSE.

HOW DEEPLY THAT HAS BEEN  
TRANSMITTED TO THE EMISSIONS  
SIDE WILL CHANGE CAMPUS TO  
CAMPUS.

THAT'S NOT SOMETHING WE CAN  
CONTROL.

I KNOW THERE ARE SEVERAL  
CAMPUSES THAT HAVE REALLY  
TAKEN A CIVIC ENGAGEMENT ON  
CIVIC EDUCATION COMMITMENT  
DEEPLY INTO THE FABRIC OF THE  
CAMPUS.

THEY WOULD BE LOOKING FOR THE  
STUDENTS TO HAVE THE ABILITYq  
TO DEMONSTRATE.

NOT ONLY HAVE THEY  
PARTICIPATED IN PROJECTS BUT  
THEY HAVE BEEN THOUGHTFUL  
ABOUT IT AND THEY HAVE  
INTERGRADED THAT INTO THEIR  
SENSE OF SELF.

SOME OTHER CAMPUSES HAVE NOT  
MADE THAT CONNECTION IN THEIR  
OWN PROCESS.

IT'S A MOVING TARGET.

>> THE WHOLE APPLICATION  
PROCESS IS.

THANK YOU VERY MUCH FOR YOUR  
PRESENTATION.

DO YOU HAVE ANY FOLLOW UP  
QUESTIONS PRIOR TO PUBLIC

TESTIMONY?

>> NO, I DON'T.

YOU ARE WELCOME TO STAY FOR  
PUBLIC TESTIMONY.

YOU I WILL CALL FOR PUBLIC  
TESTIMONY.

YOU HAVE A FEW MOMENTS TO  
TESTIFY.

IF YOU WOULD IDENTIFY YOURSELF  
AND YOUR AFFILIATION AND  
RESIDENCE.

WE HAVE TWO MICs FOR PUBLIC  
SYSTEM.

I'LL INVITE MIKE AND MOLLY  
UP.

THAN WE'LL DOUBLE DECK THERE.

ELIZABETH SANCHEZ AND  
SAMANTHA.

>> WELCOME, MIKE.

LET IN IN NATASHA CLEAR  
HERSELF OUT.

>> THANK YOU, MIKE.

COUNSELOR AND

ALL OF YOU FOR HOSTING THIS.

I'M THE EXECUTIVE DIRECTOR OF  
THE DEBATE LEAGUE.

WE ARE A NONPROFIT ORGANIZE IN  
THE CITY FOR 13 YEARS AND  
PARTNERED WITH THE BOSTON  
PUBLIC SCHOOLS.

WE RUN DEBATE PROGRAMS IN 40  
OF THE 75 SCHOOLS THAT RUN  
MIDDLE AND HIGH SCHOOL  
GRADES.

WE HAVE 800 TO 1,000 STUDENTS  
ON THE DEBATE PROGRAM.

FOR THE MOST PART WE ARE NOT  
RUNNING PROGRAMS DURING THE  
SCHOOL DAY.

WE ARE IN A SMALL SUBSET OF  
SCHOOLS FROM 5 TO 10.

WHAT WE HAVE LEARNED FROM OUR  
WORK IN THE AFTER-SCHOOL SPACE  
AND OTHER THOUSAND STUDENTS WE  
ARE WORKING WITH IS THAT THE  
ENGAGEMENT WITH CIVILLESS  
CIVICS AND NOT IN A BOOK SPACE  
WAY BUT A STUDENT DRIVEN  
ACTION ORIENTED WAY.

THAT'S ONE OF THE WAYS

STUDENTS ARE ABLE TO WORK IN  
AN EDUCATIONAL CONTEXT.

SO, IT'S THE REASON I WANTED  
TO COME HERE AND WE WANTED TO



COME HERE TODAY AND PUT OUR  
ENDORSEMENT IN ANY KIND OF  
INCREASE IN CIVIC EDUCATION  
THAT HAPPENS IN THE BOSTON  
PUBLIC SCHOOLS.

I APPRECIATE THE FOCUS NOT  
JUST ON INFORMATION AND  
CONTENT BUT SKILLS AND STUDENT  
AGENCY AND ON STUDENT LEAD  
LEARNING.

SOMETIMES THERE IS SUCH A  
FOCUS ON CURRICULUM.

WE KNOW THIS FROM OUR WORK  
WITHS AND TEACHERS.

WE KNOW TEACHERS WILL OFTEN  
SAY I HAVE SO MUCH CURRICULUM  
TO GET THROUGH I REALIZE I'M  
BLOWING BY THE THINGS STUDENTS  
WOULD LIKE TO ENTREPRENEUR  
LIKE TO ENGAGE IN.

THEY ARE NOT CAPABLE OF EDGE  
OVEN OF ENGAGING.

THEY SUSTAIN PRACTICES.

ONE WAY YOU DO THAT IS HAVING  
STUDENTS PLAY A LEADING ROLE.  
YOU FIND STUDENTS THAT LEAVE  
THEIR EDUCATION WHETHER IN A  
PHYSICAL OR WAY OR ENGAGEMENT  
WAY.

WHAT WE HAVE SEEN IN THE POWER  
OF DEBATE IN AN AFTER-SCHOOL  
SETTING.

WE ARE EXCITED TO SEE IT IN  
SCHOOL BASED SETTINGS IN  
GENERATION CITIZENS AND OTHERS  
IT PULLS STUDENTS BACK IN  
BECAUSE IT GIVES THEM CREDIT  
FOR THEIR INTELLECT AND  
ABILITY TO DRIVE COURSES.

WE WILL PICK ONE LARGE POLITY  
TOPIC.

THIS YEAR WE HAVE 1,000  
STUDENTS LEARNING ABOUT  
IMMIGRATION POLICY.

WE GIVE THEM THE AUTONOMY AND  
AUTHORITY TO CHOSE HOW TO ZONE  
IN ON THAT.

WHETHER THEY TALK ABOUT THE  
EXPERIENCE OF A REFUGEE COMING  
TO THE COUNTRY.

WHETHER IT'S A EXPERIENCE OF  
THE FREEDOM TO TAKE SOMETHING  
THAT'S BROAD LIKE THAT AND OWN  
THE SPECIFIC, HOW DOES THAT

IMPACT ME SPECIFICALLY.  
WE HAVE A GROUP OF STUDENTS  
TALKING ABOUT HOW FEDERAL  
POLICIES IMPACT THEIR  
EXPERIENCE AS BLACK WOMEN IN  
BOSTON IN PUBLIC SCHOOLS.  
THEY HAVE THE ABILITY TO TAKE  
THEIR EDUCATION IN THAT  
DIRECTION.  
EACH STUDENT IN OUR PROGRAM  
LEARNS A DIFFERENT PEACE OF --  
PIECE ON CONTENT.  
THEY ARE ENGAGED THAT STUDENTS THAT ENGAGE IN THE  
BOSTON DEBATE LEAGUE ARE THE  
ONES THAT ARE SERVING IN BSAC.  
THEY ARE THE STUDENTS THAT LEAD  
SCHOOL WALKOUTS AND ENGAGED WITH  
THE COUNCIL AND BOSTON PUBLIC  
SCHOOL FUNDINGS.  
DEBATERS WHO ARE THE RESTAURANTS  
WHO WERE LEADING THE PROTESTS IN  
COPLEY AFTER THE MUSLIM BAN.  
WE HAVE A STUDENT RECENTLY THAT  
LED HER SCHOOL IN CHANGING A  
POLICY THAT BAND HEED WRAPS ON  
WOMEN AND TOOK AN ACTIVE ROLE IN  
EDUCATING THE SCHOOL LEADERSHIP  
OF THE BIASES THAT WERE BUILT  
INTO THAT POLICY AND WHY THAT  
SHOULDN'T BE THERE.  
AND SO THOSE ARE OUR SPECIFIC  
IMPACTS THAT WE SEE FROM THE  
COMMUNITY THAT WE'VE WORKED WITH  
OF STUDENTS AND TEACHERS ACROSS  
BPS BUT I THINK WE JUST SEE THAT  
POWER AND THE MORE THAT CAN BE  
BROUGHT INTO SCHOOL CONTEXT,  
WHETHER IT'S IN THE SCHOOL DAY  
SETTING OR WHETHER IT'S  
ACKNOWLEDGING AND GIVING  
STUDENTS CREDIT FOR THE WORK  
THEY DO AFTER SCHOOL AND ON  
WEEKENDS.  
THERE'S A LOT OF POWER IN THAT  
SO WE APPRECIATE YOU ALL HAVING  
THIS CONVERSATION AND GLAD TO BE  
A PART OF IT IN A SMALL WAY.  
>> THANK YOU, MIKE.  
>> THANK YOU.  
>> MOLLY.  
>> THANK YOU.  
GOOD AFTERNOON, EVERYBODY.  
MY NAME IS MOLLY MORRISON.  
I'M A RHESUS ARE DEPARTMENT OF

DISTRICT FIVE AND I'M ALSO CHIEF DEVELOPMENT OFFICERS OF CIVICS. I'M HERE IN A PROFESSIONAL AND PERSONAL CAPACITY TO ENDORSE THE EXPANSION OF THIVE REQUIREMENTS. I LIVE ACROSS THE RIVER IN CAMBRIDGE.

WE ARE THE LARGEST PROVIDER OF THE CURRICULUM IN THE NATION. THEY ARE ENTIRELY FREE AND DIGITALLY ACCESSIBLE. RIGHT NOW WE HAVE 100,000 TEACHERS WHO ARE USING OUR GAMES AND RESOURCES TO TEACH SIX MILLION STUDENTS IN ALL 50 STATES ABOUT EVERYTHING TO DO WITH HOW THE POLITICAL PROCESS WORK.

THAT INCLUDES 700 TEACHERS IN THE BOSTON AREA ALONE. IT WAS FOUNDED 10 YEARS AGO BY RETIRED SUPREME COURT JUSTICE SANDRA DAY O'CONNOR. TEN YEARS AGO IT WAS GRIEVELY CONCERN ABOUT THE LACK OF UNDERSTANDING HOW OUR GOVERNMENT WORKS AND DISENFRANCHISEMENT THAT INEVITABLY FOLLOWS AND WE SEE TODAY.

THEY UNDERSTOOD THE IMPORTANCE OF EDUCATION TO THE HEALTH OF OUR DEMOCRACY.

SHE WOULD OFTEN SAY WITHOUT KNOWLEDGE HOW CAN CITIZENS PARTICIPATE.

EVERY YOUNG PERSON DEVELOPS KNOWLEDGE, SKILLS AND ENTHUSIASM AND PARTICIPATION IN CIVICS LIFE.

GONE IS THE DRY ROAD TO CIVICS. WE DON'T DO THAT ANYMORE.

WE WANT TO MAKE CIVICS RELEVANT TO NEW GENERATIONS OF CITIZENS. WE CREATE EDUCATIONAL VIDEO TBAIMS AND CLASSROOM RESOURCES TO TEACH SOMEONE TO UNDERSTAND HOW GOVERNMENT WORKS BY ACTUALLY BEING ABLE TO TAKE PART IN IT.

WE ARE BEST KNOWN FOR OUR 20 GAMES WEB STUDENTS AND SCENARIOS TEACH THEM ABOUT THE VARIOUS ROLES OF OUR PRESIDENT OBAMA OWE FIRMS AS WELL AS ADDRESSING OTHER KEY EDUCATIONAL ISSUES

LIKE MEDIA LITERACY.  
OUR NEWEST GAME WAS RELEASED  
JUST LAST WEEK TEACHING THE  
STUDENTS ABOUT ISSUES DURING THE  
FOUNDING PERIOD OF THE  
CONSTITUTION.  
ISSUES THAT CONTINUE TO RESONATE  
IN PUBLIC DEBATE TODAY.  
THE CASE TO IMPROVE CIVIC  
EDUCATION IS CLEAR.  
LONG IMPLEMENTED AND  
CONSISTENTLY WORKING HERE AND  
ELSEWHERE AND FRANKLY NATIONALLY  
HAS BEEN NEGLECTED FOR YEARS.  
STATES ARE SEEN IN COMPETITION  
BUT OTHER PRIORITIES HAVE TAKEN  
SEVERE TOLL OVER THE DECADES.  
WE CAN SEE THE RESULTS OF THAT  
DATA TODAY AND IN OUR DAY-TO-DAY  
LIFE.  
LACK OF UNDERSTANDING HOW OUR  
GOVERNMENT WORKS AND THE  
PRINCIPLES OF DEMOCRACY IS LOW  
PARTICIPATION FROM THE YOUNG  
PEOPLE TODAY.  
FROM EVERYTHING TO VOTING TO  
COMMUNITY LIFE AND JUST A  
GENERAL CYNICISM ABOUT OUR  
COLLECTIVE CIVIC LIFE.  
STRUGGLING OF THE RESOURCE  
CLEARLY INDICATES THE STUDENTS  
WHO MOST NEED TO LEARN ABOUT  
HOWIVING LIFE WORKS SO THEY CAN  
BETTER ADVOCATE FOR THEMES AND  
THEIR COMMUNITY CONSISTENTLY  
HAVE THE LEAST ACCESS TO HIGH  
QUALITY INSTRUCTION.  
THERE IS HOPE WE SEE HERE TODAY  
THAT MANY ORGANIZATIONS  
REPRESENTED HERE ARE WORKING IN  
CLOSE PARTICIPATION WITH BOSTON  
PUBLIC SCHOOLS AND MANY  
OFFICIALS THERE TOGETHER WITH  
THE STUDY AND TO BRING THIS LIFE  
ALTERING EXPERIENCE TO STUDENTS,  
CIVICS AND ACTION.  
NOT JUST LEARNING BUT DOING.  
SO THIS SCHOOL YEAR OUR CIVIC  
DEPARTMENT WITH THE BOSTON  
PUBLIC SCHOOLS IS FUNDING WITH  
NBC BOSTON TO HELP WHAT WE CALL  
THE ACTIVATE CIVICS PROJECT TO  
NOT ONLY TEACH HOW TO USE OUR  
RESOURCES BUT TEACH KNOWLEDGE

BASE OF CIVIC EDUCATION.  
BUT THE LOCAL CAUSES AND  
ORGANIZATIONS SO THEY CAN  
ACTUALLY TAKE PART AND KNOWING  
THEIR AGENCIES ARE CHANGED.  
SO WE ARE AT THE MOMENT OF OVER  
18 THROUGHOUT THE CITY ARE  
TAKING PART OF THAT PROGRAM.  
WE'LL BE CELEBRATING ON JANUARY  
6TH FOR THOSE WHO WANT TO  
ATTEND.

NATIONALLY THE PROJECTS ARE IN A  
WAVE OF BRINGING COMMITMENT TO  
CIVIC LIFE.

WE'VE NEVER SEEN TOO MUCH  
INTEREST IN THIS TOPIC LIKE WITH  
A HAVE IN THE LAST YEAR OR SO.  
WE FOUND EVEN WHERE WE COULD  
AGREE ON NOTHING IN THIS COUNTRY  
89% OF PEOPLE SUPPORT MORE  
ACCESS TO CIVIC EDUCATION.  
THAT'S A BRIGHT SPOT.

WE ARE NOW LEADING THE WAY  
THANKS TO THE NEW LAW THAT WAS  
PASSED LAST NOVEMBER.

WE REALLY HAVE AN INCREDIBLE  
OPPORTUNITY HERE TO TAKE IT TO  
THE NEXT LEVEL AND THAT'S A  
SHINING EXAMPLE TO OTHER CITIES.  
WE REALLY HOPE THAT BOSTON WILL  
DO JUST THAT AND WE APPLAUD THE  
COUNCIL FOR TAKING LEADERSHIP TO  
THIS.

WE THANK YOU FOR YOUR PUBLIC TO  
SERVICE AND YOUR THOUGHT TO THIS  
PROPOSAL.

WE HOPE YOU WILL TAKE SWIFT  
ACTION TO APPROVE IT.

>> MOLLY CAN I ASK THE  
CURRICULUM FOR CIVICS AVAILABLE  
TO THE GENERAL PUBLIC?

>> WE HAVE CHILDREN CAN PLAY  
WITH IT DIRECTLY IF THEY LIKE  
IT.

FOR TEACHERS IT'S ENTIRELY FREE.  
THEY NEED A LOG IN PASSWORD JUST  
SO WE CAN COMMUNICATE WITH THEM  
BUT THERE ARE NO BARRIERS.

>> IS THERE ANY, ARE ANY OF YOUR  
RESOURCES AVAILABLE  
INTERNATIONALLY.

>> THERE ARE A LOT OF DEMANDS  
THE LAST FEW YEARS AS WELL.  
OUR GOAL IS TO GET IT RIGHT IN

THE U.S. AND TO REACH ALL STUDENTS.

WE CAN SEVEN 10 MILLION LOOK AT THE NUMBER EACH YEAR IN HIGH SCHOOL BUT IT'S SOMETHING WE ARE CONSIDERING.

>> WE APPRECIATE THE VIDEO PIECE.

WHEN BOYS ASK ME TONIGHT FOR VIDEO GAMES I CAN SAY I HAVE JUST THE RIGHT THING.

>> THERE YOU GO.

NO GUILT.

>> THANK YOU.

>> THANK YOU VERY MUCH.

>> WE HAVE ELIZABETH SANCHEZ AND SAMANTHA PERLEMAN AND LAST UP WILL BE ANN GOBEL.

>> GOOD AFTERNOON CITY COUNCILMEMBERS.

THANK YOU FOR LETTING ME SPEAK IN FRONT OF YOU TODAY.

I'M A CONSTITUENT OF OUR MEETINGS IN DORCESTER.

THE MANAGE OF AN ORGANIZATION CALLED GENERATION WHICH YOU'VE HEARD A LOT ABOUT.

AND WE WORK IN A LITTLE OVER A DOZEN BOSTON PUBLIC SCHOOLS.

WE ADVOCATE FOR THE PRIORITIZATION OF EDUCATION IN SCHOOLS ACROSS THE CITY OF BOSTON.

A COUPLE WEEKS AGO I READ AN ARTICLE IN THE GLOBE ABOUT A YOUNG MAN NAMED KENDRICK PRICE. KENDRICK HAD BEEN DOING AWE THE RIGHT THINGS.

HE SUCCEEDED IN HIS LIFE OVERCOMING THE STIGMA OF YOUNG MEN OF COLOR RACE AND DRUGS CAN GET.

HE WENT TO COLLEGE IN MICHIGAN ON SCHOLARSHIP, GRADUATED IN THREE YEARS BECAME A FINAL ANALYST AND STARTED A JOB IN DORCESTER WORKING WITH YOUTHS IN THIS COMMUNITY UNFORTUNATELY HIS LIFE WAS CUT SHORT BY GUNSHOTS WHICH HAPPENS TO BE A COUPLE BLOCKS AWAY FROM MINE.

I READ ARTICLES ABOUT KENDRICK AND THOUGHT ABOUT THE COUNTLESS TIMES I'VE SEEN MY STUDENTS WORK

ON CIVICS ON THE TOPIC OF GUN  
VIOLENCE.

FOR MANY BOSTON STUDENTS CIVIC  
ISN'T JUST A COURSE TO LEARN  
ABOUT GOVERNMENT.

IT'S ABOUT A POTENTIAL SOLUTION  
TOWARDS REMOVING THE THREATS  
THAT AFFECT THE FAMILIES,  
COMMUNITIES.

I'VE SEEN STUDENTS FROM SCHOOLS  
IN CHINATOWN WORKING ON  
ISSUES -- WORK ON IMMIGRATION  
POLICIES -- GETTING NEEDLES OUT  
OF THEIR SCHOOL PLAYGROUNDS FOR  
OVER A YEAR.

THERE ARE WAYS IN WHICH THEY CAN  
IMPACT IN WAYS THAT CAN AFFECT  
THEM EVERY SINGLE DAY.

IT'S GOOD TO KNOW WE CAN AT  
INDICATE FOR THE ISSUES WE SEE  
AROUND AND BE MOTIVATED IN OUR  
CITY AND BE ENGAGED ACTIVE  
CITIZENS.

THIS IS ALSO ONE THAT PROVIDES  
YOUNG PEOPLE.

MEMBERS OF THE COUNCIL, HOW MUCH  
IS THE EFFECTIVE CIVIC LEADERS  
DEPENDS ON THE ABILITY TO SPEAK  
CRITICALLY AND TO CONDUCT  
DELIBERATIONS.

WE ASK OUR STUDENTS TO GROW  
THESE 21ST ISN'T TREE SCHOOLS  
HOW MUCH MORE MOTIVATED THEY  
WOULD BE IF THEY KNEW THEY WERE  
SPEAKING AND ADVANCING THE GOOD  
OF THE COMMUNITY AND THEIR  
FAMILIES.

I BELIEVE THIS IS HAPPENING IN  
SCHOOL THROUGHOUT THE SEMESTER.

WE CAN SHOW CIVIC IN AN  
EFFECTIVE WAY.

WE NEED TO MAKE SURE THAT EVERY  
ONE OF OUR SCHOOLS HAS BEEN  
DEDICATED TO THE TEACHER.

THAT THOSE TEACHERS HAVE  
OPPORTUNITY FOR PROFESSIONAL  
DEVELOPMENTS AND ACCESS TO  
CIVICS CURRICULUM.

WE FOUND ENGAGING IN THIS WORK  
WE NEED TO SPEAK SPACE FOR YOUNG  
PEOPLE WHERE POLICIES ARE MADE.  
CURRENTLY THE BOSTON PUBLIC  
SCHOOLS HISTORY DEPARTMENT HAVE  
TWO AMAZING STAFF WHO ARE

DEDICATED FOR HISTORY AND CIVIC COURSES FOR 135 SCHOOLS IN THE DISTRICT.

THE ADDITIONAL STAFF MEMBER OR MORE IN THE DISTRICT WHO COULD NEVER SEE CIVICS EDUCATION EXPANSION FOR YEARS TO COME. BOSTON HAS OFTEN DELAYED EDUCATION.

INVESTING INIVE UKS EDUCATION FOR OUR CITY IS ANOTHER WAY ARE FOO OUR COMMUNITY TO LEAD THE A PAT TO EQUITABLE EDUCATION AND CREATE A MODEL THAT OTHER CITIES AND STATES CAN FOLLOW.

CITY COUNCILORS, I HOPE YOU WILL ENJOY ME ENSURING BOSTON YOUTHS RECEIVES CIVICS EDUCATION THEY DESERVE.

SPONSOR OF THIS COURTROOM GARRISON AND THE REST OF THE MEMBERS FOR YOUR TIME.

>> THANK YOU ELIZABETH.

>> GOOD AFTERNOON AND THANK YOU SO MUCH TO COMMITTEE CHAIR ESSAIBI GEORGE AND SPONSOR OF THIS HEARING, COUNCILOR GARRISON AND THE REST OF THE COUNCIL. I'M THE -- YOU HEARD OF SO FAR TODAY.

I'M A GRADUATE OF MASSACHUSETTS PUBLIC SCHOOLS MYSELF AND HAD A WONDERFUL EXPERIENCE TAKING A GOVERNMENT COURSE WHEN I WAS IN HIGH SCHOOL.

I WAS WANTING TO PURSUE A CAREER NOW IN PUBLIC ENGAGEMENT AND I WANT THE SPEAK TO THE VALUE OF THESE OPPORTUNITY FOR OUR YOUNG PEOPLE.

I'M THANKFUL FOR THE OPPORTUNITY TO SEEK TODAY ABOUT STRENGTHENING BOSTON SUFFICIENTIC EDUCATION TO INCREASE FREQUENTLY AND FUNDING TO SUPPORT SUCH IMPLEMENTATION.

WHEN I THINK ABOUT SAYICS I THINK BACK TO OTHER SUBJECTS IN MY OWN CAREER IN WHICH MATH AND SCIENCE HAVE CORRECTED IN THE LEARNINGS YEARS.

I WAS WORKING TOWARDS SKILLS MASTERY.

HOW TO READ AND GRAMMAR RULES IN



LITERATURE INVITING ESSAYS.  
EACH YEAR YOU PROGRESS IN THESE  
SUBJECTS.  
BY TAKING A SUBJECT AREA EACH  
YEAR YOU BUILT OFF INITIAL PJ  
GAINED AND THEN TOOK ON MORE  
COMPLEX CONTENT AND SKILLS.  
WE LEARNED BY PRACTICING, HONING  
OUR SCHOOLS AND EXPERIENTIAL  
LEARNINGS WHICH WAS SHOWCASED BY  
MANY OTHER PEOPLE HERE TODAY.  
THE SAME IS TRUE OF CIVICS EVEN  
THOUGH IT'S A COURSE TAUGHT AT  
ALL IN OUR CURRENT PUBLIC  
SCHOOLS.

HOW CAN STUDENTS GRADUATE FROM  
SCHOOL KNOWING ALL ASPECTS OF  
PARTICIPATING IN OUR DEMOCRACY  
IF WE DO NOT PROVIDE ENOUGH  
OPPORTUNITY FOR THEM TO BUILD  
THEIR CIVIC SKILL, KNOWLEDGE AND  
MOTIVATION DURING THEIR K-12  
EDUCATION.

LEARNING ABOUT GOVERNMENT AND  
OUR SYSTEM OF DEMOCRACY AT THE  
LOCAL STATE AND FEDERAL LEVEL  
THROUGH CIVIC COURSES ARE  
NECESSARY FOR SUSTAINED DIVE YOU  
CAN ENGAGEMENT.

I HAVE SEEN HOW CIVIC EDUCATION  
IN THE REAL WORLD CAN SEE  
COLLECTIVE TRANSFORMATION IN ON  
YOU STUDENTS UNDERSTAND THIS  
ROLE IN THE COMMUNITY.

ENJOY MORE CIVIC ENGAGE THE AND  
FOR STUDENTS TO IMPROVE THE  
SIST TELL THAT IMPACTS THEIR  
LIVES.

I WANT TO SHOW YOU THAT  
HIGHLIGHTS SUCH ENGAGEMENT.  
STUDENTS WERE CONCERNED  
ABOUT RAPIDLY GENTRIFYING  
NEIGHBORHOOD -- SEVERAL STUDENTS  
FROM THE CIVICS CLASS THEN  
TESTIFIED AT THE COMMITTEE ON  
BONDING AND CAPITAL EXPENDITURES  
IN SUPPORT OF THE HOUSE BILL AN  
ACT OF THE PRESSURESSATION OF  
HOUSING FOR LOW NOT RESULT  
INCOME RESIDENTS.

IT WAS THROUGH EDUCATION THAT  
MADE THAT POSSIBLE.

ANOTHER BOSTON CIVICS CHAS  
STUDENTS ADVOCATED FOR ADDING

BODY CAMERAS TO THE BOSTON  
POLICE DEPARTMENT TO ADDRESS THE  
ISSUE OF RATIO PROFILING.  
STUDENTS WERE DISENGAGED.  
THEY KNEW IT WAS AN ISSUE BUT  
DID NOT NOW HOW TO ADVOCATE FOR  
SYSTEMIC CHANGE.  
STUDENTS DOING THE RESEARCH WERE  
EMPOWERED TO ASK QUESTIONS, TELL  
STORIES ABOUT THEIR EXPERIENCES  
AND HELP INFORM POLICIES THAT  
IMPACTED THEM DIRECTLY.  
THROUGH SUCH ACTION CIVICS  
EDUCATION, STUDENTS DISSECTED AN  
IMPORTANT IN THEIR LIVES,  
RESEARCH FOR CAUSE AND STARTED  
CONNECTING WITH COMMUNITY  
LEADERS.  
MOST IMPORTANT STUDENTS LEARNED  
HOW TO BE CIVIC CHANGE AGENTS  
THEMSELVES.  
OTHER AMAZING THINGS HAPPEN WITH  
BOSTON PUBLIC SCHOOLS AND THESE  
ARE GREAT EXAMPLES.  
THERE ARE NOT ENOUGH  
OPPORTUNITIES YET TO REACH ALL  
STUDENTS.  
ACTION CIVIC IS ONLY OCCURRING  
IN DOZEN SCHOOLS AND WE NEED.  
CIVIC EDUCATION IS ONLY JUST A  
CLASS -- IS MORE THAN JUST A  
CLASS, IT IS A BRIDGE TO THE  
COMMUNITY TO WHAT THEY LEARNING  
IN THE CLASSROOM.  
IT IS SCHOOL LEARNING, CRITICAL  
THINKING, PUBLIC SPEAKING,  
TEAMWORK AND ORGANIZATION.  
IF THEY DO NOT PROVIDE  
SUFFICIENT OPPORTUNITIES FOR  
STUDENTS TO ENGAGE IN CIVICS  
WHERE THEY WILL HONE AND REVIVE  
THE VALUE OF THESE SKILLS.  
YOUNG PEOPLE CONTINUE TO BE AT  
THE FOREFRONT OF CHANGE IN OUR  
DEMOCRACY SUCH AS RECENT  
MOVEMENTS THAT TACKLE GUN  
VIOLENCE AND CLIMATE CLUNK.  
THE TIME FOR MORE CIVIC  
EDUCATION IS NOW.  
MASSACHUSETTS IS LEADER OF THE  
RESUBSEQUENT LANDMARK EDUCATION  
THAT SETS THE FRAMEWORK FOR ALL  
SCHOOLS IN THE COMMONWEALTH TO  
TEACH AMERICAN HISTORY AND

CIVICS PROVIDE STUDENTS WITH CIVIC LEAD PROJECTS AT BOTH MIDDLE AND HIGH SCHOOL AND PROVIDE VOTER EDUCATION IN THE 8TH DPRAIFT STATEWIDE CIVIC EDUCATION.

BOSTON HAS AN INCREDIBLE OPPORTUNITY TO BE A MODEL FOR HOW A DISTRICT AND A CITY CAN TAKE THE REIGNS OF A NEW CIVICS LEGISLATION TO FULL IMPLEMENTATION.

WE ARE ALREADY SEEING CITIES IN OTHER STATES TAKE ON THIS CALL FOR CIVIC EDUCATION.

NEW YORK CITY HAS COME TO THE FOREFRONT WITH MAYOR DE BLASIO'S DEPARTMENT EDUCATION INITIATIVE CALLED ICS FOR ALL.

THE CITY IS INFUSING RESOURCES IN THE CITY WIDE CURRICULUM DEVELOPMENT AND PROFESSIONAL DON'T TO COMPLETELY REFORM EDUCATION IN THIS CITY.

IT IS EXCITING TO SEE OTHER CITIES TAKE ON THIS IMPORTANT ISSUE.

AND A WONDERFUL OPPORTUNITY FOR BOSTON TO EMERGE AS THE LEADER IN CIVIC EDUCATION IN MASSACHUSETTS.

IF WE WERE TO PROVIDE COMPREHENSIVE CIVIC EDUCATION FOR ALL STUDENTS WHEN YOU SET OUR TEACHERS UP FOR SUCCESS. COUNTERLY SOCIAL STUDIES CLASSES AND BPS ARE TAUGHT BY TEACHERS WHO ARE NOT CERTIFIED TO TEACH SOCIAL STUDIES AND CIVICS.

OUR CIVICS DEPARTMENT IS UNDER STAFFED AND NEEDS MORE FUNDING FOR PROFESSIONAL INDIVIDUAL CIVICS DEVELOPMENT FOR TEACHERS. POLICY ARE FORMS TAKEN UP BY THE COUNCIL MUST CALL FOR INVESTMENTS IN THESE RESOURCES PROVIDING TEACHERS WITH HIGH QUALITYIVE YOU CAN EDUCATION. EDUCATION IS A RESPONSIBILITY FOR AMERICAN PUBLIC SCHOOLS AND HERE IN BOSTON WE HAVE AN OPPORTUNITY TO ENRICH THE STUDENTS TO COMPREHENSIVE CIVIC EDUCATION.

I'M PLEASE TO SEE THE COUNCIL STARTING AN IMPORTANT DIALOGUE ABOUT CIVIC EDUCATION THROUGH THIS HEARING AND LOOK FORWARD TO WORKING WITH THE COUNCIL TO IMPLEMENT THIS VISION.

THANK YOU FOR YOUR TIME AND LEADERSHIP AS AN IMPROVED BOSTON EDUCATION AND EMPOWER OUR YOUNG PEOPLE THANK YOU.

>> THANK YOU BOTH.

I'VE SPENT SOME TIME IN A FEW OF YOUR CLASSROOM THROUGHOUT THE CITY AND YOU'VE GOT SOME OF THE MOST ENGAGED KIDS.

I KNOW THEY EXIST IN OTHER CLASSROOMS AS WELL.

BUT YOU GUYS HAVE CREATED AN ENVIRONMENT IN YOUR GENERATION I THINK LAST SUMMER.

>> THANK YOU SO MUCH.

>> IT'S REALLY GREAT.

REALLY WONDERFUL WHAT YOU'RE DOING.

THANK YOU BOTH.

>> THANK YOU.

>> AND THEN ANN GOBEL.

>> GOOD AN.

THANK YOU FOR THIS OPPORTUNITY TO TALK ABOUT CIVIC EDUCATION. THIS VERY VERY PO TOPIC IN OUR CITY.

MY NAME IS ANN GOBEL AND I AM THE CHIEF OPERATING OFFICER AND ACTING EXECUTIVE DIRECTOR AT DISCOVERING JUSTICE.

WE ARE A K-8 CIVIC ED CIVIC INJUSTICE ORGANIZATION LOCATED IN THE COURTHOUSE HERE IN BOSTON.

AND WE'VE BEEN PROVIDING CIVIC EDUCATION TO STUDENTS ACROSS THE CITY OF BATON AND ACROSS THE COMMONWEALTH FOR OVER 20 YEARS NOW.

AND AS AN ORGANIZATION WE ALL FEEL QUITE PASSIONATELY ABOUT THE IMPORTANCE OF CIVIC EDUCATION PARTICULARLY WHEN IT COMES TO YOUNG PEOPLE.

AND AS YOU KNOW, WE WORK WITH STUDENTS BEGINNING IN KINDERGARTEN SO PARTICULARLY VERY YOUNG PEOPLE.

WE WERE INTRODUCED DURING A PRESENTATION AND WE ARE STRONG COMMITTED PARTNERS WITH BPS AND WORKED CLOSELY WITH NATASHA AND HER TEAM PROVIDING OUR CURRICULUM TO EDUCATORS AND STUDENTS ACROSS THE CITY OF BOSTON.

TODAY WE'VE HEARD COUNT LOW REASONS WHY CIVIC EDUCATION IS IMPORTANT, THERE CAN BE NO DOUBT THAT EDUCATION IS IMPORTANT PARTICULARLY NOW.

I THOUGHT RATHER THAN REITERATING SOME OF THE THINGS WE'VE ALREADY HEARD I'VE JUST ADD A FEW MORE POINTS AND BRIEFLY TALK ABOUT SOME ADDITIONAL REASONS WHY I THINK YOU CAN EDUCATION IS IMPORTANT.

I SAID EARLIER WE WORK WITH YOUNG STUDENTS BUT IT IS STYLARIT IMPORTANT FOR ORAL STUDENTS AS WELL.

AND CIVIC EDUCATION IS FREQUENTLY AN OH LOOKED WAY TO ADDRESS THE VAST EDUCATIONAL ACHIEVEMENT GAP IN OUR COUNTRY. ACCORDING TO THE GLOSSARY OF EDUCATION REFORM COLLEGE-BOUND STUDENTS REQUIRE THE DEVELOPMENT OF 21ST CENTURY SKILLS LIKE LEADERSHIP AND COLLABORATION OR WRITTEN COMMUNICATION CREATIVELY, PATTERN SOLVING AND CRITICAL THINKING AND SOCIAL JUSTICE LITERACY TO SUCCEED IN TODAY'S WORLD.

THE 2009 REPORT THE 21ST ISN'T TREE CIVIC EDUCATION CLASSROOM, PARTICULARLY WHEN IT WAS INTERACTIVE AND DISCUSSION OF CURRENT ISSUES IS AN IMPORTANT WAY TO DEVELOP THE SKILLS THAT YOUNG AMERICANS NEED TO SUCCEED. ACCORDING TO A GALLOP STUDY EFFECTIVE CIVIC PRACTICES INFLUENCE STUDENT MOTIVATION AND CONSEQUENTLY STUDENTS IN SCHOOL ENGAGEMENT WHICH HAS ACADEMIC BENEFITS.

HAD HE FOUND STUDENTS HOPE AND ENGAGEMENT A SIGNIFICANT PREDICT

OF ACADEMIC ACHIEVEMENT WITH A ONE PERCENTAGE POINT INCREASE IN STUDENT SCHOOLS ASSOCIATED WITH A SIX POINT INCREASE IN READING ACHIEVEMENT AND EIGHT POINT INCREASE IN MATH ACHIEVEMENT SCORES.

SO -- MATH ACHIEVEMENT SCORES.

SOIVE YOU CAN EDUCATION IS IMPORTANT DISCOVERING JUSTICE, WE ENTHUSIASTICALLY SUPPORT CIVICS EDUCATION ACROSS BPS.

>> BEFORE I CLOSE THIS HEARING I DO WANT TO MAKE A NOTE OF A LETTER I RECEIVED FROM THE BOSTON SUPERVISORY PRESIDENT STANLEY AMIKE AND I AM GOING TO JUST PULL OUT A SMALL SELECTION WHAT HE SHARED THAT WILL BE SUBMITTED FOR THE RECORD. BUT IN HIS LETTER HE RIGHTS ON BEHALF OF THE BOSTON STUDENT ADVISORY COUNCIL AS WELL AS THE BOARD WE BELIEVE IN CIVICS EDUCATION IN BOSTON CLASSROOM. WE BELIEVE THE CIVIC EDUCATION IN BOSTON CLASSROOMS SHOULD MUCH THE LEVEL OF WHICH CIVIC EDUCATION AFFORDED TO YOUTHS OUT SIDE OF THEM.

A FULL YEAR REQUIREMENT FOR CIVIC EDUCATION WOULD HELP DO THAT AND ALLOW MORE TIMES FOR STUDENTS TO CREATE A MEANINGFUL CIVIC PROJECT IN SCHOOL AS MENTIONED IN THE CIVICS EDUCATION BILL.

IT WILL ENCOURAGE MORE YOUNG PEOPLE TO BE CIVICALLY ENGAGED AND ENGAGE OTHERS ABOUT THE IMPORTANCE OF BEING RESPONSIBLE CITIZENS.

IN CLOSING THE EXPANSION OF THE REQUIREMENTS WOULD ONLY ENHANCE AND FURTHER DEEPEN CIVICS ENGAGEMENT AMONG BOSTON YOUTHS.

WE'RE THANKFUL FOR THE CONVERSATION ON A VERY IMPORTANT TONIC AND LOOK FORWARD TO ENGAGING IN FURTHER DISCUSSION. I JUST WANT TO SHARE THAT AND IT WILL BE SUBMITTED FOR THE RECORD.

COUNCILOR GARRISON DO YOU HAVE

ANY CLOSING COMMENTS?  
I'M JUST WAITING FOR MY BILL TO  
BE A PASSED SO WE CAN BE GET  
INVOLVED IN CIVIC EDUCATION.  
>> THANK YOU COUNCILOR GARRISON.  
WELCOME SUPERINTENDENT PEREZ.  
THANK YOU FOR BEING HERE.  
>> I WAS HOPING TO CATCH AT  
LEAST A LITTLE BIT.  
>> WE'LL SHARE THE LINK WITH  
YOU.  
THANK YOU AND YOUR TEAM.  
WE'LL CERTAINLY FILL YOU IN.  
THANK YOU VERY MUCH.  
THIS MEETING IS ADJOURNED.