Future Directions for HIVE CHICAGO

Developing Leaders Through Mozilla Hive Learning Networks
Untangling complex problems in education is more than a one-person job; it requires a community effort -- a network committed to seeking and executing solutions. Mozilla Hive Learning Networks are city-wide learning labs in the U.S. and Canada where educators and technologists learn about and co-design digital connected learning experiences for underserved youth. Connected learning is a learning approach to meet the demands and opportunities of the digital age. Educators can reimagine where, when, and how learning takes place, as long as it connects three critical spheres: academics, a learner’s interest, and inspiring mentors and peers.

Incentivized by small grants, Hive member organizations produce programs that strive to teach digital skills and foster an ecosystem for youth to explore interests and develop 21st-century skills. The term “21st-century skills” refers to core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that students need to thrive in today’s world. Hives benefit from Mozilla’s global network of resources, curricula, expertise, and professional development. Hive members work to advance the promise of the Internet for learning, which fuels Mozilla’s larger mission to protect the Internet as a global public resource, open and accessible to all.

Since launching in late 2009, Hive Chicago has become a powerful node within Mozilla's Hive Learning Networks. With 115 local member and ally organizations working together to solve shared challenges in education, Hive Chicago, in close partnership with the Hive Chicago Fund for Connected Learning at The Chicago Community Trust, has brokered and built a diverse portfolio of more than 100 rich connected learning experiences for youth.
01 About Mozilla Hive Learning Networks
03 Executive Summary
05 Overview
07 Impacts Coming Into Focus
09 Realizing Impacts
11 Priority Outcome 1
13 Priority Outcome 2
15 Priority Outcome 3
17 Priority Outcome 4
19 Priority Outcome 5
21 Moving Forward
25 Conclusion and Next Steps
27 Appendices
27 Appendix 1: Members, Staff & Advisory Committee
29 Appendix 2: Research and Development Process
30 Appendix 3a: Outcome/Strategy Matrix
31 Appendix 3b: Strategy Glossary
33 Appendix 3c: Full Outcome List
35 Acknowledgements
Executive Summary

In 2016, the Susan Crown Exchange (SCE) provided generous support to Mozilla’s Hive Chicago Learning Network and the Hive Chicago Fund for Connected Learning at The Chicago Community Trust to engage in a collaborative research and development process. This process, led by Outlier Research & Evaluation at UChicago STEM Education | University of Chicago, has yielded insights that can help strengthen, improve and sustain all of Hive Learning Networks. This report captures Hive Chicago’s early promise of progress and lays an important foundation for future research and evaluation that can inform Hive staff’s strategies, tactics, and priority outcomes across the network. As a strategic planning guide for Hive staff, this report does not replace the Network’s member-driven goals (see page 5); it clarifies how Hive staff can support member leadership development.

A key next step is to more rigorously examine our hypothesis that open, innovative practices cultivated within Hive’s peer learning community create positive outcomes for youth.

Research & Development Process

Outlier’s work with Hive Chicago focused on taking stock of accomplishments to date; clearly articulating program goals, strategies, and tactics; and identifying research and evaluation questions for the future (see Appendix 2).

Specific research and development activities included:

- Document Review
- Meetup Attendance
- Data Review & Analysis
- Hive Chicago Leader Interviews
- Team Meetings with Hive Chicago Leaders
- Internal & External Stakeholder Interviews
- Hive Chicago Problem Statement & ToA Assignments
- Meetup Attendance
Problem Statement & Theory of Action

As a result of the research and development process, Hive Chicago leaders articulated a shared problem statement and Theory of Action (ToA) that reflect their commitment to developing and supporting strong leaders for youth-serving organizations.

PROBLEM

Underserved youth are lacking the digital skills, web literacy, and 21st Century core competencies they need to thrive in today’s world. To better serve these youth, Hive’s member organizations and educators need ongoing capacity support -- from program development grants to peer professional learning.

THEORY OF ACTION

If Hive provides support to members so that they can access and contribute to a dynamic peer network of shared principles, objectives, funding, and digital learning resources and opportunities, members will acquire the leadership capacities they need to provide youth with digital skills, web literacy, and 21st century core competencies.

Priority Outcomes

Hive Chicago staff articulated five priority outcomes to improve and sustain its work, specific strategies to achieve those outcomes and future directions for research and evaluation to measure success.

The five priority outcomes are:

1. Priority

Members know how to integrate digital media and technology into programming for youth.

2. Priority

Members have knowledge of theoretical and pedagogical principles – such as the theory of connected learning - and have the practical skills to apply those principles to improve direct service to youth.

3. Priority

Members understand and practice Mozilla’s values around working and collaborating in the open (e.g., presenting, working openly, building healthy, transparent partnerships).

4. Priority

Members have technical skills reflecting basic web literacy as defined by Mozilla’s Web Literacy Map, a framework for entry-level digital and 21st century skills.

5. Priority

Members are confident advocates for their work, for Hive Chicago’s key issues, and for Mozilla’s core agenda to protect the health of the open Internet.
Overview

Hive Learning Networks empower educators to better prepare youth to thrive in school, work, and civic life in the 21st century. At Hive Chicago, educators build connected learning experiences and teach the digital skills and web literacy essential for young people to discover and shape their world. Collectively, Hive Chicago members collaborate to solve shared challenges in education with the four primary goals below.

Our Mission
To create opportunities for teens that advance the promise of the Internet for learning.

GOAL 1
Equitable Access
Ensure more youth within and outside the Network’s reach can access Hive Chicago connected learning opportunities.

GOAL 2
Learning Pathways
Cultivate and illuminate Network connections to create learning pathways.

GOAL 3
Sustained Innovation
Spark and sustain innovation in learning.

GOAL 4
Demonstrated Impact
 Demonstrate impact of Hive beyond the Network in support of Hive’s goals. [1]

[1] Source: hivechicago.org/about/goals
This report produced by Outlier Research & Evaluation focused on taking stock of accomplishments to date; clearly articulating program goals, strategies and tactics; and identifying research and evaluation questions for the future. To accomplish these tasks, Outlier worked with Hive staff to review Hive data and documents; conducted leader and stakeholder interviews; attended Hive meetups; and developed a theory of action, outcomes, and strategies (see Table 1 for a summary and Appendix 3a for a detailed description of activities and outcomes). The remainder of this report summarizes the primary outcomes of this strategic planning process.

Table 1. Research and Development Process Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Review</td>
<td>Review of documents pertaining to Hive Chicago’s identity, goals, and strategies</td>
<td>Meeting agendas, interview questions, and strategic planning activities</td>
</tr>
<tr>
<td>Hive Leader Interviews</td>
<td>Five interviews with Hive Chicago leaders</td>
<td>Findings that informed team meetings, assignments and final report</td>
</tr>
<tr>
<td>Hive Stakeholder Interviews</td>
<td>Eleven interviews with internal and external stakeholders</td>
<td>Findings that informed team meetings, assignments and final report</td>
</tr>
<tr>
<td>Meetup Attendance</td>
<td>Attendance at multiple meetups, including the “State of the Hive” in May 2016</td>
<td>Context and understandings to inform Theory of Action development and strategic planning</td>
</tr>
<tr>
<td>Data Review &amp; Analysis</td>
<td>Review and analysis of Hive meetup attendance data</td>
<td>Hive Chicago meetup attendance data analysis report</td>
</tr>
</tbody>
</table>

Development Process Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hive Team Meetings</td>
<td>Eight 90-minute full team meetings with Hive leaders</td>
<td>Meeting agendas and assignments</td>
</tr>
<tr>
<td>Theory of Action Development &amp; Strategic Planning</td>
<td>Two structured assignments to inform Hive Chicago’s problem statement, priority outcomes, and strategies and tactics</td>
<td>“Opportunity Within Reach” report</td>
</tr>
</tbody>
</table>
Outlier worked with Hive Chicago staff to bring clarity to their mission and vision as leaders of the Hive Chicago Network. As a result of this process, Hive Chicago staff articulated the following problem statement and Theory of Action (ToA):

**Problem**

Underserved youth are lacking the digital skills, web literacy, and 21st Century skills they need to thrive in today’s world. To better serve these youth, Hive’s member organizations and educators need ongoing capacity support -- from program development grants to peer professional learning.

**Theory of Action**

If Hive provides support to members so that they can access and contribute to a dynamic peer network of shared principles, objectives, funding, and digital learning resources and opportunities, members will acquire the leadership capacities they need to provide youth with digital skills, web literacy, and 21st Century skills.

Hive Chicago’s problem statement and ToA emphasize the need to develop strong organizational leaders who have the resources, support, and skills necessary to create shared solutions to problems in public education, and to provide effective and engaging learning opportunities that build 21st-century core competencies for underserved youth. Hive staff acknowledge their role in the connected learning ecosystem as empowering organizational leaders to co-create those solutions and build those opportunities, which in turn will empower youth and enhance their learning experiences.
Realizing Impacts

Hive Chicago’s work to date is evidence of their mission to empower its members. In an effort to enhance and extend these early promises of progress, Outlier worked with Hive Chicago staff during this research and development process to identify five priority outcomes, specific strategies to achieve them, and future directions for research and evaluation to improve and measure success. Each outcome is briefly described below, with additional details regarding each outcome and associated strategies provided in Appendix 3b and 3c.
Hive members have built a robust portfolio of more than 100 projects (http://hivechicago.org/portfolio/) with support from Network staff and funding from the Hive Chicago Fund for Connected Learning. Hive members use digital media and technology across a wide range of program areas, from civics and the arts to astronomy and robotics. For example, PROjectUS and STEAM Studio use 3-D printing, graphic design software, and digital photography to engage youth in designing, developing, and documenting their own fashion line.
With the fast-paced evolution of digital technology, Mozilla recognizes the need for continued support to ensure all Hive members have the knowledge and skills necessary to take full advantage of the opportunities technology can offer youth. To realize Outcome 1, Hive Chicago staff articulated two primary strategies: **Cultivate Peer Professional Learning** and **Cultivate Youth Programs**. Specifically, Hive Chicago staff will continue to provide frequent member-facing communication (via the Hive Chicago website, monthly mailings, social media, and discussion boards) and host member-facing convenings (e.g., monthly meetups, Deep Dives, Community Calls, and Happy Hours). Additionally, they will provide professional development opportunities and access to technology tools and trainings to help members build specific technology-related skills and pedagogies, which they can then implement in their youth programs.

To enhance progress and measure success of Outcome 1, Hive staff and Outlier will consider the following evaluation questions:

- What do organizational youth leaders (members) need to know and be able to do in order to effectively integrate digital media and technology into their programming?

- What are the most effective professional learning experiences for enabling organizational leaders to effectively integrate digital media and technology into their programming?

- What are the most effective practices youth-serving organizations use for integrating digital media and technology into their programming and how do those practices differ for different youth populations?
Since Hive Chicago’s formation in late 2009, the research-based theory of connected learning provided valuable guidance for the design of engaging learning experiences that are peer-to-peer, interest-driven, and relevant. Hive members have applied those principles in hands-on learning experiences such as the Maker Parties in collaboration with the Digital Youth Network and its Chicago City of Learning “Destination Chicago” events, reaching more than 4,000 youth and families in the energetic spirit of a “food court for learning.” Recent projects such as the Make, Take, and Teach Fair and the Maker Mob are bringing these same principles to teachers and parents, broadening the audience for Hive’s work.
Strategies to Further Realize Outcome 2

To ensure members have the knowledge and skills to apply connected learning principles to improve their direct service to youth, Hive staff will employ the same broad strategies as articulated for Outcome 1 by working to Cultivate Peer Professional Learning and Cultivate Youth Programs. Within these broad strategies, Hive staff identified additional tactics that specifically target enhancing member knowledge and skills of connected learning. In particular, Hive staff will support member-to-member communication by continuing to provide space and time for members to provide project updates, share upcoming events, and solicit support through in-person monthly meetups. They will also continue monthly community calls as well as develop an online community platform to provide additional opportunities for members to share best practices, lessons learned, and knowledge and skills as they pertain to connected learning. Hive staff will also provide additional proposal support to help cultivate youth

To enhance progress and measure success of Outcome 2, Hive staff and Outlier will consider the following evaluation questions:

- What is the range of members’ understanding of “connected learning” and what does “connected learning” look like in practice for each of them?
- What are the critical components (or essential elements) of connected learning experiences that are most associated with desired youth outcomes?
- What are the best professional learning strategies and structures that enable Hive members to fully understand and embed the essential elements of connected learning experiences into their programming?
Members understand and practice Mozilla’s values around working and collaborating in the open (e.g., presenting, working openly, building healthy, transparent partnerships).

Intentional collaboration is at the foundation of Hive members’ ability to solve shared challenges in service to Chicago’s youth. This commitment to open collaboration is evident in Hive’s monthly meetups where 40 to 80 people or more gather to explore, create, and share. The collaborative nature of the Hive Fund’s semi-annual RFP provides resources for collaboration, with members producing portfolio pages for all funded projects (http://hivechicago.org/portfolio) and publishing related posts on Hive Chicago’s blog.

The Partnerships Guide developed by After School Matters and Hive (see http://partnerships.hivechicago.org/) recognizes the collaborative work done through Hive’s Moonshots (see http://hivechicago.org/moonshots/). Hive Chicago was awarded the 2015 “Better Together” Digital Innovation in Learning Award from EdSurge and Digital Promise.
To foster collaboration within the Network as well as build individual members’ collaboration skills, Hive staff articulated six strategies. In addition to those discussed in Outcomes 1 and 2, Hive staff will **Engage Stakeholders in the Strategic Direction of the Work** by inviting members to shape the fundamental aspirations and strategic focus of the Network and will do so by modeling best practices in open, collaborative communication (e.g., blogging, mailings, videos, convenings); **Broden Member Participation** through open membership policies and engagement strategies to maintain broad and diverse participation; **Extend Portfolio Impacts** by providing platforms for sharing lessons learned (e.g., portfolio pages, funded project showcase, blog posts) and developing Moonshots based on member problems of practice; and **Improve Network Operations** by providing easy access to Hive resources and tools (e.g., website development; social media how-tos).

**Strategies to Further Realize Outcome 3**

To enhance progress and measure success of Outcome 3, Hive staff and Outlier will consider the following evaluation questions:

- What are the most effective professional learning strategies for fostering fruitful, mutually beneficial and enduring partnerships among organizations?

- What are the best collaborative partnership models for small member organizations and how do they differ from models for large member organizations? To what extent is it important that these partnerships be institutional versus individual to further Hive goals?

- What individual and cultural barriers prevent Hive members from fully engaging in collaboration opportunities and how can those barriers be addressed?
The ability to read, write, and participate online is essential for educators and youth in the digital age. Hive is a peer professional learning community where educators are building and applying these skills. More than that, projects like the Hive Interoperability and Portability Coalition are using the open tools of the Internet to enable sharing of youth programming opportunities between online platforms, decentralizing the sharing of learning opportunities.
To continue building members’ technical skills and basic web literacy, Hive staff will **Cultivate Peer Professional Learning** by providing free access to open technical tools and trainings, such as Mozilla’s reusable and modifiable learning resources and non-Mozilla open-learning resources (e.g., Chicago City of Learning Lunch and Crunches). Further, they will **Extend Portfolio Impacts** by offering technical support for implementing funded projects and developing online platforms for sharing lessons learned from such projects (e.g., portfolio pages, funded project showcase, blog posts). By doing so, Hive staff seek not only to engage members in developing new technical skills but also to support them in implementing these skills in their youth-serving projects.

**To enhance progress and measure success of Outcome 4, Hive staff and Outlier will consider the following evaluation questions:**

- What are the minimum web literacy skills Hive members need to have to best engage in the Hive Networks?

- What are the most effective ways (e.g. professional learning experiences, mentor matching, collaborative coaching) to provide members with the fundamental skills so that they can take full advantage of other Hive opportunities?

- How can youth-serving organizations harness the skills and knowledge of their youth to develop them as mentors for others with under-developed web literacy skills?
Members are confident advocates for their work, for Hive Chicago’s key issues, and for Mozilla’s core agenda to protect the health of the open Internet.

For years Hive Chicago and the Hive Fund have supported scores of members—both educators and youth—to travel to conferences domestically and internationally, including at Digital Media and Learning Conferences from Boston to San Francisco, and at the annual Mozilla Festival in Barcelona and London. These opportunities elevate Hive members’ work onto a prominent stage, building their capacity to advocate for their work.
Hive Chicago staff realize that sustaining the Network’s shared work depends on members’ ability to advocate for Hive Chicago's key issues at their individual organizations and to others. To do so, they need a clear understanding of Mozilla’s core agenda, and Hive Chicago’s key aspirations and strategies as expressed through its mission, vision, and goals (www.hivechicago.org/goals). Thus, in addition to the strategies and tactics articulated in Outcomes 1-4, Hive staff will work to **Ensure Network Sustainability** by providing periodic updates on progress toward the Network’s goals to empower members to understand and advocate for that progress themselves. Furthermore, staff will provide resources related to Mozilla’s five key Internet health issues, which are:

**Online Privacy & Security:** People understand and can meaningfully control how their data is collected and used online, and trust that it’s safe. In parallel, companies and governments work to protect our data and enhance our ownership over our digital identities.

**Open Innovation:** Open is the default: open source and open standards continue to be at the heart of the Internet, and influence organizations and industries products, policies and practices. As a result, entrepreneurs and everyday Internet users can create, innovate and compete online without asking permission.

**Decentralization:** The technologies and platforms people use every day are interoperable and based on open standards. People expect and demand systems that allow seamless flow and transfer of information and content.

**Web Literacy:** People have the skills to read, write and participate in the digital world. Together, these informed digital citizens move beyond just consuming content, to creating, shaping and defending the web.

**Digital Inclusion:** People everywhere can access and have the opportunity to participate in building the entire Internet. Subsequently, everyone on the Internet has the opportunity to access and shape our digital world. The Internet reflects the diversity of the people who use it.

To enhance progress and measure success of Outcome 5, Hive staff and Outlier will consider the following evaluation questions:

- What skills and tools do members need to advocate for their own organizational missions and how can Hive best develop and support those needs?
- What would compel members to commit resources to expand their advocacy beyond their own organizations to include the broad Hive and Mozilla goals?
- What learning experiences can members provide for their youth that will result in youth leadership and advocacy for an open Internet and digital inclusion?
Hive Chicago is already moving toward these priority outcomes, and has articulated strategies and tactics to extend and improve this progress. Stakeholder interviews informed this planning process and revealed several emerging areas for consideration. In their continued commitment to engage stakeholders in the future direction of the Network, Hive Chicago leaders will include these areas in discussions moving forward.
Research to Inform the Field

With evaluation questions that will inform Hive Chicago’s ongoing improvement, Hive Chicago staff may also pursue research questions. Hive Chicago’s work is predicated on the goal of bringing effective connected learning experiences to underserved teens. What are the most effective experiences for teens? Do those experiences differ by subgroups of the youth population? What does it look like for youth to exercise greater agency in their lives? These are some of the many questions Hive staff can consider as their efforts progress that can inform not only their own work, but also the broader field of educators seeking to bring new and innovative learning experiences to youth.

Examining Hive Culture

Hive Chicago has a culture that encourages idea generation, collaboration, and shared learning. This open and inclusive culture is a productive milieu for organization leaders who are outspoken and assertive. However, this culture may be intimidating for others who are less confident and experienced. As one stakeholder noted, “Figuring out how to navigate [the meetup] was a challenge.” The nature of the Hive Chicago in-person and online communications is part of what makes it Hive Chicago – a welcoming network that many embrace. Yet, a number of people who come to meetups do not return. One member explained that in the first six months, “I didn’t know where my place was.” In the voice of one stakeholder, “there are people who are trying to find ways to connect with one another and they don’t know how.” Looking ahead, Hive Chicago might consider ways to bridge Hive Chicago experiences for those who may need more guidance, structure, or customized support.

Defining Connected Learning and Pedagogical Approaches

The phrase “connected learning” is a common theme throughout Hive Chicago and, not surprisingly, it emerged in conversations with stakeholders. Notwithstanding the dominant presence of “connected learning,” understandings of what that means and how to enact it were not as clear. Explanations of connected learning ranged from the idea that youth learn in more than one place to learning experiences that connect to the interests of youth and what happens in their community to a pedagogical approach that enables youth to learn by following their passions. Others identify connected learning as being tied to digital media and tools. All of these may be true; these perspectives certainly overlap and reinforce one another.
Clarifying the Use of “Innovation”

Innovation is another commonly used word in the Hive Chicago lexicon that can have different meanings for different people. For some, innovation is associated with the use of new and emerging technologies, while for others, innovation means creating new ways of working, or innovation can simply mean doing things differently than they are currently done – even if not by executing a brand new idea. What kind of innovation does Hive Chicago aim to support? Clarifying language will not only enhance communication, but it will enable Hive Chicago to examine success with regard to one of its key goals: “sustained innovation.”

Goals for Growth and Intentions for Inclusion

If asked, Hive Chicago leaders and members would unequivocally say that any organization that comes through the door is welcome. Less clear, however, is the intention driving recruitment and retention of current and new Hive Chicago members. There are questions of organizational size to consider. For example, some Hive Chicago members are large organizations that were described as having “development and program leaders.” Others are small, with only a few people on staff and far less capacity to write proposals and participate in convenings. There is also a question of numbers. Is there an optimal size for Hive membership or should the goal be to grow indefinitely?

In one conversation, a Hive Chicago stakeholder considered whether Hive Chicago was for “anyone?” or “everyone?” The distinction suggested here is that a Hive Chicago for “anyone” would embrace any organization that
Some stakeholders described Hive Chicago as engaging with a youth-learning ecosystem that includes the range of learning experiences that happen outside of school as well as in the formal schooling environment. As one person noted, schools are one “node” in the Network. Yet, Hive Chicago’s position regarding schools and teachers is a point of confusion for some. The “School-Hive Connections” Moonshot aims to provide connected learning related professional development experiences for teachers. Still, it is not clear that teachers are considered part of the Hive Chicago community. While some might feel that “we need to have teachers as part of the conversation,” the meetups typically take place at times when teachers are in school. Thus, the specific role of teachers in the Hive Chicago community – as participants or as professional development recipients – and the overall Hive Chicago position toward engaging with schools and teachers is another area for exploration.

Role of Schools in Hive

Some stakeholders described Hive Chicago as engaging with a youth-learning ecosystem that includes the range of learning experiences that happen outside of school as well as in the formal schooling environment. As one person noted, schools are one “node” in the Network. Yet, Hive Chicago’s position regarding schools and teachers is a point of confusion for some. The “School-Hive Connections” Moonshot aims to provide connected learning related professional development experiences for teachers. Still, it is not clear that teachers are considered part of the Hive Chicago community. While some might feel that “we need to have teachers as part of the conversation,” the meetups typically take place at times when teachers are in school. Thus, the specific role of teachers in the Hive Chicago community – as participants or as professional development recipients – and the overall Hive Chicago position toward engaging with schools and teachers is another area for exploration.

Person-to-Person Partnerships or Organizational Partnerships

There is a question about the extent to which Hive Chicago is an organization of individuals, an organization of organizations, or both. Hive Chicago and its work with The Chicago Community Trust is informed by a mission to create partnerships and collaborations. However, the extent to which those relationships are intended to be institutional or individual is less clear. There is no clear answer; institutional partnerships take place through individual relationships. However, the balance of individual and organizational partnership emphasis, if more clearly articulated, can inform the structure and implementation of Hive Chicago in-person and online activities and funding.
Conclusion and Next Steps

Hive Chicago leaders’ engagement in this strategic planning process is a testament to their commitment to ongoing reflection and improvement and to Network members. The clarity articulated through this process will enable all Hive Chicago Network members to better understand their common goals, intentions, and ways to measure success together. Hive Chicago staff, along with Network members, now have a basis for examining priorities, determining directions for funding, and conducting research and evaluation that will inform their own work as well as others engaging in similar endeavors.
Appendix 1: Hive Chicago Members, Staff and Advisory Committee

Partner Members

- Adler Planetarium
- After-School All-Stars Chicago
- After School Matters
- Agape Werks, Inc | LevelUP IRL
- The Anti-Cruelty Society
- The Art Institute of Chicago
- @rtifice
- BLUE1647 NFP
- Center for Neighborhood Technology | Freedom Games
- The Chicago Academy of Sciences and its Peggy Notebaert Nature Museum
- Chicago Architecture Foundation
- Chicago Botanic Garden
- Chicago History Museum
- Chicago Park District - Division of Culture, Arts and Nature Partner
- Chicago Public Library
- CICS ChicagoQuest
- CoderDojoChi
- Columbia College Chicago | Center for Community Arts Partnerships
- Columbia College Chicago | Columbia Links
- Columbia College Chicago | Scientists for Tomorrow Partner
- Commonwealth Foundation
- Community TV Network
- DePaul University | Digital Youth Network
- Donda’s House Inc.
- The Field Museum
- Free Spirit Media
- Girl Scouts of Greater Chicago and Northwest Indiana Partner
- GlobalGirl Media | GlobalGirl Media Chicago
- Hyde Park Art Center
- Illinois Caucus for Adolescent Health | For Youth Inquiry Partner
- IMPACT Family Center
- Inner-city Muslim Action Network
- Intuit: The Center for Intuitive and Outsider Art Partner
- Iridescent CHI
- John G. Shedd Aquarium
- Kuumba Lynx
- Lawndale Christian Development Corporation
- Lincoln Park Zoo
- Little Black Pearl
- Marwen
- Mikva Challenge
- Museum of Science and Industry, Chicago | Center for the Advancement of Science Education
- National Museum of Mexican Art | Yollocalli Arts Reach
- National Veterans Art Museum
- Northeastern Illinois University | Center for College Access and Success
- Northwestern University | The Office of STEM Education Partnerships
- Open Books
- Peer Health Exchange Chicago
- Project Exploration
- Project SYNCERE
- Saint Sabina Church | The ARK of St. Sabina
- Scenarios USA CHI
- Spark Chicago
- Steppenwolf Theatre Company | Steppenwolf for Young Adults
- Street-Level Youth Media
- Sweet Water Foundation
- The Student Conservation Association
- True Star Media
- University of Chicago | Ci3’s GameChanger Chicago
- University of Illinois at Chicago | College of Education
- West Town Bikes nfp
- www.NEXT.cc, Inc.
- YMCA of Metropolitan Chicago
Affiliate Members
Borderbend Arts Collective
Champion Builders Arts Academy:
Chicago West Community Music Center
Christopher House
City Incite
Civic ArtWorks
Common Sense Education CHI
Community Film Workshop of Chicago
ForAll Systems
Gary Comer Youth Center, Inc.
Green Star Movement
Growing Power, Inc.
Hyde Park Neighborhood Club
Important Little Games Inc.
MOSAYEC
The News Literacy Project | Chicago
Puerto Rican Arts Alliance
Red Clay Dance Company
Smart Chicago Collaborative
YouthMuse
Youth Technology Corps NFP, Inc.
Youtopia

Ally Members
Alternative Schools Network
Alternatives, Inc.
Center for Neighborhood Technology
CodeCreate
Columbia College Chicago
Computer Training Institute of Chicago
Dabble Kids
Facing History and Ourselves
Generation All
Girls Like Me Project
Global Glimpse
Illinois Caucus for Adolescent Health
LEAP Innovations
Marriott Foundation
National Museum of Mexican Art
Northeastern Illinois University
Outlier Research & Evaluation | University of Chicago
Paige & Paxton
Schools That Can | Schools That Can Chicago
Shine On, Chicago!
Skokie Public Library
SLETF
South Loop Education Task Force (SLETF)
Technology in Early Childhood Center at Erikson Institute
The Innovative Science and Technology Group
The Montessori School Of Englewood
Tutor/Mentor Institute, LLC
University of Chicago
University of Illinois at Chicago
Voice of the City

Staff
Samuel E. Dyson, Program Director
Kenyatta Forbes, Community Manager
Brenda Hernandez, Portfolio Strategist
Ann Marie Carrothers, Operations Coordinator

Advisory Committee
Jackie Moore, Executive Director Level UP IRL | Agape Works
Wade Berger, Teen Lab Manager, Shedd Aquarium
Nathalie Rayler, Senior Coordinator, STEM Teen Programs, Adler Planetarium
Ashlynn Sparrow, Design Lab Director, Game Changer Chicago, Center for Interdisciplinary Inquiry & Innovation in Sexual and Reproductive Health (Ci3)
Rafael Rosa, Regional Vice President, The Student Conservation Association
Avri Coleman, Executive Director, Commonwealth Foundation
Document Review
Outlier reviewed documents provided by Hive Chicago, as well as materials available online in order to gain a better understanding of Hive Chicago’s identity, goals, strategies, along with the context under which the organization had been operating.

Hive Leader Interviews
Outlier conducted five interviews with individuals identified as Hive Chicago leaders. This group was determined by Hive Chicago leaders at the Mozilla Foundation and the Chicago Community Trust. These interviews provided perspectives of individual Hive Chicago leaders and informed the conversations about the Hive Chicago theory of action.

Hive Stakeholder Interviews
Outlier conducted eleven interviews with internal and external stakeholders including funders and current Hive Chicago members. These individuals were also put forth by the Hive Chicago leaders at the Mozilla Foundation and The Chicago Community Trust. The interviews provided insight into the specific interests, needs, and opinions of Hive member organizations.

Meetup Attendance
Outlier attended the Hive Chicago Buzz in January, 2016; a meetup in April, 2016, and the “State of the Hive” meetup in May, 2016. This enabled Outlier to gain perspective on Hive meetup activities and interactions with participating organizations. The May meetup was particularly relevant as it was geared towards receiving member feedback regarding the current Hive Chicago goals.

Data Review & Analysis
Outlier performed a review of existing Hive meetup attendance data. This review culminated in the “Hive Chicago meetup Attendance Data Analysis Report.”

Hive Chicago Team Meetings
Outlier engaged Hive Chicago leaders in eight 90-minute full project team meetings. This time was used to discuss Hive Chicago’s purpose and theory of action informed by findings from the leader and stakeholder interviews, inform the development of structured assignments, and review completed assignments.

Strategic Planning Assignments
Outlier asked the Hive Chicago team members two structured assignments to inform Hive Chicago’s priority outcomes, strategies, and tactics. The completed assignments were used to solidify the Problem Statement and Theory of Action.
Appendix 3a  Outcome/Strategy Matrix

The column labels across the top represent the primary strategies (dark blue) and tactics (light blue) that are used by staff to produce the five priority outcomes, shown as row labels to the left.
Strategy Glossary

Below is a list of terms used to describe strategies in this report.
*tactics used to achieve priority outcomes

*Member-Facing Communication
Share knowledge and resources through member-facing communications (e.g., monthly newsletter, online discussion board [i.e. Minigroup and Slack], blog posts, social media, direct staff emails).

*Member-to-Member Communication
Promote member-to-member communications (e.g., discussion boards, social media).

*Member-Facing Convenings
Host member-facing convenings for knowledge sharing and collaboration (e.g., monthly meetups, deep dives, community calls, happy hours).

*Professional Development Opportunities
Provide professional development opportunities (e.g., conference proposal support and travel stipends).

*Promote Working in the Open
Provide resources and training to promote working in the open (e.g., guidance to publish and maintain project portfolio pages and blog posts).

*Access to Technical Tools and Training
Provide free access to open technical tools and training such as Mozilla's reusable and modifiable learning resources or non-Mozilla open learning resources (e.g., Chicago City of Learning Lunch and Crunches).

Organizational Management Tools
Provide resources for using digital tools for organizational management (e.g., Google products, project management software, etc.).

Foster Member Support
Members can learn about searching the web, finding support, and applying for program support (e.g., completing the Fund’s application in the Trust’s Grant Central).

*Hive Resource Access
Provide ease of access to Hive resources and tools (e.g. website development, social media how-tos).

Advisory Committee Engagement
Engage Advisory Committee to vet and refine proposed changes in Hive’s operational procedures (e.g., use Moonshot information architecture to clarify workflow).

Member Feedback
Collect member feedback to improve operational processes.
Engage Stakeholders in Strategic Direction of the Network

*Goal Progress Updates
Provide periodic updates on progress towards goals.

Collaborative Fundraising
Collaboratively fundraise with Hive Fund for network operations and Fund grant-making.

Provide Value
Provide unique value to the Chicago learning ecosystem.

Includes members, allies, funders, stewards, and invested partners.

*Engage Members in Network Development
Engage membership and other stakeholders in development of network, vision, and goals.

*Public-Facing Communication
Maintain public-facing communications.

*Public-Facing Convenings
Host public-facing convenings (e.g., Maker parties, Hive Chicago Buzz Day).

Participate in Educational Initiatives
Identify, share, and participate in relevant educational initiatives.

Stakeholder Convenings
Host stakeholder convenings (e.g., breakfasts for Hive executives and funders).

*Co>Create RFP Process with Fund
Co-create RFP strategy and process with Fund staff.

*Proposal Support
Provide ideation and planning support for collaborative proposals in partnership with the Fund (e.g., RFP consultations, webinars, etc.).

*Connected Learning Best Practices
Provide opportunities for knowledge sharing of connected learning/21st century best practices, which push and continue to advance organizational and educator practices.

Promote Collaboration
Promote collaboration through targeted opportunities (e.g., ISEIF (Illinois Science and Energy Innovation Foundation) Smart Grid Challenge, National STEM Video Game Challenge, DML Competition).

Cultivate Youth Programs

Ensure Network Sustainability

*Goal Progress Updates
Provide periodic updates on progress towards goals.

Collaborative Fundraising
Collaboratively fundraise with Hive Fund for network operations and Fund grant-making.

Provide Value
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Promote Collaboration
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**Broaden Member Participation**

*Open Membership Policies*
Maintain open membership policies and processes to maintain a broad and diverse member audience.

*New Member Engagement*
Engage new members through convenings (e.g., monthly meetups, new member orientations).

**Advisory Committee**
Provide Advisory Committee mentorship of new members.

**Non-Member Participation**
Provide non-member modes of participation (e.g., Ally status, non-member collaboration on RFP proposals).

**Prospective Member Interviews**
Conduct informal interviews with prospective members and allies.

**Extend Portfolio Impacts**

*Share Lessons Learned*
Provide platforms for sharing lessons learned (e.g., portfolio pages, funded project showcase, blog posts).

*Member Inputs on Moonshots*
Develop Moonshot process based on member problems of practice.

**Funded Collaboration Support**
Provide implementation support for funded collaborations in partnership with the Fund (e.g., one-on-one consultations, site visits, project troubleshooting, cohort meeting).

**Moonshot Member Input**
Enlist members in distributed leadership of Moonshot process.

**Research and Evaluation**
Conduct portfolio research and evaluation.
Full Outcome List

Below is a full list of outcomes that Hive Chicago hopes to achieve. Priority outcomes are indicated with an arrow (→).

Contextual Knowledge and Information

- Knowledge of the Chicago landscape/broader picture of the problems youth face
- Knowledge of digital media and technology tools

Skills and Expertise Related to Improving Programming and Organizational Functions

→ Knowing how to integrate digital media and tech into programming for their youth
- Knowing how to use digital media/tech tools for evaluation and improvement
- Knowing how to use digital media/tech tools to be more efficient
→ Knowledge of theoretical/pedagogical principles (e.g. connected learning, human-centered design) and the practical skills to apply those principles to improve direct service to youth
- Skills to obtain resources for their programs to support incubation and sustainability of successful models

Skills and Expertise Related to Collaboration

→ Open collaboration and communication skills (e.g., presenting, marketing, explaining self to others, verbally, visually, self-advocacy, working open, knowing how to participate in a conversation, successfully develop new partnerships)
- Management skills (e.g., time management, workflow management)
- Governance and participation models (e.g., diversity and inclusion, knowing how to facilitate and participate in a conversation, knowing how to assign group roles)
→ Technical skills reflecting basic web literacy

Will Outcomes

- Sense of not being alone (other people/orgs are dealing with the same issues; breaking down silos)
- Sense of community – “I am part of a community”
- Sense of possibility – “my problem is solvable”
- Investment—in the problem/solution they’re trying to generate
→ Confidence for self-advocacy (for self and key issues) - confident to return to their organizations and advocate for the importance of Hive’s work and its relevance to the problems they and their organizations are trying to solve

[1] Source: hivechicago.org/about/goals
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