



## REPORT TO THE LEGISLATURE

# Civics Education – Demonstration Sites

2018

**Authorizing legislation:** [RCW 28A.300.485](#)

**Kathe Taylor**

**Assistant Superintendent of Learning and Teaching at OSPI**

**Prepared by:**

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## Executive Summary

In 2018, the Legislature directed the Office of Superintendent of Public Instruction (OSPI) to strengthen civics education. House Bill 1896 (2018) directed OSPI to expand teacher professional learning, pilot programs, and stand-alone coursework. As part of that legislation, OSPI was authorized to select school districts that are diverse in size and geographic and demographic makeup to serve as demonstration sites for enhanced civics education. This project intended to develop a more concentrated and comprehensive approach to civics education that could be implemented statewide.

The Office of Superintendent of Public Instruction selected Franklin Pierce School District to implement a pilot program that could meet the expectations of this legislation and bring forward an example of effective and innovative civics education. Franklin Pierce has responded to the call for implementing set criteria, using educators and experts to provide training and technical expertise to staff in both Franklin Pierce, the fiduciary agent for this project, and Sunnyside School District, a partner district.

## Introduction

In the first section of House Bill 1896 (2018), the Legislature outlined what they valued in civics education and the intent of the bill. They noted, "The Legislature finds that effective civics education teaches students how to be active, informed, and engaged citizens" (Revised Code of Washington [RCW] 28A.230.094).

Goal number two of the four basic education goals of school districts requires districts to provide opportunities for every student to develop the knowledge and skills necessary to know and apply the core concepts and principles of civics and history, including different cultures and participation in representative government. The primary laws governing civic education are:

- Basic Education – Goals of School districts — RCW 28A.150.210
- Civics credit requirement — RCW 28A.230.093
- Social studies assessments — RCW 28A.230.095

## **Program Goals and Supports**

House Bill 1896 (2018) established the Civic Education Initiative and set the precedent and funding for the program. The bill directed the Office of Superintendent of Public Instruction (OSPI) to develop an in-depth, interactive civics education teacher training program. The program is intended to improve teachers' ability to provide civics education to K–12 students, helping to build students into informed, engaged members of their communities. It must provide a basic knowledge of national, state, tribal, and local governments.

The goal of the Civics Education Initiative is to ensure every student is provided a high-caliber civic education from kindergarten through high school graduation. The [College, Career, and Civic Life \(C3\) Framework](#) developed by the National Council for Social Studies establishes clear standards for social studies instruction to support this goal, including:

1. Enhancing the rigor of social studies disciplines (civics, economics, geography, and history);
2. Building critical thinking, problem solving, and participatory skills for engaged citizenship; and
3. Aligning social studies academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

In addition, the Education Commission of the States and the National Center for Learning & Civic Engagement have developed six proven practices for enhancing civics education:

1. Classroom instruction on government, history, law, and democracy
2. Discussion of current events and controversial issues
3. Service learning
4. Extracurricular activities
5. School governance
6. Simulations of democratic processes

These frameworks are called out in the legislation as part of the requirements for the demonstration site(s).

## **Civics Education – Demonstration Site Requirements**

In 2018, OSPI awarded \$50,000 to Franklin Pierce School District to do the following in the 2018–19 school year:

- (1) Implement and assess an in-depth civics education program that includes the six proven instructional practices for enhancing civic education in K–12 classrooms;

- (2) Collaborate with programs and agencies in the local community in order to expand after-school and summer civics education opportunities;
- (3) Monitor and report the level of civics education in school and in out-of-school programs;
- (4) Ensure students who historically do not have access to civics education are prioritized in the implementation of programs, including rural, low-income, immigrant, and refugee students;
- (5) Develop evaluation standards and a procedure for endorsing civics education curriculum that can be recommended for use in other school districts and in out-of-school programs; and
- (6) Provide an annual report about the demonstration sites by December 1 of each year to the governor and the committees of the legislature with oversight over K–12 education.

*\*Appendix A includes the application from Franklin Pierce School District in response to these requirements.*

## **Conclusion and Next Steps**

Franklin Pierce submitted an interim report in December 2018 (Appendix B) and will submit an end-of-year report in July 2019, reflecting their progress toward meeting the requirements of the project. The Office of Superintendent of Public Instruction will share outcome-related data in the 2019 legislative report.

# APPENDICES

## **Appendix A: Civics Education iGrants Application**

**866 Demonstration Site - Enhanced Civics Education (For selected district ONLY)****Fiscal Year:** 18-19**Milestone: Final Approval Issued** (Printed 11/19/2018)**District:** Franklin Pierce School District**Organization Code:** 27402**ESD:** Puget Sound Educational Service District 121**Page 1****Program Assurances****In receiving this grant, Franklin Pierce School District assures that it will:**

1. Implement and assess an in-depth civics education program that includes the six proven instructional practices for enhancing civic education in kindergarten through twelfth grade classrooms.
2. Collaborate with programs and agencies in the local community in order to expand after-school and summer civics education opportunities.
3. Monitor and report the level of penetration of civics education in school and out-of-school programs.
4. Ensure that underserved students including rural, low-income, immigrant, and refugee students are prioritized in the implementation of programs.
5. Develop evaluation standards and a procedure for endorsing civics education curriculum that can be recommended for use in other school districts and out-of-school programs.
6. Provide a report on the project plan, timeline, and any related progress toward goals by November 1, 2018 that will be shared with the governor and the committees of the legislature with oversight over K-12 education.
7. Complete a final report of activities and expenditures as well as address the completion of desired goals and objectives returned to OSPI by June 30, 2019.
8. Provide supporting documentation when requesting claims for reimbursement of expenditures.

<input checked="" type="checkbox"/> Check to indicate organization officials have read and agree with these assurances.	
<b>Name of Authorized Representative:</b>	Carolyn Treleven
<b>Position of Authorized Representative:</b>	Executive Director, Teaching and Learning
<b>Date:</b> (MM/DD/YY)	09/24/18



## Project Description

Please present a plan for the 2018-19 fiscal year that provides a timeline for all Enhanced Civics Education work. This timeline can be completed by answering the following questions:

1. What are the 3-5 key activities and intended outcomes to implement and assess an in-depth civics education program that includes the six proven instructional practices for enhancing civic education in kindergarten through twelfth grade classrooms?

Leadership meetings and partnership planning sessions

Franklin Pierce:

- Recruitment of leadership team to help set priorities and identify local resources;
- Develop community-wide vision, priorities and program partners;
- Establish communication channels;
- Integrate civic learning goals and strategies into district instructional improvement process, including School Board civic learning resolution;
- Establish specific priorities and timeline that builds upon districts' and community's needs and strengths;
- Develop local funding.

Funds will cover the transportation and meeting costs of the leadership team, community-wide meeting, release time for teachers, and partnership planning sessions.

Sunnyside:

- Teacher curriculum pay for curriculum development that focuses on one of six proven practices at all levels: elementary, middle and high school.
- Meeting expenses for local partnerships
- Costs for student participation in civic school and community-based programs
- Civics class field trip to Olympia during the Legislative session

2. What are the 3-5 key activities and intended outcomes to collaborate with programs and agencies in the local community in order to expand after-school and summer civics education opportunities?

Sunnyside:

- Curriculum development that focuses on one of six proven practices at all levels: elementary, middle and high school. - outcome: implementation of practices in classrooms with research based curriculum.

- Develop and/or expand after-school civic programs (debate team) Outcome: implementation of debate team.
- Plan and complete the curriculum approval process for ICivicsWA, StoryPath - outcome: adopted curriculum for implementation in classrooms.
- Develop and implement voter registration and voting campaign Outcome: Increased voter registration on campus and in community.
- Establish a district policy that acknowledges civic excellence – e.g. diploma certificate, civic letter, graduation portfolio - outcome: defined and adopted district policy.

#### Franklin Pierce:

- Provide, expand or refine after school and summer programs that engage marginalized students through partnership with PLU, YMCA, and other potential partners. Outcome: Increased afterschool programming for students, with a civic engagement focus.
- Provide professional development for after school and summer programs to include civic learning - Outcome: defined training and professional learning for adults, both certificated and classified, working in our afterschool programming.

### 3. What are the 3-5 key activities and intended outcomes to monitor and report the level of penetration of civics education in school and out-of-school programs?

-Annual survey of Middle and High School students, to create a baseline from which we can measure our progress on student involvement and engagement in civic education and community engagement. the survey will be given in the spring for multiple years as a metric of our success.

-We will track voter registration data and voting participation data in our communities as a measure of the impact our work is having on the larger community conversation around civic engagement.

-We will have our teachers participate in Civic Education professional learning and social studies pedagogical practices as a part of the partnership to deepen our learning and push on our work in civic education.

We will report on these metrics, baseline here in year one and our action plans, and then our progress in coming years.

### 4. What are the 3-5 key activities and intended outcomes to ensure that underserved students including rural, low-income, immigrant, and refugee students are prioritized in the implementation of programs?

Both districts have high percentages of students of color, students in low income households, immigrant status students, and traditionally underrepresented populations in higher education and postsecondary programs. By participating in the grant, we will be targeting and prioritizing our student populations. With that being said, these populations will be the focus for the aforementioned activities:

#### Sunnyside:

- Curriculum development that focuses on one of six proven practices at all levels: elementary,

middle and high school. - outcome: implementation of practices in classrooms with research based curriculum.

- Develop and/or expand after-school civic programs (debate team) Outcome: implementation of debate team.
- Plan and complete the curriculum approval process for ICivicsWA, StoryPath - outcome: adopted curriculum for implementation in classrooms.
- Develop and implement voter registration and voting campaign Outcome: Increased voter registration on campus and in community.
- Establish a district policy that acknowledges civic excellence – e.g. diploma certificate, civic letter, graduation portfolio - outcome: defined and adopted district policy.

Franklin Pierce:

- Provide, expand or refine after school and summer programs that engage marginalized students through partnership with PLU, YMCA, and other potential partners. Outcome: Increased afterschool programming for students, with a civic engagement focus.
- Provide professional development for after school and summer programs to include civic learning - Outcome: defined training and professional learning for adults, both certificated and classified, working in our afterschool programming.

5. What are the 3-5 key activities and intended outcomes to develop evaluation standards and a procedure for endorsing civics education curriculum that can be recommended for use in other school districts and out-of-school programs?

In partnership with Council on Public Legal Education:  
 State Leadership / Local Partnership Support – Margaret Fisher  
 Local Partnership Development – Kate McPherson  
 and  
 Assessment of Access, Opportunities, and Quality of Programs  
 Dr. Joseph Kahne, University of California Riverside  
 Dr. Walter Parker, University of Washington

Activities:

1. we are developing a survey for students,
2. will develop metrics for teacher engagement in civics education.

6. Please describe a detailed budget narrative of how the funds will be spent.

budget Narrative:

Sunnyside Schools

Budget Items – Total of \$15,000

- Teacher curriculum pay for curriculum development that focuses on one of six proven practices at all levels: elementary, middle and high school.
- Meeting expenses for local partnerships
- Costs for student participation in civic school and community-based programs

- Civics class field trip to Olympia during the Legislative session

Franklin Pierce Schools:

Budget Items – Total of \$15,000

-After school and summer civic program expansion

- Meeting expenses for local partnerships

- Costs for student participation in civic school and community-based programs
- Civics class field trip to Olympia during the Legislative session

**Final Report Questions - Due June 30, 2019**

1. Which key activities were accomplished during the 2018-19 school year and what were the outcomes for each (please include teacher and student reach and impact)?
2. Which key activities were not accomplished as planned during the 2018-19 school year and why?
3. How did this program and funding impact student learning and teacher efficacy in the Franklin Pierce School District?
4. What success stories would you like to share about this effort?
5. What would you change or do differently related to the Enhanced Civics Education program?
6. What would you replicate related to the Enhanced Civics Education program?
7. What additional information would you like to share to support social studies and enhanced support for the future?
8. How were the funds expended (provide a detailed final budget and connect expenses to key activities)?

# Appendix B: Demonstration Site Interim Report

## Report on Civic Learning Demonstration Sites Related to 2SHB 1896

### **THE COUNCIL**

The Council on Public Legal Education is a leader in civics education. Following statewide summits in 2017 and 2018, the Council launched the Civic Learning Initiative aimed at ramping up quality civics education for all students in Washington.

### **2SHB 1896**

The Washington legislature embraced enhanced civics education in 2HB 1896, recognizing that effective civics education teaches students how to be active, informed, and engaged citizens. That legislation included the requirement for a stand-alone civics class in high school, provided for professional development in the area of civics, added an emphasis on History Day to OSPI's responsibilities and, at the request of the Council, provided for demonstration projects to address the inequities existing in current access to effective civics education. Funding in the amount of \$50,000 through OSPI, supported the start-up of these two projects. This was half the amount needed. OSPI issued an iGrant with a due date in October 2018 to Franklin Pierce School District with deliverables from both Franklin Pierce and Sunnyside School Districts, the two chosen demonstration sites. A report to the State Legislature is required on December 1, 2018.

### **CIVIC EDUCATION RESEARCH**

Research and experience document that access to quality civic education is limited by socio-economic status and by whether one is going on to college. ALL STUDENTS should have access. Concerned about reaching all students within a school district, California adopted the [Power of Democracy Initiative](#) in California in 2014 and devised demonstration districts to model effective equity strategies. Then last year, Council on Public Legal Education followed suit and launched Washington demonstration projects with two school districts which can serve as models for other districts state-wide. These demonstration districts serve as labs and eventually as roadmaps for other districts in implement the six proven practices of civic learning as defined in the [Guardian of Democracy Report](#) of the Civic Mission of Schools and emphasized in 2SHB 1896.

### **DEMONSTRATION SITES**

2SHB 1896 included the Civic Learning Demonstration Sites to develop tools, resources and lessons that can help districts across Washington ensure that students graduate with the skills and experiences that prepare them to participate in civic life. Building upon the research summarized by the Campaign for the Civic Mission of Schools, each Demonstration District will

- Ensure that all youth get high-quality civic education by using the Six Proven Practices as a framework for district and community program design;

- Develop and enrich after-school and summer civics education programs and enrich school-based learning;
- Involve higher education through the Campus Compact program to use college students to engage with younger students to provide civic knowledge, skills, and experiences;
- Work with the community including the cultural organizations to build support for civic learning;
- Expand the quality and quantity civic learning for underserved students, especially youth of color, immigrants, rural youth, and students not going to college;
- Establish a local civic learning leadership team that represents various sectors of the community (higher education, business, education, non-profit, after-school providers and cultural community groups) that will provide ongoing leadership and support for community-wide K-12 civic learning; and
- Develop tools and models of practice that can assist school districts across Washington State.

### **Progress to date**

Due to staff changes at OSPI and a mid-October iGrant deadline, the demonstration districts did not receive funding until late October so they have just begun their planning process. This document primarily reflects the districts' plans along with the specific steps they have taken since late October to expand civic learning.

### **District Plans and Progress**

#### **Franklin Pierce School District (FPSD) Plan**

Establish a local Civic Learning Initiative Partnership

- Develop community-wide vision, priorities and program partners;
- Integrate K-12 civic learning goals and strategies into district instructional improvement process, including School Board civic learning resolution;
- Establish specific priorities, timeline and resources that builds upon districts' and community's needs and strength;
- Project communication and planning and implementation coordination;
- Enrich Classroom Civic Instruction;
- Support civic professional development for K-12 teachers;
- Develop and enrich after-school and summer civics education programs;
- Support afterschool and community-based partners;
- Provide, expand, or refine after school and summer programs that engage marginalized students;
- Funds for professional development of after school and summer programs to include civic learning;
- Impact of Civic Initiatives;
- Develop student-friendly and community-friendly surveys and focus groups interviews to measure the presence and impact of current and future civic learning;
- Disseminate civic lessons and resources;
- Attend and share vision and progress at regional and state meetings/conferences; and

- Showcase student civic education work in community celebrations.

### **Progress to date**

#### **Collaborate with programs and agencies to expand civics education opportunities**

*The YMCA's Youth and Government* staff teaches Youth and Government at schools, engaging 75 Franklin Pierce students each year in classroom experiences and a residential Youth Legislature civic practicum.

*SEA MAR's LEAP Program* - Latino/a Educational Achievement Project - engages Latinx youth in a 2.5 day legislation conference, providing hands-on experience educating legislators about issues that impact Latinx communities and youth. Currently approximately 60 students participate in this program.

### **K-12 Civic Learning Professional Development**

#### **iCivicsWA Webinar**

FPSD will host a state-wide social studies staff development session on December 5, 2018. Participating teachers will learn how to implement iCivicsWA into their classrooms and get specific experience with Comparing WA Constitution to the US Constitution. A middle school teacher attended the Washington State Council for the Social Studies to learn more about the Six Proven Practices.

Judges are being recruited to conduct a Street Law class, partnered with a teacher from each school district, in which the judges will teach weekly in a social studies class. High School civic instructors are aware of OSPI civic resources that support teachers in utilizing curricula and experiences that meet the criteria outlined in HB1896.

High school seniors from our alternative high schools are participating as jury in mock trial.

FPSD is currently recruiting teachers to participate in following professional development:

- Street Law – training summer 2019—fall 2019
- Youth Court – conference fall 2019
- Mock Trials – Franklin Pierce training

### **Voter Education**

Planning is underway with Washington's Secretary of State's Office to launch a district-wide Voter Registration on Temperance and Good Citizenship Day - January 16.

### **Measuring Civic Learning and Program Impacts**

The district is currently collaborating with the Leveraging Equity and Access to Democracy Education (LEADE) Project of UCLA and UC Riverside to host focus groups with winter with teachers, students and community members to create baseline information.

### **Ensure that underserved students, including rural, low-income, immigrant and refugee students are prioritized**



Franklin Pierce serves majority low-income students, approximately 75% of our students. Franklin Pierce School District has demonstrated its ability to effectively serve underserved students. The demonstration sites chose to take on this endeavor to better serve students who are frequently marginalized. Franklin Pierce already works closely with several community groups including SEAMAR and the YMCA to offer culturally-responsive in- and after-school programs and it is committed to exploring ways these programs can engage more students.

### **Sunnyside School District (SSD) Plan**

- Study and develop a plan to implement the Six Proven Practices beginning at the high school and middle schools and to begin exploring ways to engage the elementary schools;
- Develop and implement a voter registration and voting campaign;
- Review/Study and if appropriate, establish a district policy that acknowledges civic excellence - e.g. diploma, certificate, civic letter, graduation portfolio; and
- Develop and/or expand after-school civic programs.

### **Progress to date**

#### **K-12 Civic Learning Professional Development**

##### iCivicsWA Webinar

Teachers will participate in the state-wide staff development hosted at Franklin Pierce on December 5, 2018. Participating teachers will learn how to implement iCivicsWA into their classrooms and review the general overview of the program and the specific lesson on Comparing the Washington Constitution to the US Constitution.

##### High School

Sunnyside currently has a stand-alone civics class. As OSPI provides implementation resources for educators, Sunnyside will refine their program so it meets the requirements outlined in **2SHB 1896**.

Every high school senior must complete a Culminating Project. Teachers who support students with these projects are exploring the best ways to make these projects more civically rich.

SSD is determining if teachers will participate in following professional development:

- Street Law – training summer 2019—fall 2019
- Youth Court – conference fall 2019
- Jury Experiences – Dec 2018

#### **Collaborate with programs and agencies to expand civics education opportunities**

Sunnyside is beginning to have conversations with Heritage University, 4-H, ROTC, SEA MAR, the City of Sunnyside, and League of Women Voters to explore ways to develop or expand programs, teach, and engage youth in civic experiences.

The district is also in the process of establishing an on-going leadership team with representatives from high education, civic organization, local businesses, veterans' organizations, and after-school providers.

**Monitor and report the level of penetration of civics education in school and out-of-school programs**

The district partnered with the Leveraging Equity and Access to Democracy Education (LEADE) Project of UCLA and UC Riverside to host fall focus group interviews with students and teachers to establish a baseline data. They will continue to work with LEADE to develop student-friendly surveys that will be used at the end of the school year to measure program impacts and to help establish district priorities.

**Ensure that underserved students, including rural, low-income, immigrant and refugee students are prioritized**

Sunnyside School District has demonstrated its ability to effectively serve underserved students and the emphasis of each demonstration site is to serve students frequently marginalized. Sunnyside School District, in the rural Yakima Valley, serves 93% Latino students. By including ethnic community groups that serve and engage their families in the Civic Learning Leadership Team, SSD is committed to explore better ways to provide culturally-responsive opportunities both in and out of school.

**Additional benefits of the Civic Learning Initiative Demonstration Sites**

This project has leveraged additional resources that support both the demonstration sites and state-wide civics education. Funding to date for the two partnerships includes \$64,800 in private funds raised by the Council for Public Legal Education for 2017-2019 and \$50,000 in public funds for 2018-19.



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