

Your Questions:

1. Is there some language from other states that could help craft how a civic education fund at the state level should be structured? What purposes it could be used for, i.e. for innovation, for professional development, for evaluation, etc., and how to allocate this funding?
2. Is there a general mission statement/goal language that is exemplary, and we could use for a "Whereas" clause in the opening of the legislation.
3. Is there some mandate or requirement language for civic education that would be effective but cover a range of choices for school as to what kind of civics curriculum they could implement - i.e. broader than just action civics?

Our Response:

I have developed this response by reviewing several key resources:

- ECS' [50-state Comparison](#) of Civic Education Policies.
- ECS' [State Legislation Tracking Database](#)
- Key reports issued by ECS and our peer organizations.

As such, the answers provided below are broadly representative of states' policy efforts. These answers, however, are limited by the depth and accuracy of the resources used. Specifically, these resources tend to capture more formal state policies and do not include less formalized state efforts.

The responses are organized according to the questions you presented.

- 1.** We have found no state that has a legislatively-established fund to support civic education. That said, several states do have approaches to funding civic education.

First, Illinois statute explicitly permits local districts to use private funding to support the state's civic education requirement (105 ILCS 5/27-3). The Robert R. McCormick Foundation has set up a private fund for these purposes. Since state policy gives very little guidance to how such a fund should operate, I have introduced you to Shawn Healy from the McCormick Foundation in the hopes that he will be able to give you additional information on how this fund operates.

Second, several states, at a minimum, have earmarks or dedicated funding streams for civic education programs. These include Florida, Michigan, Minnesota and Oregon, at a minimum.

Because so few examples of dedicated state funding for civic education exist, I would like to point you to an example outside of civics that may be helpful to you. For at least 10 years, Washington has had a [legislatively established Financial Education Public Private Partnership](#) in place. This partnership operates off of public and private funding and has oversight from a council consisting of both government officials and representatives of private interests. I believe this partnership may be a model for what you wish to create in Massachusetts.

2. Our legislative tracking typically focuses more on the statutory changes made in legislation rather than the rationale for such changes provided in clauses at the start of legislation. My quick review of our Legislation Tracking Database provided the following examples:

- West Virginia: [S.C.R. 67](#) (adopted March 02, 2016)
- Hawaii: [H.R. 27](#) (adopted April 01, 2014)

I also suggest that you look within “[Renewing the Social Compact](#),” the 2012 report issued by the Massachusetts Special Commission on Civic Learning and Engagement. The section on “A Case for Civic Engagement and Learning, and Guiding Principles,” in particular, should provide you with some key pieces of information for constructing the introduction to your bill. Further, your use of this document will allow your work to build upon previous legislative efforts to strengthen civic education in Massachusetts.

3. Because states typically do not legislate curricula or pedagogical choices, very few states address through legislation (statute) the choices that schools have with regards to curricula in any subject area. My review of state statutes concerning civic education have found none that meet the criteria you requested.

That said, I believe several states’ statutes and civic education standards can provide you with the model you are seeking.

First, Illinois offers the following in their statutes:

“Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government and at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civic course content shall focus on government institutions, the discussion of current and controversial democratic processes. School districts may utilize private funding available for the purposes of offering civics education.
(Excerpted from 105 ILCS 5/27-22. Required High School Courses.)

By identifying a broad set of civic learning outcomes and course content, Illinois statute implicitly requires schools to provide diverse civic learning opportunities for students.

Second, while most states have not legislatively required any particular civics curricula, a number of states do address civic curricula and pedagogies through state standards. A number of these standards civic education clearly require a broad range of learning activities for civics instruction. Most of these state follow a pattern similar to Delaware, which organizes its [civic education standards](#) around four anchor standards:

1. Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.
2. Students will understand the principles and ideals underlying the American political system.
3. Students will understand the responsibilities, rights, and privileges of United States citizens.
4. Students will develop and employ the civic skills necessary for effective, participatory citizenship.

These four anchor standards clearly require and support local districts to implement a variety of approaches to civic learning that are inclusive of, but broader than, action civics.

Finally, guidance from the field may be helpful to you in developing the statute you wish to pursue. The [Campaign for the Civic Mission of Schools](#) spearheaded a collaborative effort to coalesce civic education experts’ consensus on the

desired learning competencies for civic education and proven practices that lead to students' development of these competencies. These [competencies](#) include:

1. Civic knowledge.
2. Civic skills (participatory and intellectual).
3. Civic dispositions.

The [six proven practices for civic education](#) include:

1. Effective classroom instruction.
2. Discussion of current events and controversial issues.
3. Service-learning. (Note: this is where "action civics" best fits.)
4. Extracurricular activities.
5. School governance.
6. Simulations of democratic processes.

NCLCE/ECS has written further about these civic competencies and proven practices in our [State Civic Education Policy Framework](#) and our [Guidebook: Six Proven Practices for Civic Education](#).

The essential takeaway from this list of competencies and proven practices is that a broad set of pedagogical practices are necessary to assist students in developing an equally broad set of civic learning outcomes. No single pedagogical or curricular approach will lead to students' full civic development. Further, these pedagogical approaches need to be provided to students in a variety of settings, including in school, out of school, and online.

Please do not hesitate to contact me if you have any additional questions or would like any further information.