

# CivXNow

A PROJECT OF iCIVICS



**Civics Secures Democracy Act  
Advocacy Week  
May 16-20, 2021**



**The federal government currently invests 5 cents per student in civics versus \$54 per student on STEM; CSD would address this disparity**

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### BY THE NUMBERS

**\$1B**

Amount of federal funding per year the Act allocates for civics and American history education over 6 years

**\$54**

Current yearly federal level investment into STEM education per student

# The Civics Secures Democracy Act is a bipartisan \$1 billion federal bill

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## Civics Secures Democracy Act



Expands access to  
American history and civics



Protects the health of our  
constitutional democracy



Empowers students to  
participate in our  
constitutional democracy



Invests in American history  
and civics

**CivXNow**  
A PROJECT OF ICIVICS

**CIVICS SECURES DEMOCRACY ACT**

**STATE POLICY**

**STATE COALITION AFFILIATE PROGRAM**

**CSD Overview**

[Take Action](#)

[Supporters](#)

[Social Media Toolkit](#)

## CIVICS SECURES DEMOCRACY ACT



This is the moment to rebuild the nation's civic strength. We need to invest in civic education. The federal government cannot and should not mandate school curricula, but it can use its authorities and resources to support the nation's schools in preparing young people for our system of self-government.



[Advocate for the Bill](#)

The **Civics Secures Democracy (CSD) Act [HR 1814] [S. 879]** creates grants for states and districts to support and expand access to U.S. history and civics to meet the needs of today's students and our constitutional democracy.



# Bill overview; updated text; linked summary document; House and Senate bill links

The bill:

- Protects the health of our constitutional democracy by prioritizing American history and civics in our nation's schools
- Reverses chronic underinvestment by providing funding to states and school districts to support quality history and civic education that informs and empowers students to participate in our constitutional democracy
- Encourages more frequent and robust administration of the National Assessment of Educational Progress (NAEP) in history and civics, providing rich data on student outcomes for teachers, school districts and states
- Supports the Prince Hall Fellowship Program to strengthen our history and civics teaching corps and diversify the educator pipeline

Bill Text

Bill Summary

The screenshot displays the website for the Civics Secures Democracy Act. The top navigation bar includes 'CIVICS SECURES DEMOCRACY ACT', 'STATE POLICY', and 'STATE COALITION AFFILIATE PROGRAM'. A left sidebar contains links to 'CSD Overview', 'Take Action' (highlighted with a yellow circle), 'Supporters', and 'Social Media Toolkit'. The main content area features a 'TAKE ACTION' header with three stars, followed by a navigation bar with 'Home', 'Directory', 'Bills', and 'Media'. Below this is a 'Key Bills' section. The first entry is 'S. 879: Civics Secures Democracy Act', with the latest status 'Read twice and referred to the Committee on Health, Education, Labor, and Pensions. (3/22/2021)'. It is sponsored by Sen. Coons, Christopher A. [D-DE], introduced on March 22, 2021, and has a green checkmark indicating support. The second entry is 'H.R. 1814: Civics Secures Democracy Act of 2021', with the latest status 'Referred to the House Committee on Education and Labor. (3/11/2021)'. It is sponsored by Rep. DeLauro, Rosa L. [D-CT-3], introduced on March 11, 2021, and also has a green checkmark indicating support.

CIVICS SECURES DEMOCRACY ACT

STATE POLICY

STATE COALITION AFFILIATE PROGRAM

CSD Overview

**Take Action**

Supporters

Social Media Toolkit

**TAKE ACTION**

Home Directory Bills Media

**Key Bills**

**Key Congressional Legislation**

S. 879: Civics Secures Democracy Act  
Latest Status: Read twice and referred to the Committee on Health, Education, Labor, and Pensions. (3/22/2021)

Sponsored by  
Sen. Coons, Christopher A. [D-DE]

Introduced on March 22, 2021

We support this bill

H.R. 1814: Civics Secures Democracy Act of 2021  
Latest Status: Referred to the House Committee on Education and Labor. (3/11/2021)

Sponsored by  
Rep. DeLauro, Rosa L. [D-CT-3]

Introduced on March 11, 2021

We support this bill

## Civics Secures Democracy Act

The Civics Secures Democracy Act (CSD) - HR 1814 and S 879:

- Protects the health of our constitutional democracy by prioritizing American history and civics in our nation's schools
- Reverses chronic underinvestment by providing funding to states and school districts to support quality history and civic education that informs and empowers students to participate in our constitutional democracy
- Encourages more frequent and robust administration of the National Assessment of Educational Progress (NAEP) in history and civics, providing rich data on student outcomes for teachers, school districts and states
- Supports the Prince Hall Fellowship Program to strengthen our history and civics teaching corps and diversify the educator pipeline



TAKE ACTION

LEARN MORE

## Find Your Elected Officials

### Search

GO

Browse by state or last name

Input address to  
take part in CSD  
campaign

Elected officials  
directory: local,  
state, and  
federal

# Email and phone call scripts for House and Senate

## Contact Information

Prefix (required) ▼

First Name (required)

Last Name (required)

Email (required)

Mobile or Home Phone (required)

## Calls



Sen. Elizabeth Warren  
(D-MA)  
202-224-4543

Hello,

My name is \_\_\_\_\_ and I'm a \_\_\_\_\_ [educator / parent / position at \_\_\_\_\_ member organization] and a constituent of Senator \_\_\_\_\_. I'm calling to encourage the Senator to cosponsor the bipartisan Civics Secures Democracy Act, cosponsored by House Representatives Rosa DeLauro, Tom Cole, Earl Blumenauer, and Senators, Chris Coons and John Cornyn. This bill is focused on providing resources to states and districts for quality American history and civics.

As a \_\_\_\_\_ [Insert title], I have witnessed the necessity of prioritizing American history and civics across the United States. [Insert your individual reason for supporting the bill]

To sign on as a cosponsor of the Civics Secures Democracy Act, please contact Corey Linehan in Senator Coons' Office at [Corey\\_Linehan@coons.senate.gov](mailto:Corey_Linehan@coons.senate.gov) or Alaura Ervin in Senator Cornyn's office at [Alaura\\_Ervin@cornyn.senate.gov](mailto:Alaura_Ervin@cornyn.senate.gov).

Thank you for taking the time to hear my request.

☐ CALLED



Rep. Stephen Lynch  
(D-MA-08)

Subject: Please Consider Cosponsoring the Civics Secures Democracy Act

Dear [[Recipient's Title and Name]]:

As an [educator / parent / position at \_\_\_\_\_ member organization], and as your constituent, I am writing to urge you to cosponsor the bipartisan Civics Secures Democracy Act [HR 1814] to expand access to American history and civic education.

I believe that this funding for American history and civics is critical, because it provides states and districts with the resources they need to effectively teach the subjects and prepare students to be informed and engaged participants in our constitutional democracy. Additionally, participation in the National Assessment of Educational Progress assessments will generate data on learning outcomes to help educators around the country better provide quality civic education. [or substitute / add your own reason here]

To sign on as a cosponsor of the Civics Secures Democracy Act, please contact Harper White in Congresswoman DeLauro's Office at [Harper.White@mail.house.gov](mailto:Harper.White@mail.house.gov) or Shane Hand in Congressman Cole's Office at [Shane.Hand@mail.house.gov](mailto:Shane.Hand@mail.house.gov).

Thank you very much for your consideration on this issue.

Sincerely,

[ Your Full Name ]

# Spread the word on social media

## SOCIAL MEDIA TOOLKIT

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### SHOW YOUR SUPPORT ON SOCIAL MEDIA

#### SAMPLE TWEETS TO SHARE ON TWITTER:

Support the bipartisan Civics Secures Democracy Act TODAY by asking your Representative & Senators to sign on as a co-sponsor. Take action with our toolkit: [bit.ly/supportcsd](https://bit.ly/supportcsd)



I will be writing to my Representatives & Senators to ask them to co-sponsor the bipartisan Civics Secures Democracy Act. Join me! [bit.ly/supportcsd](https://bit.ly/supportcsd)



Back Senators @JohnCornyn & @ChrisCoons and Representatives @rosadelauro & @TomColeOK04 in their #bipartisan effort to gain support for the Civics Secures Democracy Act. Urge your Rep. & Senators to co-sponsor: [bit.ly/supportcsd](https://bit.ly/supportcsd)



### Facebook:



## Key links:

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- ★ **Day by Day Actions:** <https://bit.ly/CAWDaybyDay>
- ★ **Take Action Tools:** <https://bit.ly/CSDTakeAction>
- ★ **15 minute video tutorial on tools:**  
<https://bit.ly/CivicsAdvocacyWeek>





# We Can't Wait: Educating Students for American Democracy

May 18, 2022

3:00-4:00 pm EST



EDUCATING FOR  
**AMERICAN**  
 **DEMOCRACY**





**A Cross Ideological Team of Expert  
Historians, Political Scientists and  
Educators +  
300 Contributors**

LED BY



EDMOND J. SAFRA  
Center for Ethics



Jonathan M. Tisch  
College of Civic Life

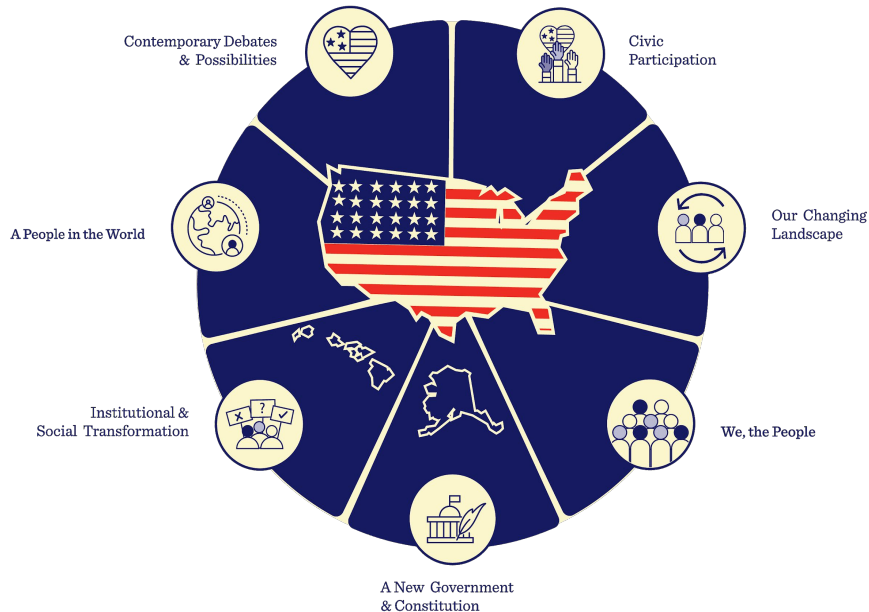
FUNDED BY



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES



# Guidance for Civic and History Education Excellence



Educating for American Democracy explores **what** and **how** to teach civics and history, building students' knowledge and capacities to sustain America's constitutional democracy

EDUCATING FOR  
**AMERICAN  
★ DEMOCRACY**

**Excellence in History and Civics  
for All Learners**

**Roadmap To**  
EDUCATING FOR  
**AMERICAN  
★ DEMOCRACY**



EDUCATING FOR  
**AMERICAN  
★ DEMOCRACY**

**Pedagogy Companion to the  
EAD Roadmap**

DESIGN CHALLENGE 1: Motivating Agency, Sustaining the Republic

DESIGN CHALLENGE 2: America's Plural Yet Shared Story

DESIGN CHALLENGE 3: Simultaneously Celebrating and Critiquing Compromise

DESIGN CHALLENGE 4: Civic Honesty, Reflective Patriotism

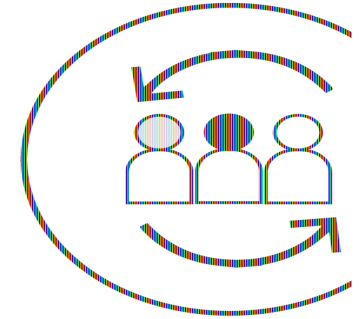
DESIGN CHALLENGE 5: Balancing the Concrete and the Abstract

A dark blue background with a subtle, repeating pattern of white stars, reminiscent of the American flag.

# The 5 Design Challenges

## **Design Challenge 2: America's Plural Yet Shared Stories**

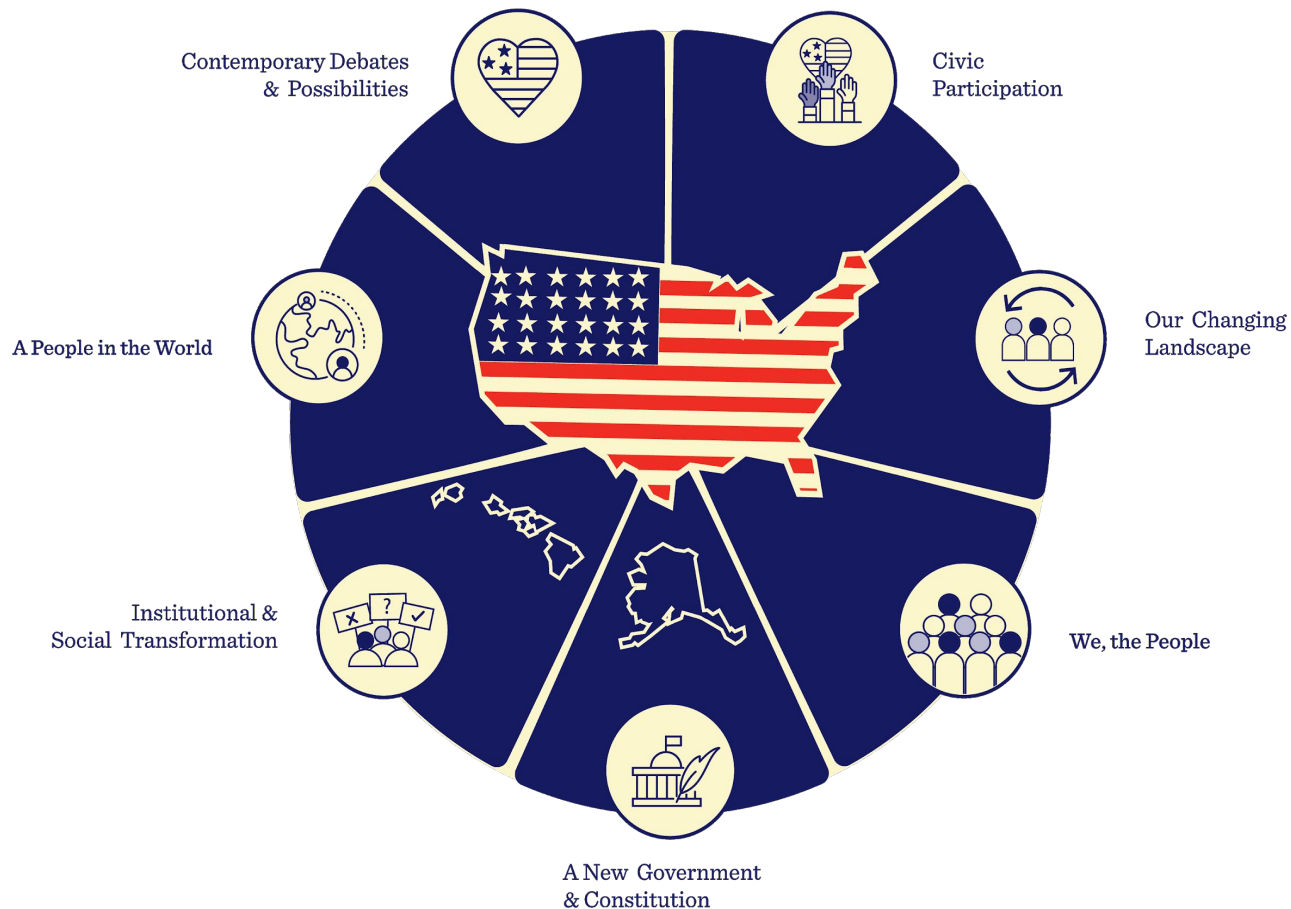
- DC 2.1: How can we integrate the perspectives of Americans from all different backgrounds when narrating a history of the U.S. and explicating the content of the philosophical foundations of American constitutional democracy?
- DC 2.2: How can we do so consistently across all historical periods and conceptual content?
- DC2.3: How can this more plural and more complete story of our history and foundations also be a common story, the shared inheritance of all Americans?



## **Theme 2: Our Changing Landscape**

## **Sample Design Challenge**

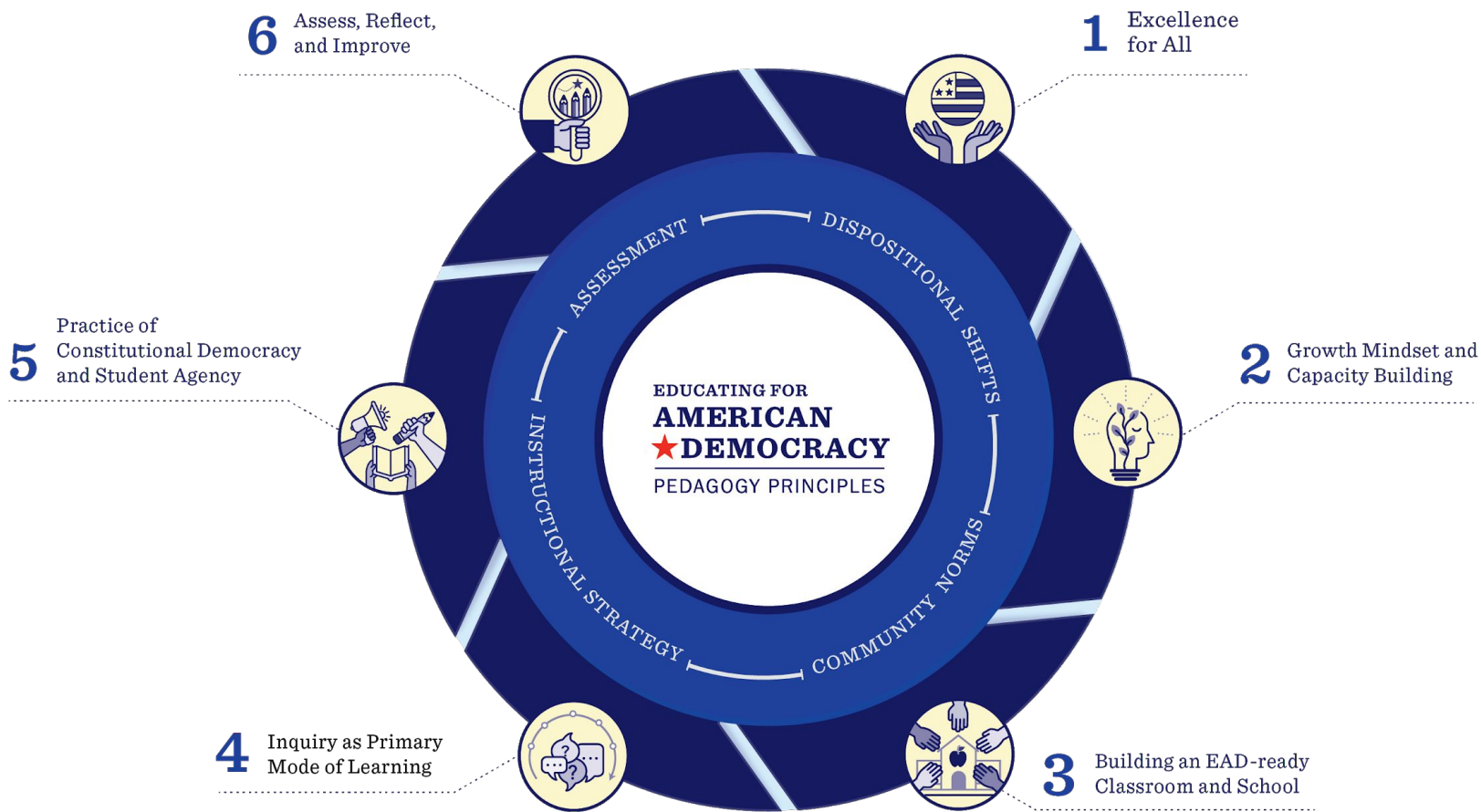
# The Seven Themes





# The Six Core Pedagogical Principles





## PRINCIPLE 05

### Practice of Constitutional Democracy and Student Agency



#### What?

**E**AD teachers model practices of citizens in constitutional democracy and develop student agency by integrating opportunities for students to engage in civic practices and actions that are relevant, responsible, and informed. Students learn how to exercise and understand civil rights and responsibilities to address issues that are pertinent to their communities. Such experiences in and beyond the classroom solidify students' understanding of contents and provide opportunities to reflect on their learning. Through direct engagement with real-world issues, students understand what it means to support and challenge existing rules and institutions, as well as how to value principles while making compromises when needed. In other words, Principle 5 provides rich opportunities for students and teachers to explore and apply the EAD design challenges in real-world settings.

#### Why?

**T**he EAD Roadmap starts and ends with civic participation, underscoring the importance of developing students' skills, knowledge, and agency for participation in constitutional democracy. EAD teachers use the Roadmap to teach about how people of the United States govern our constitutional democracy, and explicate the challenges people have grappled with in pursuit of a more perfect union. Students need opportunities to engage firsthand in the practices of constitutional democracy from the early elementary grades (even preschool when possible), because these experiences expand students' ability to answer EAD's overarching questions and wrestle with the design challenges.

#### How?

**S**tudents have opportunities to engage in practices for constitutional democracy across multiple settings such as the classroom, school, and community. The practices allow students to demonstrate a commitment to "excellence for all" by modeling fair and just democratic processes. Substantive student leadership and democratic practice opportunities within schools include student government, student voice committees, and participatory budgeting, all of which allow increasing levels of student participation in developmentally appropriate decisionmaking.<sup>19</sup> Connecting with local civic and political leaders and community organizations allows students to take informed action. Classroom-based practices of constitutional democracy is a pedagogical approach that centers the student in the instructional activity and cultivates the daily habits of a learner and citizen. Such repeated, even daily processes allow students to master the content and concepts of American constitutional democracy by regularly engaging in its practice. When done well, direct engagement encourages student-teacher contact, student collaboration, and active learning and reflection. As is the case with all other pedagogies, direct engagement works for early learners and mature students alike. Examples include:

- ☆ Carpet-time democracy
- ☆ Class governance and creating class compacts
- ☆ Participatory budgeting
- ☆ Classroom-based deliberation and collaborative decision-making School-based student policy-making (student inputs, student-led proposals, student advisory and government)

## PRINCIPLE 05

### Practice of Constitutional Democracy and Student Agency

**P**roject-based learning (PBL) is an instructional approach that helps students to acquire deeper content knowledge and academic and civic skills by working for an extended period of time actively exploring complex and real-world issues. PBL can be collaborative or self directed. It does not replace content, but deepens it, as students engage with, reflect on, and often create something content-rich (e.g., essay, legislative proposal, recommendations for leaders, action plan). There are many variations to PBL, but most are characterized by deeper learning, in context, for sustained periods of time. Examples of these activities include:

- ☆ Authentic writing tasks/media production
- ☆ Critical service-learning
- ☆ Civic engagement projects leading to informed action
- ☆ Interdisciplinary research projects
- ☆ Collaborative projects
- ☆ Action civics

Field- or community-based activities are an exciting and effective way to inspire student interest in historical and civic topics, as well as deepen their knowledge and develop relevant skills. When direct forms of participation are available off campus, field trips to those spaces allow students to experience or practice them. Similarly, students can learn more about government by directly interacting with public or elected officials. When a particular concept, practice, or position is not accessible for students—for example, passing a federal law, running for president, or serving on a jury—simulations offer powerful alternatives for them to experience it.

Example activities include:

- ☆ Place-based learning
- ☆ Showcases and competitions
- ☆ Interactions with public and elected officials
- ☆ Coordinated learning opportunities with community organizations and extracurricular programs

Practices of constitutional democracy within and beyond the classroom enhance a sense of community, inclusion, competency, character, and contribution by providing opportunities to practice civic friendship, civil disagreements, and civic virtues.

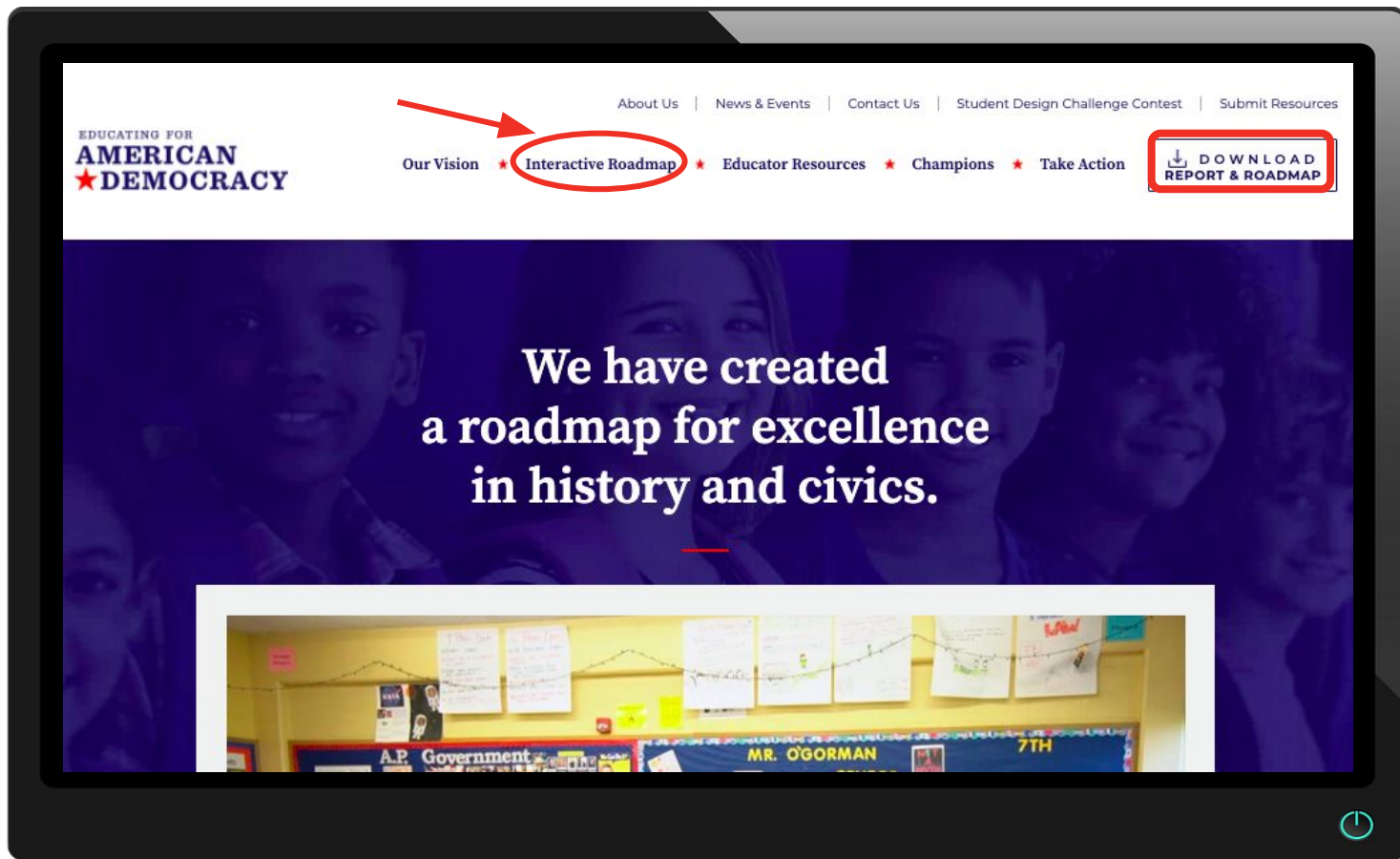
#### Teacher Moves

- ☆ Provide students the opportunity to practice democratic skills in the classroom.
- ☆ Facilitate opportunities for students to interact with community leaders, initiatives, and issues.
- ☆ Facilitate opportunities for students to take informed action in their communities.
- ☆ Design lessons to support student research skills including data collection, conducting interviews, and reporting findings.

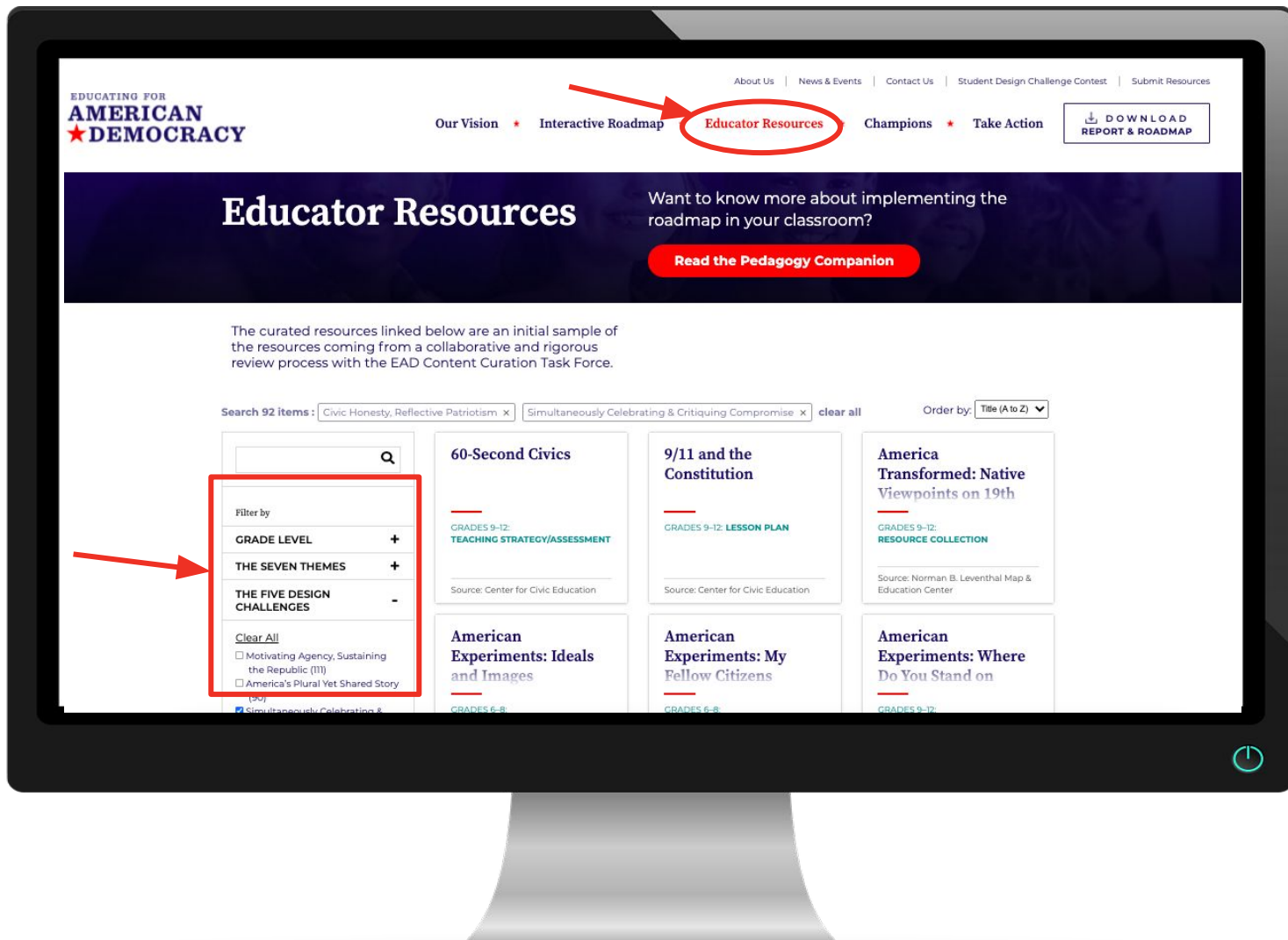
#### Student Moves

- ☆ Analyze multiple perspectives around issues and events.
- ☆ Compare and contrast to build informed, well-supported arguments.
- ☆ Identify and research issues that are central to students' communities.
- ☆ Develop interviewing skills and interview members of the community.
- ☆ Partner with school administration.

<sup>19</sup> Hart 1992.



# Educator Resources





Join the network. Add your  
voice. Follow us  
[@EADRoadmap](#) and share your  
enthusiasm and ideas with

[#EADRoadmap](#)

EDUCATING FOR  
**AMERICAN**  
 **DEMOCRACY**





# Inquiry for Every Student

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High quality instructional materials with embedded professional learning to support the shift to inquiry.



## INQUIRY-BASED HQIM

Customizable and responsive to the students in every classroom



## CURRICULUM BASED PL

Embedded and ongoing to grow teacher practice

# So We Have a Destination...

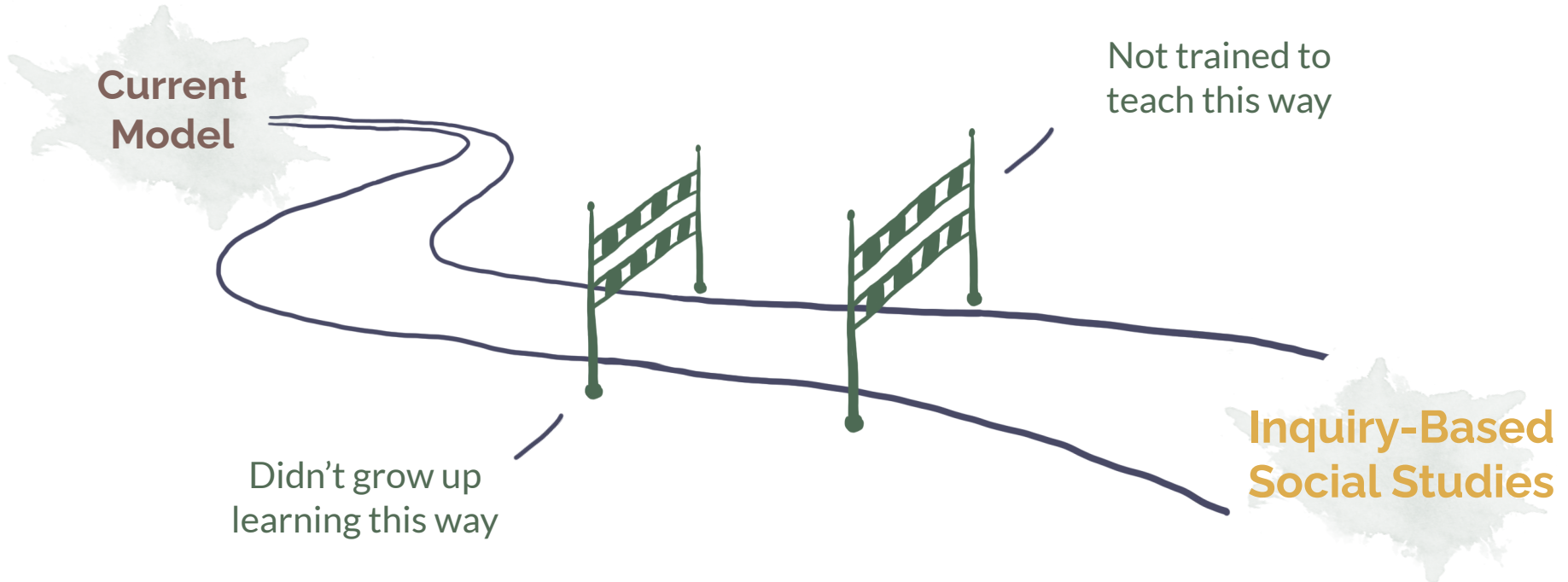
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**Inquiry-Based  
Social Studies**

# But inquiry can be a *major* shift in instruction.

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# Supporting the Shift

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**Make Time for  
Social Studies**



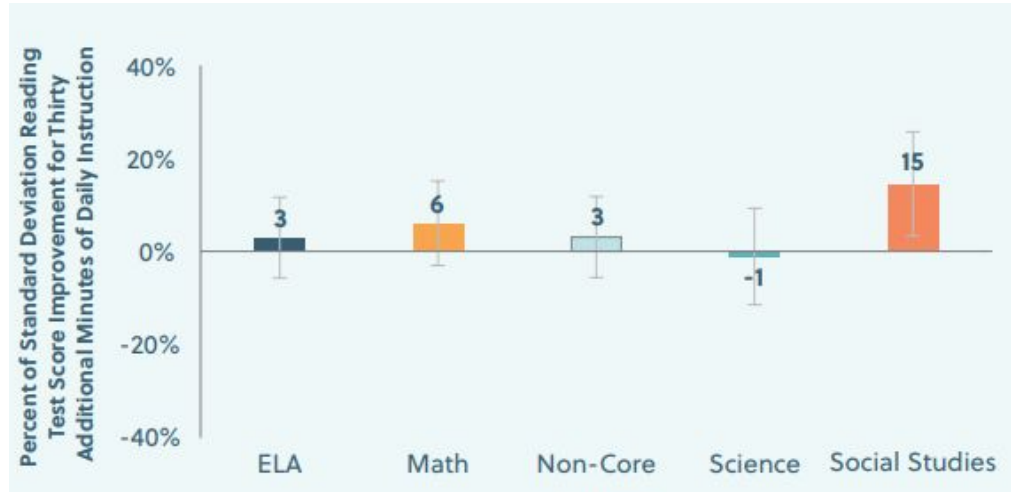
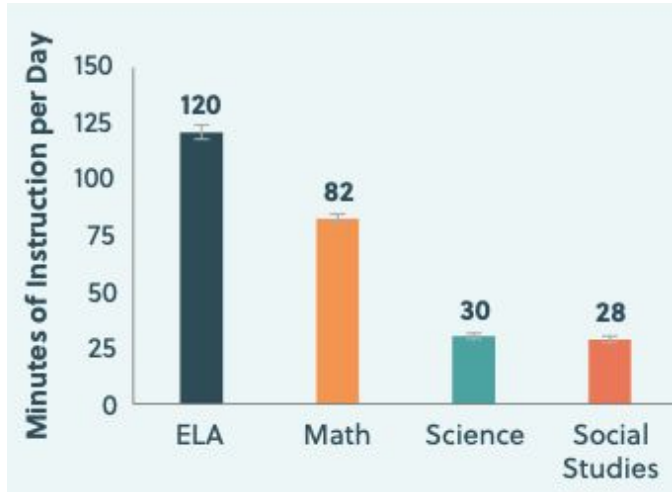
**Adopt High Quality  
Instructional Materials**



**Support the Shift  
with Ongoing CBPL**

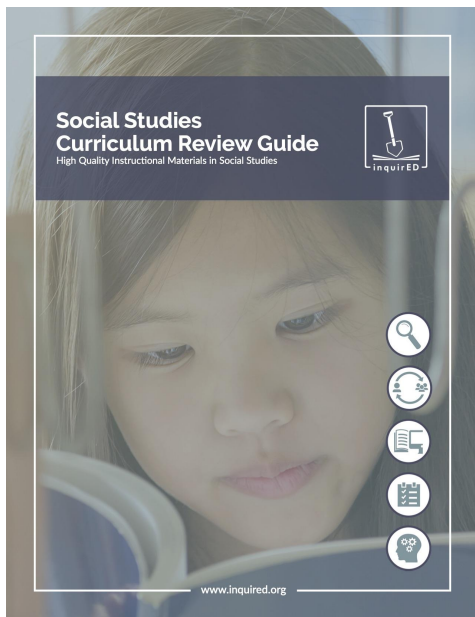
# Make Time for Social Studies

Social Studies has taken a backseat despite its impact on ELA.



# Adopt High Quality Instructional Materials

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High quality instructional materials aren't just for ELA, math, and science!!!



# Support the Shift with Ongoing CBPL

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# **Social Emotional Learning and Civics: Developing Engaged Citizens**

**Dr . Erin Bogan**

*The Collaborative for Academic, Social, and Emotional Learning (CASEL)*

# The Collaborative for Academic, Social and Emotional Learning

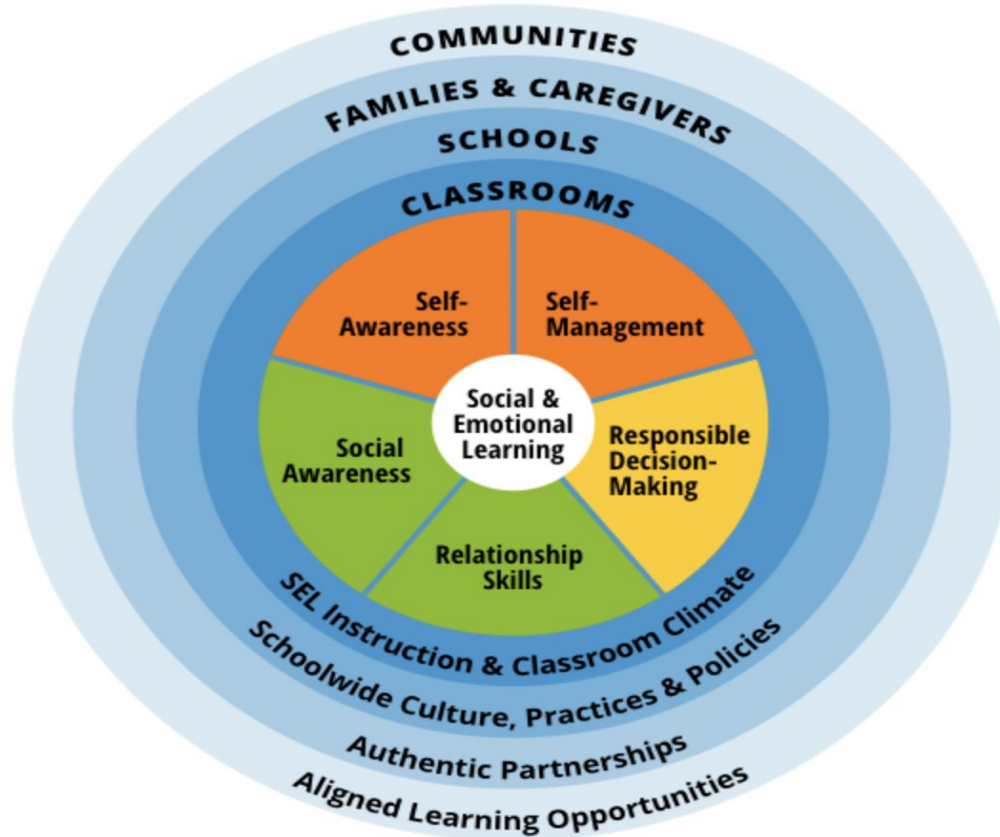
CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.



# About CASEL

- Research- Practice Partnerships (RPP)
- The Program Guide
- Collaborating Districts Initiative (CDI)
- Districts Resource Center and Guide to Schoolwide SEL
- Collaborating States Initiative (CSI)

# 'The Wheel'



# Transformative SEL

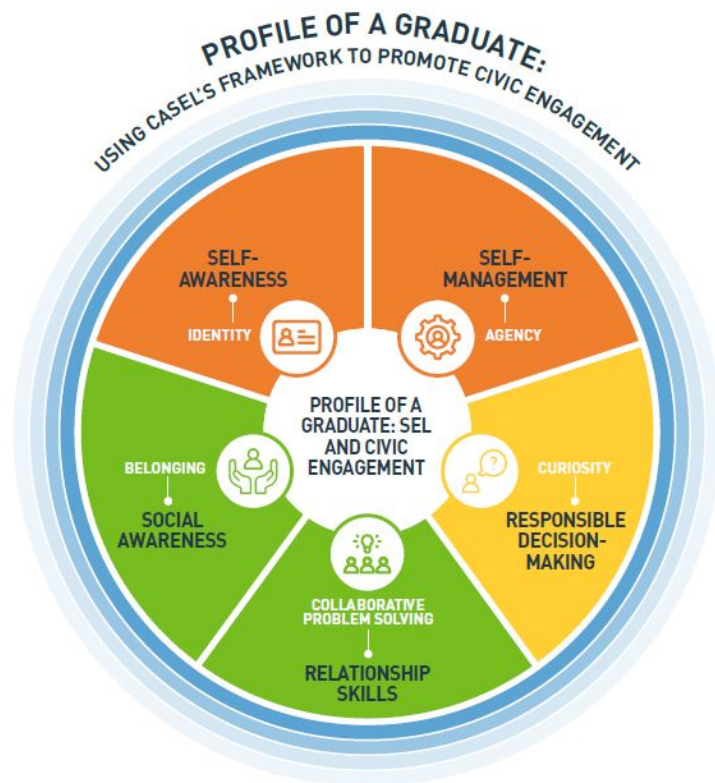
“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, **relationships** that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

This form of SEL is aimed at **redistributing power** to more fully engage young people and adults in **working toward just and equitable schools and communities**. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem-solving within the CASEL framework.



# SEL Focal Constructs

Competencies	Focal Construct
Self-Awareness	Identity
Self-Management	Agency
Social Awareness	Belonging
Relationship Skills	Collaborative Problem-Solving
Responsible Decision-Making	Curiosity





# Educating for American Democracy

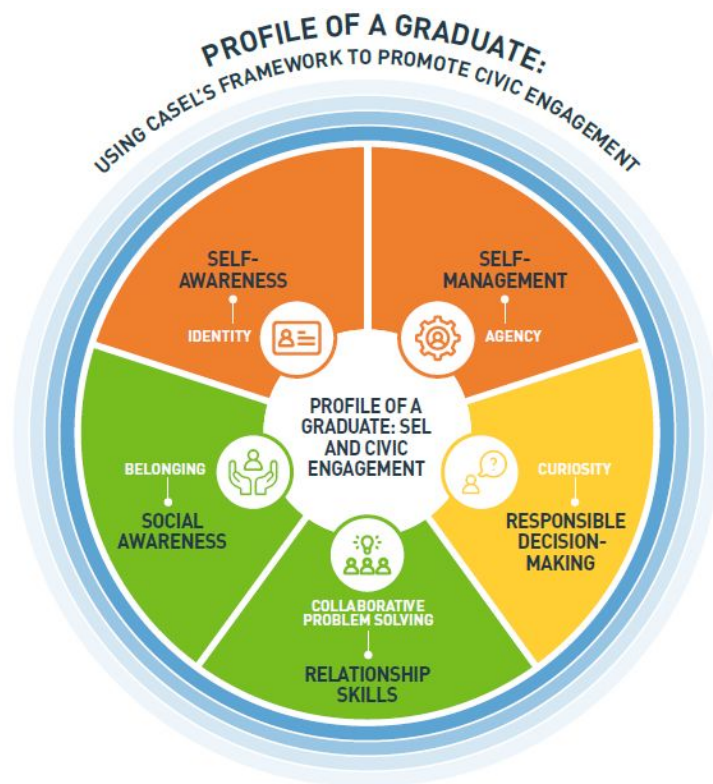
## The Roadmap to Educating for American Democracy



*How do we support  
the development of  
engaged citizens?*

# SEL Focal Constructs

Competencies	Focal Construct
Self-Awareness	Identity
Self-Management	Agency
Social Awareness	Belonging
Relationship Skills	Collaborative Problem-Solving
Responsible Decision-Making	Curiosity



# Collaborative Problem-Solving and Democracy



**Jagers, Skoog-Hoffman, Barthelus, & Schlund, 2021**

Collaborative problem solving acknowledges and helps realize the collective rights and responsibilities of full citizenship in local, national, and global community contexts. It is a critical feature of efforts to pursue equity and excellence.

***Collaborative problem solving is defined as the capacity of an individual to effectively engage in a process whereby two or more people attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution.***

# A TSEL and Civic Engagement Framework In Action

## Instruction

- Reflects students' lived experiences and identities

## Academic Content

- Acknowledges issues of race, class, and culture

## Classrooms

- Allow for project-based learning; students share authority and decision-making power around issues that impact their families, schools and communities
- All students feel a sense of belonging and are engaged



# Looking Ahead

What does this mean for the field...

- Clarifying the overlap between Civics and SEL
- Defining SEL and Civics and creating a shared vocabulary for educators
- Helping classroom teachers *to continue* to engage in practices that support these skills and competencies, which undergird all facets of learning

**Erin Bogan**  
Ebogan@Casel.org





Eileen Pedersen  
Director of Program Innovation  
and Support  
5/18/22

# The Power of Play





# ABOUT PLAYWORKS

We believe in the power of play to bring out  
the best in every kid.

Playworks is the leading national nonprofit  
leveraging play to transform school communities.



Over 8.2 Million Kids



Over 16,400 partnerships

Since 1996,  
25 Years  
and  
Counting

# PLAYWORKS OUTCOMES

Evidence  
Based

Of educators in Playworks schools  
surveyed in 2021...

94%

agree that Playworks  
reduces the number of  
conflicts originating on the  
playground and spilling into  
the classroom

99%

agree that Playworks helps  
students learn cooperation  
skills

98%

agree that Playworks helps  
improve overall school  
climate

agree that Playworks helps  
increase the number of  
students engaged in  
healthy play with their peers

*A successful Playworks partnership can propel  
school climate and academic engagement, while  
also:*

- *Motivating students to go to school,  
building critical social skills, increasing  
their physical activity and energizing them  
throughout the school day*
- *Providing a space where children can learn  
and practice necessary life skills, make new  
friends and build community*

# Considerations

- The **playground** is a **great environment** for learning and practicing concepts and skills related to **building relationships** and **building community**
- **Play** is a **joyful and effective way** for students to develop leadership, cooperation, teamwork, problem-solving, and other skills
- **Games** are a fun, experiential, and easy way to **reinforce concepts related to civic education**