



## *Comprehensive Civics Education*

### 1. **Purpose:**

The Civic Education Grant proviso provides OSPI \$250,000 for fiscal years 2022 and 2023 for the following purposes:

- To develop civics resources
- To provide support for districts centering on technical assistance and best practices for implementing K–12 civic education
- To support quality, culturally responsive civic education

The Civic Education Grant proviso also creates a grant program providing financial support for districts seeking to improve their civics curriculum and professional development opportunities. Finally, the proviso provides funding for OSPI to assess how civic education is being administered in Washington’s public schools.

### 2. **Description of services provided:**

In this first year of the program, OSPI established the civic education competitive grant program. Districts were provided financial support to create and/or purchase materials and resources, and/or to provide professional development for educators. OSPI also allowed for districts to apply as a consortium to strengthen their purchase power. The grant was available to all 295 districts and our tribal compact schools. The amount available for districts was capped at \$750 for second class schools (under 2,000 students enrolled) and \$1,500 for first class schools (2,000 or more students enrolled).

- 1) OSPI created a competitive contract to develop a survey of districts about their delivery of civic education in grades K–5. National Opinion Research Center (NORC) University of Chicago was chosen to develop the survey sent to districts this fall to collect data on the content, instructional time, and professional development provided for civic education in grades K–5. The survey launched on September 5th and data will be used to better target supports for districts to incorporate civic education K–5.
- 2) OSPI created and curated additional civics resources and materials to be provided on the Washington Open Educational Resources (OER) Commons for access by all Washington educators and partnered with civics organizations to provide civic education professional development.

- 3) OSPI Social Studies established a Civics Classroom-Based Assessment revision committee. Classroom-Based Assessments are high quality, research-based assessments required to be administered in grades four or five, seven or eight, and eleven or twelve, as per [RCW 28A.230.095](#). Civics Classroom-Based Assessments are currently not aligned with the revised OSPI Social Studies Standards.

### 3. Criteria for receiving services and/or grants:

This grant was created to support districts in enhancing civic education through in-service training and the development or adoption of curriculum and instructional materials. Districts identified as first class were eligible for up to \$1,500 and districts identified as second class were eligible for up to \$750. Districts could apply as a consortium (partner with other districts) in order to leverage this funding, such as combining funding and staff for a professional development opportunity.

Upon request, districts were required to provide access to information regarding materials created or adopted, instructional time provided for civic education, and in-service training provided specific to civic education. This included a requirement to: Identify and record any educational or civics partnerships created as part of this grant program;

- Identify and record any curriculum purchased or created as part of this grant program;
- Identify and record any in-service training purchased, created, or attended as part of this grant program; and,
- Identify and record quantitative data on districts, schools, educators, and students impacted by this grant program.

#### Beneficiaries in 2021-22 School Year:

Number of School Districts:	4 (grants) Indeterminate (materials, professional development, and supports)
Number of Schools:	35 (from the 4 district grants) Indeterminate (materials, professional development, and supports)
Number of Students:	6,582 (from the 4 district grants) Indeterminate (materials, professional development, and supports)
Number of Educators:	119 (from the 4 district grants) Indeterminate (materials, professional development, and supports)
Other:	N/A

Number of OSPI staff associated with this funding (FTEs): .1

Number of contractors/other staff associated with this funding: 5

**FY22 Funding:** State Appropriation: \$250,000  
Federal Appropriation: \$0  
Other Fund Sources: \$0  
TOTAL (FY22) \$250,000

**4. Are federal or other funds contingent on state funding?**

No

**5. State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
2022	\$250,000	\$126,889

**6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of Schools
2022	4 School Districts, 35 schools, 6, 582 students, 119 teachers

**7. Programmatic changes since inception (if any):**

The Civic Education program was established this year.

**8. Evaluations of program/major findings:**

- 1) OSPI found that most school districts did not apply for the competitive grants. Only four of the 301 eligible districts and Tribal compact schools completed the requirements of the grant and received funding. We believe that the small amounts offered for materials and professional development were prohibitive for districts, especially as they recovered from the impacts of COVID-19 on district capacity. Three of the four districts receiving funding were second class districts, and one was a first class district. The following is a sample of the services provided by districts through receipt of these grant funds:
  - "In order to embed OER components into the syllabus and our civics instruction, a group of our high school civics teachers met to research the resources recommended by OSPI and worked to create an outline of these lessons to be included in our stand-alone civics' courses for next year. Our proposal was met by determining additional resources to be utilized in the

next year to supplement our course requirements. These included a partnership with the Tulalip and Snohomish tribes, along with resources to teach to the above civics' requirements. As a part of this work, we reviewed an alignment of the resources to our units of instruction."

- "We developed professional development for teachers around civics standards and best practices in teaching civics. This course is currently running with 102 teachers accessing the content. This greatly benefits teachers and students across our district."
- "The purchase of updated materials allowed students to learn about recent (since 1995) presidents and historical events."
- "Our teachers were able to work together to analyze standards and align courses so that our students will receive the best civics education possible."

All districts that received funding indicated that the funds were welcome and helpful to provide curriculum and professional development. Districts supplemented grant monies with funding to support purchase of additional materials or professional development.

- 2) The NORC University of Chicago developed a survey distributed to all K–12 Public School districts in Washington State. We anticipate the data collected from this report will provide essential data regarding the delivery of elementary-level civic education in Washington's districts, and the professional development offered by districts to support educators in delivering quality, culturally responsive civic education.
- 3) OSPI created and curated quality, culturally responsive materials and provided civics professional development (PD) by:
  - a. Partnering with numerous organizations to provide materials, resources, and professional development opportunities for civic education, including partnerships with the following organizations: Washington Office of Secretary of State; Washington State Council for the Social Studies; TVW; National Constitution Center; iCivics; Western State Civics Coalition; Civic Learning Council; Gates Ventures OER Project; League of Women Voters.
  - b. Facilitating state presentations at the Fall 2021, Winter 2021, and Spring 2022 Washington State Council for the Social Studies conferences, providing resources, materials, and guidance on K–12 civic education.

These materials were placed on the WA OER website and positively received by the field. Additionally, professional development was offered in partnership with the numerous civics organizations listed above, and well attended, well received by educators. Two hundred eighty-seven educators received clock hours for attending

civics professional development, and more than that attended. A sample of their responses to surveys following professional development workshops includes:

- "I enjoyed Natacha's presentation and appreciated learning how I can make learning about government and civics more engaging in the classroom."
- "I learned that students are never too young to engage in civics"
- "Oh wow! The presenter was so knowledgeable and prepared. I left with new ideas and ways of seeing things."
- "The instructor did a wonderful job framing how to pose questions and scenarios for ideal discussion on contentious topics. I feel that I will be better able to format student work before reaching an important discussion so that students get more out of the conversation, and we are less likely to hit a major snag."

Providing online access to high-quality professional development has, in many ways, democratized the process of professional development allowing educators in smaller and less-resource-rich districts the same professional learning access as other, more affluent, districts. Educators participated from all over the state for no cost to themselves or their districts.

- 4) OSPI convened OSPI staff, expert civics educators, and professors to begin realigning the OSPI Classroom-Based Assessments for civics to the revised OSPI Social Studies standards.

## 9. Major challenges faced by the program:

The first major challenge was the restriction of funds available for first class and second class districts. SB5092 capped the amounts available to districts at \$1,500 and \$750, respectively. While intent was likely to ensure all districts had access to the funds, the result was that most districts did not apply for the limited amounts available.

- 1) In addition to the cap on available funds, districts indicated that responding to, and recovering from, challenges presented by COVID-19 significantly hampered their ability to engage with the Civic Education grants.
- 2) It took more time than anticipated to identify a contractor and develop a survey for delivery of the Elementary Civic Education survey. Our original timeline was for the survey to be delivered to districts in the Spring; however, we had to wait until Fall to administer the survey. This resulted in needing to shift some funding from FY22 to FY23 to support the distribution and analysis of survey results.

## 10. Future opportunities:

- 1) OSPI is excited to continue the work begun under this proviso this year. The data collected from the OSPI Elementary Civics survey developed and

- launched by NORC University of Chicago will provide OSPI with rich, specific, actionable data regarding the materials, instructional time, and professional development available to educators throughout the state. OSPI intends to share this data with our civics partner organizations so we can work together to better support civics learning in the classroom.
- 2) Online professional development has proven to be incredibly positive as we have navigated ways to provide supports for educators across Washington. We anticipate that this model is here to stay and will considerably decrease costs and increase access for educators to receive training. As our OER and Canvas programs continue to grow, along with our civics partnerships, we anticipate that the demand for quality professional development and resources will require our program to seek additional staff and resources.
  - 3) We will also continue to create and curate quality, culturally responsive materials and resources for civics education on the OER WA website. These materials are standards-aligned, culturally responsive, and readily available.
  - 4) Because districts have shown limited interest in the Civic Education grants, we intend to shift dollars away from the grant program for FY23 and into the development of additional materials, resources, and professional development opportunities. As schools return to capacities more in line with pre-pandemic levels, we anticipate increasing interest in accessing grant funds, materials, and PD.
  - 5) OSPI is continuing to convene OSPI staff, expert civics educators, and professors to begin realigning the OSPI Classroom-Based Assessments (CBAs) for civics to the revised OSPI Social Studies standards. We see opportunities to make the CBAs easier for educators to use, better aligned to standards, project-based, and intentionally culturally responsive.

## 11. **Statutory and/or budget language:**

ESSB 5693, Sec. 501(4)(q) - \$250,000 of the general fund—state appropriation for fiscal year 2022 and \$250,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the office of the superintendent of public instruction to develop resources, share best practices, and provide technical assistance for school districts to support implementation of comprehensive, culturally responsive, and high-quality civics education. Within amounts provided in this subsection, the office shall administer competitive grant awards of up to \$1,500 per first class school district and \$750 per second class school district to support in-service training and the development or adoption of curriculum and instructional materials. The office shall utilize a portion of this funding to assess the learning outcomes related to civic education curriculum and to support related assessments that gauge the degree to which high quality civic education is taking place in school districts throughout the state.

**12. Other relevant information:**

N/A

**13. Schools/districts receiving assistance:**

See [OSPIs grantee list](#).

**14. Program Contact Information:**

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