

NEW HAMPSHIRE  
CIVIC LEARNING  
COALITION  
REPORT

JUNE 2022

PRODUCED FOR THE NEW HAMPSHIRE CIVIC LEARNING COALITION

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## Executive Summary

Educating an informed citizenry has been a goal for public schools since America's inception. "A system of general instruction, which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest. An educated citizenry is a vital requisite for our survival as a free people." --Thomas Jefferson to Joseph C. Cabell, 1818.

To this end, the New Hampshire Institute for Civics Education (NH Civics) assembled a group of concerned citizens, policy-makers, heads of nonprofit organizations, educators, and civic leaders to support civics education in K-12 schools throughout New Hampshire. The group, entitled the New Hampshire Civic Learning Coalition, (Coalition) convened in the summer of 2021 and held bi-monthly meetings through May of 2022. The overarching goal for the group was to establish consensus on non-partisan policy/legislative priorities to bolster civics education in New Hampshire schools at the K-12 levels. The scope of the Coalition's work included the examination of: how civics is currently taught in the public schools, what is occurring on the national level and in other states, and listening to national leaders in the field of civics education and elected officials from the House of Representatives and the Senate in New Hampshire to ultimately develop recommendations for the State of New Hampshire and its schools.

Moreover, in the formulation of the New Hampshire Civic Learning Coalition, NH Civics drew from several sources. Among them was a research study conducted at St. Anselm's College in Manchester, New Hampshire and presented at the New England Educational Research Organization (NEERO) conference in 2021 entitled *A Well-Informed Citizenry: Civic Education in New Hampshire* by Dr. Dianna Gahlsdorf Terrell and Dr. Kevin Doran and the *2020 New Hampshire Civic Health Index* by Quixada Moore-Vissing, PhD. and Bruce Mallory, PhD. from the Carsey School of Public Policy at the University of New Hampshire. Also examined was The Report to the New Hampshire Legislative Committee to Study Civic Engagement by Elizabeth Dubrulle, New Hampshire Historical Society, in the fall of 2019. NH Civics conducted their own outreach, [Building Civic Strength: NH Community Conversations](#), a partnership between NH Civics and New Hampshire Public Radio's Laura Knoy across the five regions of New Hampshire. Furthermore, consideration was given to the current legislation

regarding civics education such as RSA 189:11, which requires instruction and assessment in national and state history and government.

The Coalition met six times, the first of which took place in June of 2021. Subsequent meetings occurred in September and November of 2021 and in January, March and May of 2022.

Additionally, subgroups of the Coalition met at various times throughout the year, sharing their discussions, processes, and ultimately, their work products and recommendations with the Coalition at whole group sessions.

The recommendations that were brought forward are as follows in alphabetical order:

- Equity- Access by all students to high-quality civic learning opportunities must be universal and culturally responsive. Recommendations are offered for achieving greater opportunity and access for all students, regardless of race, gender, cultural and linguistic background or socio-economic status:

1. Examine requirements relative to civics education such as mandates imposed by law.
2. Provide incentives such as funding or scholarships.
3. Award recognition for achieving greater opportunity and access: for excellence to include student, teacher, school, district- annual awards event with substantial publicity, a “Democracy School”.

- Professional Development/Media Literacy- In order for the professional development initiative to work, school districts and administrators must support the importance of social studies/civics education in all grades K-12:

1. Elevate the importance and significance of professional development in social studies, particularly for civics education and media literacy, at all grade levels.
2. Capitalize on the existing resources for media literacy and social studies related professional development from both local organizations and national entities like iCivics to make lesson plans, materials, and curriculum easily accessible.
3. Focus professional development on ways to integrate and spiral civics education into other aspects of the curriculum and/or classroom routines/practices, beginning with elementary educators.

4. Consider the potential gaps in content knowledge for elementary educators and how that may impact their ability and/or confidence to effectively integrate social studies and civics in other curricula areas.

- Time Requirements- NH RSA 189:11 requires “regular courses of instruction in the history, government and constitutions of the United States and New Hampshire ... [beginning] not later than the beginning of eighth grade” (RSA 189:11 eff. Sept. 21, 2020). The law then specifies the required content in civics education and requires each student to pass the United States Citizenship Test before graduation.

The revisions to RSA 189:11 would reflect a high-quality social studies education for New Hampshire students, using modern practices and language from the CivX Now suggestions. The recommendations to RSA 189:11 include removing the reference to eighth grade; adding a requisite civic course at the middle school level; and requiring dedicated time for the teaching of social studies in elementary school. To that end, the recommendations are:

1. Support changes for a rewrite of the current provisions found in RSA 189:11.
2. Integrate civics education into other subject areas across the curriculum.

- Youth Voice- The identification of current legislation, policies, and resources for school and school districts suggests that there are multiple ways to increase student voice in the State Of New Hampshire. Using a four-tiered approach, actions for creating a youth voice infrastructure in the state of New Hampshire are as follows:

1. Advocate for legislation and/or State Department of Education policies that require districts to provide meaningful opportunities for youth voice in school district, municipal, and state government wherever possible.
2. Increase awareness and support of available youth voice resources for teachers, districts, and communities and provide support for creating new resources.
3. Improve coordination between civics organizations in the state to increase the visibility of existing youth voice programs, curricula, and events.
4. Build a culture that celebrates and recognizes how youth voice has positively affected schools and communities through active intergenerational communication and programming.

Although these recommendations are presented in categories, they are intended to work in concert and complement one another in their implementation. Developing a deeper understanding of the challenges that civics education faces in our schools and then creating a multi-pronged approach to address those challenges will ultimately benefit all students in public schools across the State of New Hampshire.

## **Purpose, Mission, and Goals**

### **Purpose**

The New Hampshire Civic Learning Coalition was established to create a community of civic minded individuals to work collaboratively with the common goal of moving state policy, state practice, public interest and attitudes forward when it comes to civics education and civic learning in New Hampshire. The group's work is meant to be nonpartisan and based on best practices in the field of education.

### **Mission**

To increase and improve civics education for New Hampshire's K-12 students, in order to develop, nurture and maintain an informed, engaged, and civil New Hampshire citizenry, participating with good faith in the democratic process.

### **Goals for 2021-2022**

1. Conduct five or six meetings with a professional facilitator to establish consensus on non-partisan policy priorities and plans. Using the CivX Now's state policy menu as a starting point, commonly held policy priorities and the group's process will be documented in a white paper completed by the facilitator in June 2022.
2. Enable our commitment to include diverse groups of students, teachers, school administrators, teachers' unions, and state education policymakers and leaders. We will seek out voices from diverse communities and each region in the state.
3. Create a plan to engage diverse communities and populations in localities throughout the state by hosting conversations, events, and discussion groups aimed at parents, teachers, school board officials, and members of the public.
4. Establish a common website to share resources and document progress.

## **Introduction**

New Hampshire Institute for Civics Education (NH Civics) focuses its work on teaching civics to people of all ages. Its mission asserts that the organization exists “to help people understand how democracy works, how to find the facts, and how to be good and active citizens”, while being strongly committed to non-partisanship. The organization accomplishes this through free-of-charge programming and resources in order to help “prepare New Hampshire residents to play their part” in political arenas at the local, state, and national levels (NH Civics website).

### **The Coalition is Born**

In the summer of 2021, NH Civics organized a group of New Hampshire persons, representing a host of organizations from across the state whose interest was to promote and strengthen a non-partisan approach to civics education in New Hampshire’s public schools. The membership (Appendix A) represented educators, subject matter experts, heads of nonprofit organizations, attorneys, and stakeholders. This group, known as The New Hampshire Civic Learning Coalition (Coalition), met six times over the course of 11 months from June of 2021 through May of 2022, to set norms for the group; create a mission statement; establish goals; examine areas for potential policy development; review current practices in civics education in New Hampshire and across the nation; and develop recommendations to strengthen civics education for the youth in New Hampshire.

### **Research**

This newly formulated group did not conduct research of its own, rather built upon findings from the work conducted at two universities in New Hampshire, research from the New Hampshire Historical Society, and from the NH Civics programming in a variety of areas.

A report entitled, *2020 New Hampshire Civic Health Index* from the University of New Hampshire, Carsey School of Public Policy and the National Conference on Citizenship, set out to provide a “comprehensive view of the ways in which NH residents show up and participate in public life” (Moore-Vissing and Mallory, 2021). Three important questions were asked: to what



extent do the citizens of New Hampshire trust and engage with each other; how do the citizens of New Hampshire participate in community and politics; and how do demographics influence participation in civic life.

Six themes emerged from Moore-Vissing's and Mallory's analysis, one being that, "Education is the most consistent, stable predictor of civic behavior of all types. The study found relationships between education levels and/or receiving civics education, and virtually all other civic health variables, including voting, knowing how to become engaged in one's community, and whether one believes they matter to their community". The study also found that, "demographics affect civic health including education, age, income level, and geographic locations of where individuals lived in the state" (Moore-Vissing and Mallory, 2021). Among the recommendations located in the report, the authors noted that all New Hampshire students should complete a civics education curriculum that teaches the skills and knowledge needed to function as well-informed citizens.

Research conducted at St. Anselm's College in Manchester, New Hampshire and presented at the New England Educational Research Organization (NEERO) conference in 2021 entitled *A Well-Informed Citizenry: Civic Education in New Hampshire* by Dr. Dianna Gahlsdorf Terrell and Dr. Kevin Doran provided additional insight into civics education in New Hampshire's schools. Their study sought to discover, what New Hampshire social studies teachers might be doing differently from teachers nationwide; how policies inform or drive pedagogical choices used by teachers in the classroom; and lastly, does, or how does, policy fidelity differ by district across the state.

In conducting their research, Terrell and Doran categorized instructional practice by teachers as either social inquiry (contemporary problem-solving and/or learning by doing) or cultural transmission (lecture and recall of knowledge assessments) and found that teachers who employed a social inquiry approach in teaching, benefited students. The social inquiry approach develops a deeper understanding of concepts, yielding more engagement, while lecture format may not be as durable in terms of retention (Terrell & Doran, 2021). Moreover, there may be inequities in instructional approaches for students living in rural and low-income districts, thus answering the final question. Policy fidelity is unevenly applied by school districts across New Hampshire (Terrell & Doran, 2021).

The Report to the New Hampshire Legislative Committee to Study Civic Engagement in the fall of 2019, sponsored by the New Hampshire Historical Society, highlighted the marginalization of social studies in the curriculum, especially at the elementary level. Later in 2021, A Guidelines document was developed that advocated for school districts to re-evaluate their social studies programs to offer a spiraling curriculum, beginning in the early elementary grades, that increases in depth and complexity as students progress through the school district; adopt the College, Career and Civic Life Framework (C3 Framework), an inquiry-based model, developed by the National Council for the Social Studies in 2010; and to employ dynamic instructional practices that teach students to form their own conclusions (Dubrulle 2019).

NH Civics conducted listening tours and community conversations in partnership with New Hampshire Public Radio. A program entitled, *Building Civic Strength: NH Community Conversations*, was held across the five regions of New Hampshire in the winter/spring of 2022. These engaging conversations included discussions about the United States Constitution; the creation of civically strong communities; the role of civics education in the development of civic strength; the importance of understanding ideas and opinions that differ from ones' own perspective; and the teaching of young people to use their civic voices in a responsible and considered manner.

## **The Work**

At the end of its first year, the Coalition made recommendations in four critical areas to shape the future outlook of civic education in New Hampshire. These recommendations are in the areas of Equity in Civics Education, Professional Development and Media Literacy, Time Requirements for Civics Education in K-12 Public Schools, and Youth Voice. The work completed in one year's time was impressive, however the Coalition fully understands that this is the beginning of a journey. In year two, the Coalition intends to refine their recommendations, build support for the Coalition's work with key stakeholders statewide, define the level of implementation, create action steps, and set timelines. This report chronicles the processes that were utilized by the Coalition in its first year to arrive at the policy/legislative recommendations that follow.

## **Year One: June 2021-May 2022**

### **Meeting 1: June 22, 2021**

At the first session, the stage was set with the guiding question: “Why is it important to create educational policy for civics education in New Hampshire”? Discussion about this important question occurred as members began to become acquainted with one another. Additionally, the Coalition’s founders valued relationship building between and among members of the Coalition, so to that end, meeting norms were developed by the group and participants engaged in an activity to better understand their own work style preferences, as well as appreciate the work styles of colleagues. This increased understanding, ultimately, helped the group to work more effectively.

### **Meeting 2: September 29, 2021**

The second meeting was held in September of 2021 and the group added an additional guiding question to focus its work, “What policies will increase and improve civic learning in our state”?

At this session, a discussion of the Coalition’s purpose, mission, and goals was led by Martha Madsen, Executive Director of NH Civics. Following that conversation, a closer examination of the CivX Now Menu of Policies and their descriptors (Appendix B) occurred in order to develop a deeper understanding of national guidelines. This information was used to formulate recommendations aligned to New Hampshire priorities. Eleven potential policy categories were posted on the walls and each Coalition member was given the opportunity to select up to three topics that were most important to them in their professional role. Topics included 1) State Learning Standards; 2) Assessment and Accountability; 3) Course and Time Requirements; 4) Pre-Service Requirements; 5) Educator Professional Development; 6) Equity; 7) Implementation; 8) Youth Voice; 9) School Climate, Culture and Leadership; 10) Democracy Schools; and 11) Media Literacy. The session concluded with the emergence of six possible work groups: Equity in Civics Education; Media Literacy; Professional Development; Recognition; Time Requirements for Civics Education; and Youth Voice.

### **Meeting 3: November 17, 2021**

At this session Coalition members selected a topic of interest. A decision was made to combine some topics to ensure an adequate number of members in each area. As a result, Media Literacy joined with Professional Development and Recognition with Equity. Information was gathered on innovative practices and policies from across the country to use as springboards for discussion. Group members discussed work that occurred in other states and compared those priorities to current practices, policies, and priorities in New Hampshire. One common theme emerged from all groups and that was the need for more time for research and continued discussions. The notion of working in sub-groups outside of the scheduled whole-group meetings evolved.

### **Meeting 4: January 31, 2022**

Due to a surge in the Covid-19 numbers in New Hampshire, this meeting was held virtually via Zoom. A presentation by Shawn Healy from iCivics focused on innovative practices and policy development in civics education from a national perspective. Members had the opportunity to ask questions that emerged from subgroup discussions and other dialogues. A second guest joined this session. Senator Rebecca Whitley-D from District 15 in New Hampshire communicated the steps involved for crafting a bill for legislative consideration and shared her thoughts on the most effective processes to get a bill in front of the Senate. The remainder of the meeting was spent with members working in their designated subgroups and discussing priorities for recommendation to the Coalition as a whole. Additionally, subgroups set remote meeting times for February and March for their ongoing work.

### **Meeting 5: March 29, 2022**

The Coalition met a fifth time to communicate the progress each subgroup made in terms of developing recommendations. Draft recommendations were shared and members had the opportunity to ask questions and offer support. At this session, it became clear that although the Coalition had identified four distinct areas for policy development, there was substantial overlap

between and among the subgroup areas. As an example, in order to ensure that time would be allocated for high-quality social studies and civics education at the elementary level, professional development may be necessary for educators.

Furthermore, Elizabeth Dubrulle, Director of Education at the New Hampshire Historical Society in Concord, New Hampshire, shared a PowerPoint slide presentation entitled, *A Call to Action: Guidelines for Social Studies Education in New Hampshire Schools*. Her report highlighted a study that suggested the need for new academic standards for social studies and civics across the state.

### **Meeting 6: May 29, 2022**

The final meeting of the year hosted a session in which Representatives David Luneau-D, (Merrimack 10) and Michael Moffett-R, (Merrimack 9) discussed their views on civics education in New Hampshire as members of the House of Representatives. Coalition members, once again, were able to ask questions and discuss issues of importance to the group. Moreover, a synopsis was given of a virtual meeting with Senator Erin Hennessey-R from District 1, held on May 10, 2022. The Senator shared information regarding the development of legislation and strategies for gaining support for a bill. At the conclusion of that segment, subgroups reviewed the draft Executive Summary, discussed, debated, and edited final recommendations. The session concluded with a celebration of the year's work and the planning of next steps for the coming year.

## Topics for Consideration with Recommendations

### Equity in Civics Education

Year One	Year Two	Implementation
Recommendations	Potential Next Steps	Timelines
Examine requirements relative to civics education such as mandates imposed by law.	Identify current requirements/mandates.	Propose action steps.
Provide incentives such as funding or scholarships.	Identify funding sources.	Propose action steps.
Award recognition for achieving greater opportunity and access: for excellence to include student, teacher, school, district - annual awards event with substantial publicity, a “Democracy School”.	Develop or adopt criteria for recognition.	Propose action steps.

## Professional Development and Media Literacy

Year One	Year Two	Implementation
Recommendations	Potential Next Steps	Timelines
Elevate the importance and significance of professional development in social studies, particularly for civics education and media literacy, at all grade levels.	Refine goal to define “elevate”.	Propose action steps.
Capitalize on the existing resources for media literacy and social studies related professional development from both local organizations and national entities like iCivics to make lesson plans, materials, and curriculum easily accessible.	Identify existing resources for media literacy and social studies related professional development.	Propose action steps.
Focus professional development on ways to integrate and spiral civics education into other aspects of the curriculum and/or classroom routines/practices, beginning with elementary educators.	Identify the necessary resources.	Propose action steps.
Consider the potential gaps in content knowledge for elementary educators and how that may impact their ability and/or confidence to effectively integrate social studies and civics in other curricula areas.	Pinpoint potential gaps in social studies content knowledge.	Propose action steps.

**Time Requirements for Civics Education in K-12 Public Schools**

<b>Year One</b>	<b>Year Two</b>	<b>Implementation</b>
<b>Recommendations</b>	<b>Potential Next Steps</b>	<b>Timelines</b>
Support changes for a rewrite of the current provisions found in RSA 189:11.	Propose rewrite of current law.	Set timeline to bring to legislation.  Propose action steps.
Integrate civics education into other subject areas across the curriculum.	Develop strategies for integration.	Propose action steps.



## Youth Voice, Creating Meaningful Opportunities

Year One	Year Two	Implementation
Recommendations	Potential Next Steps	Timelines
Advocate for legislation and/or State Department of Education policies that require districts to provide meaningful opportunities for youth voice in school district, municipal, and state government wherever possible.	Write proposed legislation/policy language.	Set timeline to bring to legislation.  Propose action steps.
Increase awareness and support of available youth voice resources for teachers, districts, and communities and provide support for creating new resources.	Identify avenues for increased awareness.	Propose action steps.
Improve coordination between civics organizations in the state to increase the visibility of existing youth voice programs, curricula, and events.	Create a list of all civic organizations and contact persons in the organizations to aid in the coordination.	Propose action steps.
Build a culture that celebrates and recognizes how youth voice has positively affected schools and communities through active intergenerational communication and programming.	Share research on the connection between youth voice and positive school-community cultures.	Propose action steps.

## Status of Goals for 2021-2022

1. Conduct five or six meetings with a professional facilitator to establish consensus on non-partisan policy priorities and plans. Using the CivX Now's state policy menu as a starting point, commonly held policy priorities and the group's process will be documented in a white paper completed by the facilitator in June 2022.

**Accomplished** - The Coalition held six whole-group meetings with a professional facilitator over the course of the year, as well as several subgroup work sessions. The CivX Now's state policy menu was used as a springboard to develop areas of interest for the Coalition's work. The completion of this white paper codifies the Coalition's processes and initial recommendations.

2. Enable our commitment to include diverse groups of students, teachers, school administrators, teachers' unions, and state education policymakers and leaders. We will seek out voices from diverse communities and each region in the state.

**Ongoing** - A list of the Coalition members (Appendix A) illustrates the breadth of participation and membership in this year's work. Students, educators from both the K-12 level and higher education, school leaders, teachers' unions, and state education policy makers were all represented. The Coalition plans to expand its membership to ensure voices from socio-economic, culturally, and linguistically diverse communities are included.

3. Create a plan to engage diverse communities and populations in localities throughout the state by hosting conversations, events, and discussion groups aimed at parents, teachers, school board officials, and members of the public.

**Accomplished** - NH Civics, in conjunction with New Hampshire Public Radio, held five presentations/listening sessions across the state of New Hampshire this year. Sessions were attended by students, parents, community members, educators, and elected officials. Each region had a slightly different focus for its meetings that ranged from discussions about the United States Constitution, to the role of civics education in the development of civic strength and the importance of understanding ideas and opinions that differ from ones' own perspective.

4. Establish a common website to share resources and document progress.

**Ongoing** - A website design is underway and anticipated to become live in the fall of 2022. The website will be used to inform the public of the Coalition's work, post opportunities for involvement, and share resources.

## Conclusion

New Hampshire has a proud history of developing educational programming, legislation, and policies that are congruent with New Hampshire's values including local control and the philosophical underpinnings of "Live Free or Die". In its first year, the Coalition undertook the task of building a framework that would support student learning in the areas of civic education and engagement. The goal aimed to deepen students' understanding of local, state and federal governments and how each operates; the importance of citizens' voice in civic engagement and citizens' rights; and what it means to be an engaged citizen.

The Coalition intends to continue its work, beginning with meetings scheduled for the summer of 2022. A review and refinement of recommendations will be conducted, as necessary.

Subsequent tasks involve creating action steps for each recommendation. These action steps, to be written in the form of a SMART goal (Specific; Measurable; Attainable; Realistic; and Time-bound), will include activities necessary for accomplishing the recommendation, the person/people responsible for spearheading the action/activities, the proposed cost, if any, timelines for completion, the identification of resources, and evidence of success.

Other areas of interest include continued use of the CivX Now Policy Menu and other reports to formulate recommendations in the area of state learning guidelines/standards, recognition of high-quality civics education programming in New Hampshire, and building support for a Social Studies liaison position at the Department of Education.

Research on historical, civic and social scientific education shows evidence to suggest that providing students with multiple occasions to inquire into social problems translates into subsequent lifetime political engagement (Terrell & Doran, 2021). Through its work, the Coalition wishes to give students across New Hampshire the chance to do just that.

## **Acknowledgements**

Members of the New Hampshire Civic Learning Coalition would like to thank the presenters and legislators for their time and expertise over the course of the year and for the guidance they provided: Shawn Healy from CivX Now/iCivics, Senator Erin Hennessey, Senator Rebecca Whitley, Representative David Luneau, Representative Michael Moffett, and Elizabeth Dubrulle from the New Hampshire Historical Society.

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CivX Now/iCivics

New Hampshire Institute for Civics Education

New Hampshire League of Women Voters

New Hampshire School Administrators Association

New Hampshire School Boards Association

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Mary Susan Leahy

David Slawsky

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## Appendix A

### The New Hampshire Civic Learning Coalition Task Force Members

Name	Role/Affiliation and City/County
Lorraine Tacconi-Moore	Facilitator, Retired Superintendent from Henniker, Stoddard, and Weare NH and Educational Consultant
Martha Madsen	Executive Director, NH Civics, Concord
Amanda Pawlik	Program Manager, NH Civics, Concord
Karen Abraham	NH School Library Media Association, Concord
Christine Brennan	Deputy Commissioner, NH Dept. of Education, Concord
Anna Brown	Director of Research & Analysis, Citizens Count, Hampton
Marissa Carlson	NH Teen Institute, Manchester
Dellie Champagne	NH State Manager, Save the Children, Concord
Marjorie Chiafery	Retired Superintendent, Merrimack
Jack Crisp	NH Bar Association and the NH Bar Foundation, Concord
Barrett Christina	NH School Boards Association, Concord
Rebecca Coppola	Director of Education, Strawberry Banke Museum, Portsmouth
Kathleen Cuddy Egbert	Superintendent at Governor Wentworth Regional School District, Wolfeboro Falls and NHSAA, Concord
Elizabeth Dubrulle	Director of Education, New Hampshire Historical Society, Concord
Susan Field Gamache	Retired Middle School Civics Teacher, Concord; Adjunct Professor, New England College
Luane Genest	Coordinator of NH Kid Governor Program, Freedom
Michael Haley Goldman	Executive Director, NH Humanities, Concord

Haley Goodwin	Social Studies Teacher, Hillsboro-Deering Middle School
Chris Herr	Social Studies Teacher, Concord High School, Concord
Matthew Hicks	Headmaster, Shaker Road School; UNH Adjunct Professor, Concord
Deb Howes	American Federation of Teachers, NH, Bow
Robin E. Knippers	Law Related Education Coordinator, NH Bar Association, Concord
Carl Ladd	Executive Director, NH School Administrators Association, Concord
Logan Laroche	Social Studies Teacher, Pittsfield High School, Pittsfield
Lori Langlois	Executive Director, North Country Education Services, Gorham
Sudi Lett	Youth & Education Outreach Coordinator, Young Organizers United, Manchester
Noah Lira	Social Studies Teacher, Franklin High School, Franklin
Amanda Maguire	NH Civics, Concord
Kim McCann	NH Association of School Principals; Assistant Principal of Goffstown High School, Goffstown
Carrie Neil	School Board Member, Barrington School District, Barrington
Jeff Peterson	Social Studies Department Chair, Alvirne High School, Hudson
Jason Reid	Social Studies Teacher, Franklin Middle School, Franklin
Kaitlin Rocca	Student, Exeter High School, Exeter
Erika Stokke	Social Studies Teacher, Moultonborough Central School
Dianna Gahlsdorf Terrell	Professor of Education, Saint Anselm College, Manchester
Megan Tuttle	NEA-NH President, Concord



Brett Vance	NH Council for the Social Studies, Hudson
Janet Ward	League of Women Voters, NH
Holly Wilson	Social Studies Teacher, Weare Middle School, Weare
Youth	Young Organizers United (Y.O.U.), Manchester

## Appendix B

### CivX Now Menu of Policies

- 1. State Learning Standards** – As states undertake periodic revision of their standards for learning in the social studies, they should build on the ‘College, Career and Civic (C3) Life Framework for Social Studies State Standards,’ developed by a consortium of 20 states. Drawing on the concepts in the Framework, states should work to make their standards, fewer, clearer and more rigorous, emphasizing the role of the citizen in our constitutional republic and offer opportunities for students to learn to make informed civic decisions.
- 2. Assessment and Accountability** – States should ensure that assessments include end of course objective assessments as well as performance-based assessments or other alternative assessments. States should ensure the testing instruments (objective and alternative) offer a comprehensive measure of civic learning and will permit the reporting of results disaggregated by subgroup. States should include appropriate assessment in civics in their accountability systems.
- 3. Course and Time Requirements** – States should work to strengthen their course requirements in civic education. Based on existing research and recognized best practices, strengthened course requirements should include:
  - 1.** More time devoted to civic learning in the elementary grades with a common upper elementary assessment to ensure that students acquire foundational knowledge and concepts;
  - 2.** A full semester civics course in middle school, that utilizes the Proven Practices of the ‘Civic Mission of Schools’ reports, with an opportunity for students to learn through a real-world civic policy project and common end of course assessment; and
  - 3.** A full year high school civics course, utilizing the Proven Practices of the ‘Civic Mission of Schools’ reports, with an opportunity for students to learn through a real-world civic policy project and common end of course assessment using a traditional objective paper/pencil or online test as well as an alternative form of assessment (portfolio, classroom based) with passage linked to high school graduation.
- 4. Pre-Service Requirements** – States should strengthen pre-service requirements for civics teachers by requiring undergraduate courses in U.S. Government and American History as

well as undergraduate course work in the unique pedagogy of civics, including use of experiential learning, use of simulations, guided classroom discussion of controversial issues, service learning linked to classroom learning, student projects and differentiated instruction. Certification tests should be adapted to assess pre-service teacher achievement in these areas.

- 5. Professional Development** – States should provide adequate resources for ongoing civics teacher professional development, on par with the professional development provided to math, literacy and science teachers.
- 6. Equity** – States, districts and schools should work together to develop strategies and devote resources that will reduce racial and economic disparities in civic learning opportunities and achievement.
- 7. Implementation** – Policies do not implement themselves. States should establish or empower an in-state entity to help schools and districts implement new policies.
- 8. Youth Voice** – Each state should ensure youth voice and participation is included in education and community decision making by including meaningful student representation on local boards, commissions and other governmental bodies. Student representatives should be accountable to their peers.
- 9. School Climate, Culture and Leadership** – School climate matters. Schools and districts should take the necessary actions to ensure that policies and practices related to school discipline, school safety and culture reflect democratic ideals, and that students experience democratic practices throughout the school day.
- 10. Democracy Schools** – States should establish a recognition program to encourage educational excellence, continuous improvement and replication of effective programs.
- 11. Media Literacy** – Although media literacy is not currently included in the CivX Now policy menu, it had been contained in previous documents and suggested that States should cultivate students’ media literacy skills through embedded content across subject areas and grade bands, along with up-to-date school facilities, libraries most critically, as venues for students to both produce and consume media.

## Appendix C

### 189:11 Instruction in National and State History and Government.

I. In all public and private schools in the state there shall be given regular courses of instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government and of the federal government. Such instruction shall begin no later than the beginning of the eighth grade and shall continue in all high schools as a component of a one credit course of instruction required for high school graduation in United States and New Hampshire history and a one-half credit course of instruction required for high school graduation in United States and New Hampshire government/civics. A school district shall develop and offer the United States and New Hampshire government/civics course and at a minimum, the course shall include instruction in the following areas:

- (a) Opportunities and responsibilities for civic involvement.
- (b) Skills to effectively participate in civic affairs.
- (c) The U.S. Constitution and the principles stated in the Articles and Amendments of the U.S. Constitution that provide the foundation for the democratic government of the United States.
- (d) The New Hampshire constitution and the principles stated in the articles of the New Hampshire constitution that provide the foundation for the democratic government of New Hampshire.
- (e) The structure and functions of the 3 branches comprising federal and state governments: legislative, judicial, and executive.
- (f) The role, opportunities, and responsibilities of a citizen to engage in civic activity.
- (g) The role and interactions of the state of New Hampshire and local governments within the framework of the U.S. Constitution and of extended powers and functions provided to local governments.
- (h) How federal, state, and local governments address problems and issues by making decisions, creating laws, enforcing regulations, and taking action.
- (i) The role and actions of government in the flow of economic activity and the regulation of monetary policy.
- (j) How intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can evolve, into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices.

II. As a component of instruction under paragraph I, a locally developed competency assessment of United States government and civics that includes, but is not limited to, the nature, purpose, structure, function, and history of the United States government, the rights and responsibilities of citizens, and noteworthy government and civic leaders, shall be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students who attain a passing grade on the competency assessment shall be eligible for a certificate issued by the school district. The United States Citizenship and Immigration Services (USCIS) test may be used to satisfy the requirement of this paragraph. By June 30 of each year, each school district shall submit the results of either the locally developed competency assessment of United States government and civics or the United States Citizenship and Immigration Services (USCIS) test to the department of education.

**Source.** 1923, 47:2. PL 117:9. RL 135:11. RSA 189:11. 1975, 183:2. 2016, 7:1. 2017, 107:1, eff. Aug. 7, 2017. 2018, 352:4, eff. Aug. 31, 2018. 2020, 29:14, eff. Sept. 21, 2020.