

An American flag is draped across the top of a dark chalkboard. The blue field with white stars is on the left, and the red and white stripes are on the right. The text is written on the chalkboard surface.

UTAH CIVIC LEARNING COALITION

An informal alliance of educators, nonprofits,
policymakers, and academic partners
dedicated to preparing youth for civic life.

TODAY



UServeUtah

Utah Commission on Service & Volunteerism

1. Framing the UCLC & Its Purpose

- Pre-History & the UCLC's Charge
- Data on Youth Civic Preparedness & Educators Preparedness
- Feedback on K-12 Educators' needs
- Civics in Utah's *Portrait of a Graduate*
- Intro to *Theory of Change* Tool
- *The Promising Practices of Civics Education*

2. Breakout Groups

- Classroom Instruction on the Foundations/Civic Skills
- Character and Social-Emotional Learning/School Culture/Student Voice
- Media & Digital Literacy/Discussion of Controversial Issues
- Experiential Civics/Service Learning/Simulations

3. Share Insights from Breakout Groups; Next Steps

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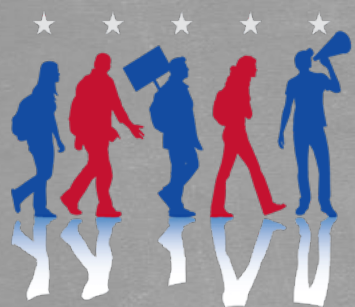
FRAMING THE UCLC + ITS PURPOSE

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PRE-HISTORY OF UCLC...

- Commission on Civic and Character Education
- Place for All conferences & traditions: 2018, 2019, and 2020
- SLC School District's Partnership on Experiential Civics with Generation Citizen
- Legislative Efforts: Rep. Dan Johnson, PhD & Arundhati Oommen
- Inspiration from statewide coalitions around the U.S.

STATEWIDE CIVIC LEARNING COALITIONS



IllinoisCivics.org



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PRE-HISTORY OF UCLC...

WHAT'S MISSING FROM THESE EFFORTS?

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PRE-HISTORY OF UCLC...

WHAT'S MISSING FROM THESE EFFORTS?

A bright yellow starburst shape with multiple points, outlined in black, is positioned on the left side of the slide.

**MOMENTUM
FROM 1 EVENT
TO ANOTHER**


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PRE-HISTORY OF UCLC...

WHAT'S MISSING FROM THESE EFFORTS?

A bright yellow, multi-pointed starburst or explosion shape, pointing towards the top right.

**MOMENTUM
FROM 1 EVENT
TO ANOTHER**

A blue, multi-pointed starburst or explosion shape, pointing towards the bottom right.

**MECHANISMS + METRICS TO
MEASURE RESULTS**



PRE-HISTORY OF UCLC...

WHAT'S MISSING FROM THESE EFFORTS?

**MOMENTUM
FROM 1 EVENT
TO ANOTHER**

**MECHANISMS + METRICS TO
MEASURE RESULTS**

**WAYS TO GENERATE
SYNERGIES ACROSS
SECTORS &
STAKEHOLDERS**



PRE-HISTORY OF UCLC...


WHAT'S MISSING FROM THESE EFFORTS?

**MOMENTUM
FROM 1 EVENT
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**\$ TO ENHANCE
CAPACITY
& FACILITATE
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**MECHANISMS + METRICS TO
MEASURE RESULTS**

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DATA ON YOUTH CIVIC PREPAREDNESS AND EDUCATOR PREPAREDNESS

CIVIC EDUCATION MEASURES, 2019

Civic education requirements by state

● Standard Met ○ Standard Not Met

State	Requires stand-alone civics/U.S. Government course?	Minimum number of credits*	Advanced Placement U.S. government and politics mean score (2019)**	Meets full curriculum requirements? (5 standards)***	Requires community services?	Requires civics exam to graduate?
Utah	Y	0.5	3.11	● ● ● ● ○	N	Y

HOW DOES UTAH COMPARE TO OTHER STATES?

# of states	40	10	3	26	23	19
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Source: Center for American Progress.

DATA ON YOUTH CIVIC ENGAGEMENT

Only 14% of Utah 16- and 17-year olds are pre-registered to vote



Utah County	# pre-registered in 2018	Estimated % pre-registered in 2018
Summit	437	32%
Wasatch	284	25%
Uintah	275	23%
Davis	2,557	21%
Washington	971	19%
Juab	83	18%
Rich	11	17%
Utah	3,776	17%
Cache	678	17%
Sevier	128	16%
Garfield	28	16%
Salt Lake	5,499	16%
Tooele	415	16%
Box Elder	264	14%
Daggett	3	14%
Sanpete	139	13%
Iron	199	12%
Millard	52	12%
San Juan	63	12%
Weber	958	12%

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ARE TEACHERS PREPARED TO TEACH CIVICS?

- 1 in 5 social studies teachers (in U.S. n=820) felt very well prepared to support civic learning
- Teachers are divided on value of teaching experiential or community-centered civics
- Teachers of color more often discuss controversial topics in classroom; overall teachers are divided on whether such a focus can be construed as too political

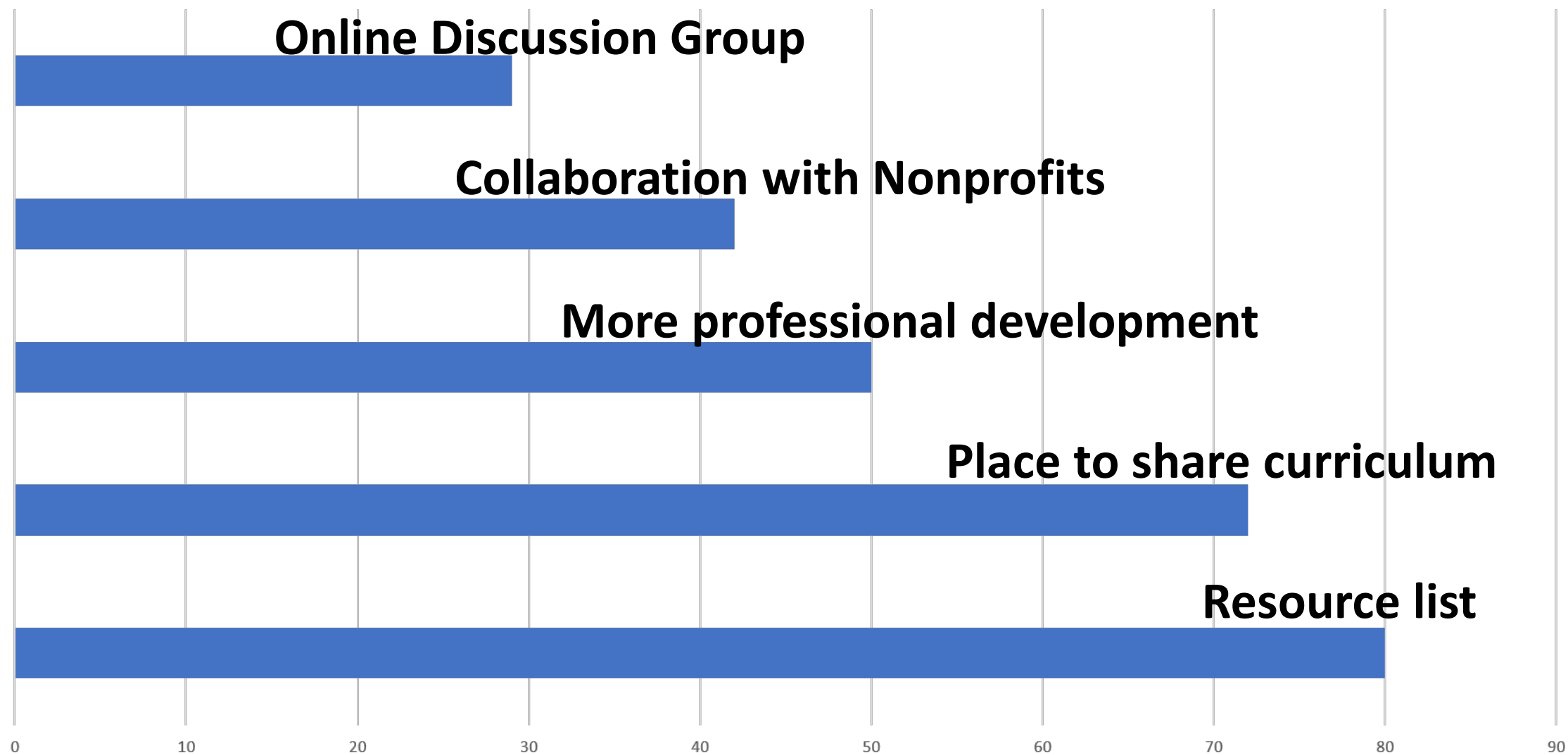
-Rand Corporation, 2021



FEEDBACK FROM
EDUCATORS ON WHAT THEY
NEED TO TEACH CIVICS



WHAT SUPPORTS DO YOU NEED TO TAKE YOUR NEXT STEP?



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I USED TO THINK, BUT NOW I THINK...(PLACE FOR ALL, 2020)

- Teresa: *“...that service learning was picking up trash at a park or donating to a food bank, but I now think that service learning is important to make lasting change.”*
- Daniel: *“that it is good to just do a food drive but it is even better to find out why people are hungry. I never thought about diving that deep before!”*
- Molly: *“...now I’m thinking my students could look at the school as their community to create a project addressing problems at our school.”*

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I USED TO THINK, BUT NOW I THINK...

- Erin: “...*that service learning probably wouldn’t work with online students, but now I think it’s my job to find a way to make it work.*”
- Morgan: “*that it was a social studies issue, but now I think all content areas should incorporate service learning.*”
- Joan: “...*that it was hard, but now I think it’s do-able.*”

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PROVEN + PROMISING PRACTICES OF CIVICS EDUCATION

CLASSROOM INSTRUCTION: FOUNDATIONS OF DEMOCRACY

- Maybe the best place to learn about the foundations of our Republic.
- Remember that civic learning can—and should—be part of *all* social studies, and even English, the digital arts, and more
- In the classroom students can learn civic knowledge and skills. They can even pre-register to vote by inviting in Voterise or the League of Women Voters.



CHARACTER + SOCIAL-EMOTIONAL LEARNING/ SCHOOL CULTURE/STUDENT VOICE

- To succeed in life—not just civic life—kids must set and achieve goals, show empathy, and have positive relationships.
- Utah's Portrait of a Graduate recognizes that school (and an affirming school culture) is a place where dispositions of character can be developed.
- School is a place for students from all backgrounds to find their voice—and respect students with different views.



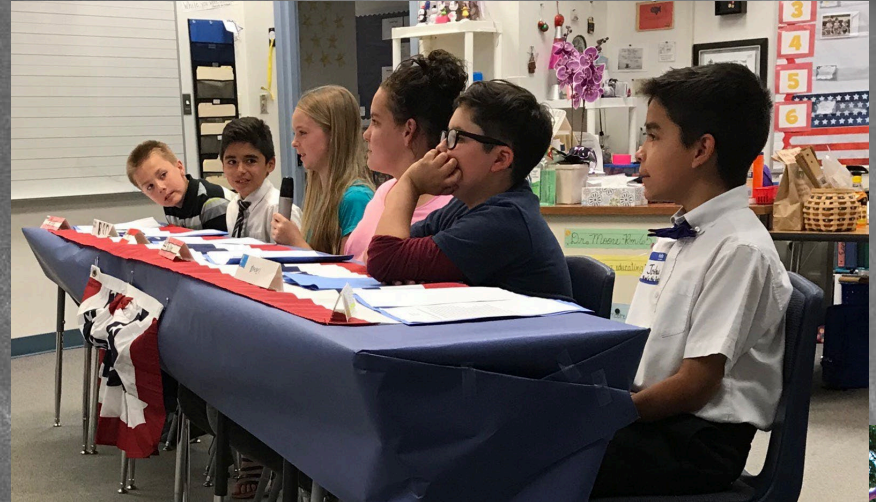
DISCUSSION OF CONTROVERSIAL TOPICS + DIGITAL/MEDIA LITERACY


- Educators should facilitate productive discussions of controversial topics and current events.
- Help students engage in respectful, fact-based dialogue across partisan divides.
- Students often get their news online & from social media.
- Digital & social media is one of the engines of democratic life and activism.



EXPERIENTIAL CIVICS/SERVICE LEARNING/SIMULATIONS

- Service learning: combines community service (ex: food pantry) with critical study of the social problems that give rise to the need for service.
- Experiential Civics: students choose an issue they care about and propose real solutions to that issue.
- Simulations programs like We The People, Project Citizen, Mock Trials, and Model UN



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UTAH'S PORTRAIT OF A GRADUATE:

The ideal characteristics of a graduate after going through Utah's K-12 system

UTAH'S PORTRAIT OF A GRADUATE: KEYS



UTAH'S PORTRAIT OF A GRADUATE: KEYS



Mastery is the ability to demonstrate depth of knowledge and skill proficiency.



Autonomy is having the self-confidence and motivation to think and act independently.



Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

UTAH'S PORTRAIT OF A GRADUATE: CORE COMPETENCIES



Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.



Wellness

Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.

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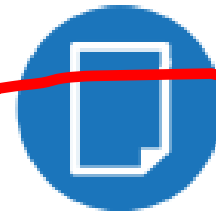
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Civic, Financial & Economic Literacy

Understand various governmental and economic systems, and develop practical financial skills.



Digital Literacy

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

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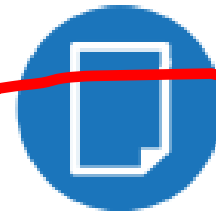
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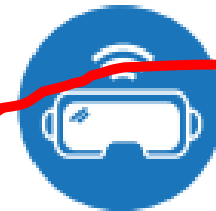
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Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.



CIVIC, FINANCIAL AND ECONOMIC LITERACY

Understand various governmental and economic systems and develop practical financial skills.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to interact cooperatively with adults and peers of diverse backgrounds. Students will contribute to the classroom community.	Students will be able to identify the structure of and roles within a diverse community. Students will explain how their individual role contributes to the community.	Students will be able to develop societal awareness at the local, state and national level by expanding participation in diverse civic activities.	Students will be able to understand and evaluate the role of government and economy as it relates to citizen rights and responsibilities.	Students will be able to use their knowledge of government and economic systems to defend civic choices and analyze and evaluate options.	Lifelong learners will be able to integrate diverse civic choices by advocating for their individual belief system within their community and society.
Students will be able to distinguish between a want and a need. Students will explain how jobs meet the needs of individuals in the classroom community.	Students will be able to identify and assign value to personal assets according to individual wants and needs.	Students will be able to justify wants and needs by evaluating the relationship between earning, saving and spending.	Students will be able to prioritize wants and needs by allocating time, resources and assets.	Students will be able to develop sustainable plans based on financial priorities using saving strategies and asset management skills.	Lifelong learners will be able to implement and manage individual fiscal priorities.



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ACADEMIC MASTERY

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to recognize, recall and sort academic content knowledge and foundational skills.	With support, students will be able to retrieve, comprehend and analyze academic content knowledge and skills.	Students will be able to comprehend and infer to analyze academic content knowledge and skills across multiple disciplines.	Students will be able to analyze, adapt and apply academic content knowledge, skills and dispositions across multiple disciplines in teacher-driven contexts.	Students will be able to analyze, synthesize and transfer academic content knowledge, skills and dispositions independently across multiple disciplines and contexts.	Lifelong learners will be able to utilize prior knowledge to emerge as contributors in their field of expertise or profession and apply this knowledge across diverse settings and new contexts.
Students will be able to use information to arrive at a conclusion or solution.	Students will be able to make observations and use information to prepare for an evidence-based conclusion or solution.	Students will be able to organize and select information to reach an evidence-based conclusion or solution.	Students will be able to evaluate, organize and differentiate information to reach an evidence-based conclusion or solution.	Students will be able to curate information to arrive at an evidence-based conclusion or solution.	Lifelong learners will be able to curate information to reach evidence-based outcomes, advancing their field of expertise or profession and adding to the collective knowledge base.



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COMMUNICATION

Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to convey information through expression of words, sentences, pictures and gestures for different purposes.	Students will be able to recognize that the way things are expressed or written affects others.	Students will be able to differentiate and share specific information appropriate to the environment and/or audience.	Students will be able to organize and express purposeful information in a modality appropriate to the environment and audience.	Students will be able to develop and initiate communication through a variety of modalities appropriate for different environments and audiences.	Lifelong learners will be able to generate and initiate communication effectively and professionally, through a variety of modalities, adapting their understanding with application to novel concepts, forms and contexts within various environments and audiences.
Students will be able to process information and respond verbally and/or nonverbally in an appropriate manner.	Students will be able to describe and analyze information from others' verbal and/or nonverbal communications, responding appropriately in most settings.	Students will be able to integrate meaning from other's verbal and/or nonverbal communication by responding purposefully within a given context.	Students will be able to interpret meaning from others' communications and respond effectively within different contexts.	Students will be able to interpret meaning from others' communications, adapt their responses and apply understanding in relevant contexts.	Lifelong learners will be able to consistently evaluate the meaning of others' communications, modify responses and effectively communicate within a global and technologically advancing society.



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CRITICAL THINKING AND PROBLEM SOLVING

Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
With support, students will be able to identify, categorize and sequence information to make choices based on new learning and real-life experiences.	Students will be able to find key information, make inferences and form generalizations.	Students will be able to evaluate the relevance and importance of key information presented from a variety of reliable sources to justify solutions and claims.	Students will be able to analyze and select key information and data from a variety of reliable sources to solve problems in a variety of situations across contexts.	Students will be able to analyze and synthesize multiple perspectives of an issue to solve problems. Students will be able to cite valid, reliable data and evidence that apply in a variety of situations across contexts.	Lifelong learners will be able to investigate and take a stance on complex issues, making sure to address bias in information and beliefs and propose and defend solutions that lead to deliberate choices and actions.
	Students will be able to explain reasons for making a decision based on new learning and real-life experiences.	Students will be able to consider multiple sides of an issue, seek alternative solutions and make decisions based on new learning.	Students will be able to critique issues, identify constraints and barriers and evaluate multiple perspectives to make and defend judgments and actions.	Students will be able to evaluate and defend their thinking, adjust their ideas based on new learning and create viable solutions to complex problems in unique and evolving situations.	



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COLLABORATION AND TEAMWORK

Contribute ideas, perspectives and experiences to cultivate a community of shared accountability and leadership.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to engage in cooperative play and transition between activities and settings.	Students will be able to follow group norms while working, playing and completing tasks and projects with peers.	Students will be able to contribute to the development of group norms, build on the ideas of others and encourage equitable participation when working in a collaborative group.	Students will be able to create appropriate group norms, by preparing in advance for effective collaboration, and engage by taking ownership of their individual responsibilities for a given role.	Students will be able to contribute to and work effectively in teams by leveraging various tools and resources, adapting to multiple roles and facilitating connections of diverse perspectives to accomplish shared goals.	Lifelong learners will be able to create, contribute and analyze the work of diverse teams in a variety of contexts by vetting current and evolving tools and resources, adapting to multiple roles and connecting various perspectives to accomplish a shared goal.
Students will be able to adapt to situations and make decisions while interacting with others.	Students will be able to promote individual and shared outcomes while engaging in mutual feedback.	Students will be able to take on a given role, encourage others to complete necessary goals and apply problem-solving practices for high-level outcomes.	Students will be able to negotiate problem-solving practices through the solicitation of team members' perspectives and lead when appropriate to accomplish shared group goals.	Students will be able to create shared responsibility for collaborative work and value the individual contributions made by each team member to cultivate a culture of community.	Lifelong learners will be able to elevate the work of others, share ownership of collaborative work, value the individual contributions made by each team member and create cultures of community in a variety of situations.



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HONESTY, INTEGRITY AND RESPONSIBILITY

Are trustworthy, ethical, reliable and are accountable for the results they produce.

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Students will be able to know the difference between a truth and a lie, while practicing truthfulness.	Students will be able to make sense of a situation by recalling what did and did not happen and express their emotions appropriately.	Students will be able to assess a situation, apply empathy and articulate how their choices have positive and negative outcomes.	Students will be able to recognize and acknowledge that their choices have intended and unintended outcomes now and in the future.	Students will be able to display empathy while making decisions, be accountable for their actions and consider the implications of their choices.	Lifelong learners will be able to make decisions with intention and take accountability for their actions while modeling and advocating for others to do the same.
Students will be able to begin work and follow directions.	Students will be able to take ownership for their actions and complete tasks.	Students will be able to identify the action steps needed to complete commitments, meet responsibilities and contribute productively to a group.	Students will be able to be proactive, organized and accountable in order to complete responsibilities, in addition to making contributions that positively impact their peers.	Students will be able to follow through on commitments and make contributions that positively impact their peers and community.	Lifelong learners will be able to manage their time effectively in order to follow through on commitments and make contributions that positively impact their peers, community and global society.



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Students will be able to know the difference between a truth and a lie, while practicing truthfulness.	Students will be able to make sense of a situation by recalling what did and did not happen and express their emotions appropriately.	Students will be able to assess a situation, apply empathy and articulate how their choices have positive and negative outcomes.	Students will be able to recognize and acknowledge that their choices have intended and unintended outcomes now and in the future.	Students will be able to display empathy while making decisions, be accountable for their actions and consider the implications of their choices.	Lifelong learners will be able to make decisions with intention and take accountability for their actions while modeling and advocating for others to do the same.
Students will be able to begin work and follow directions.	Students will be able to take ownership for their actions and complete tasks.	Students will be able to identify the action steps needed to complete commitments, meet responsibilities and contribute productively to a group.	Students will be able to be proactive, organized and accountable in order to complete responsibilities, in addition to making contributions that positively impact their peers.	Students will be able to follow through on commitments and make contributions that positively impact their peers and community.	Lifelong learners will be able to manage their time effectively in order to follow through on commitments and make contributions that positively impact their peers, community and global society.

An American flag is visible at the top of the slide, with the blue field containing white stars on the left and the red and white stripes on the right. The main background of the slide is a dark, textured grey.

WHAT IS A THEORY OF CHANGE?

It represents *how* and *why* a complex change process will succeed under specific circumstances. It can serve as:

- A roadmap to our outcomes— how we get where we want to go
- A framework for implementation
- The basis for buy-in of all partners about what needs to happen
- A reference for on-going check-ins to see if we are on track
- Our basis for evaluation—how will we measure progress on our outcomes?

THEORY OF CHANGE



GC PROVIDES...



Deep Investment In Educators

Professional development for educators to engage in equity-centered Action Civics pedagogy and practices with their students.



Youth Leadership Development and Engagement

Opportunities for young people to apply their Action Civics experiences to power the movement to transform civics education.



Robust Policy and Advocacy Campaigns

Advocacy for policies at the state and federal level that ensure all young people receive an equity-centered civics education in school.

TO CATALYZE...

Culture Change:

- » Educators are effective at facilitating Action Civics that takes into account systemic oppression, power, and privilege, and centers youth voices in the classroom.
- » Young people stay politically and civically active outside of the classroom.
- » Schools integrate Action Civics pedagogies and practices into broader school culture.
- » State legislators see Action Civics as a critical component of education and democratic reform.

TO ACHIEVE...

A just, inclusive democracy that is responsive to all young people.

Systems Change:

- » School districts adopt Action Civics into district civic learning and equity goals.
- » State legislation mandates that teachers are supported and have resources to facilitate Action Civics in schools
- » States develop standard curricula and assessments for equity-based Action Civics.
- » Federal education mandates and funding lead to Action Civics pedagogy and content being scaled nationwide.

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GO FORTH TO YOUR
BREAKOUT GROUPS!