

NEH Application Cover Sheet (AH-269621)

Cooperative Agreements and Special Projects (Education)

PROJECT DIRECTOR

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Field of expertise: Education

INSTITUTION

iCivics, Inc.
Cambridge, MA 02141-1057

APPLICATION INFORMATION

Title: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Grant period: From 2019-10-01 to 2020-12-31

Project field(s): American Studies; U.S. History; Social Sciences, General

Description of project: The civics field has long lacked a structure for content and pedagogy experts to collaborate on excellent curricular resources and guidance for the nation on civic and history (C&H) education. This project has three objectives: Discovery (evaluating the current state of C&H curricula and resources); Generation (creating a Roadmap for excellence in C&H education); and Dissemination (discussing and sharing the Roadmap). We expect far-reaching impact by harnessing each PI's diverse and influential networks to increase public awareness of the report and use of its recommendations in districts and schools, especially those serving low-income and rural students. The goal is to lay a foundation for all learners to grasp the value of their American democracy – its past failures and present challenges included – and give them a sense of connection and ownership of this democracy. All students must be equipped with the knowledge, skills, and capacities needed to sustain a thriving republic.

BUDGET

Outright Request	650,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	650,000.00
Total NEH	650,000.00		

GRANT ADMINISTRATOR

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***Educating for American Democracy:
A Roadmap for Excellence in History and Civics Education for All Learners***

Proposal for the “American History and Civics: National Convenings” grant supported by the National
Endowment for the Humanities Division of Education Programs,
in partnership with the US Department of Education’s
American History and Civics Education – National Activities Program

Submitted by co-principal investigators

Louise Dubé, B.C.L./M.B.A., Executive Director, iCivics;
Danielle Allen, Ph.D., Edmond J. Safra Center for Ethics at Harvard University;
Paul Carrese, Ph.D., School of Civic & Economic Thought and Leadership at Arizona State University;
Kei Kawashima-Ginsberg, Ph.D., Center for Information and Research on Civic Learning and Engagement
(CIRCLE) at Tufts University;
Peter Levine, Ph.D., Jonathan M. Tisch College of Civic Life at Tufts University

Project Director: Kelly Leahy Whitney, Ed.D., iCivics

August 12, 2019

Abstract: For the last two decades, the American civics field has lacked a structure for bringing content and pedagogy experts into collaboration around the development of excellent curricular resources and guidance for the nation on civics and history education. The people and organizations assembled for this project have helped develop and disseminate a strong base of knowledge about *how* to understand and teach American history and civics. Collectively, we have produced innovative curricula and teaching materials, influenced state standards to incorporate effective pedagogies, published ground-breaking historical and political science research, and published education research on efficacy in civics education.

Teachers, curriculum-writers, textbook authors, and state and district officials must choose content and context carefully. Such choices should be informed by educational research, practitioners’ experience, and substantive expertise in state-of-the-art research on American history, political theory, and political science. Just as we would not let a STEM curriculum languish without incorporation of ground-breaking research in the sciences to balance fundamental principles and paradigms, so too should we not let a civics curriculum languish without incorporation of ground-breaking research in American civics. We propose to convene a transpartisan, interdisciplinary, cross-sector coalition of influential scholars and practitioners to develop a Roadmap to guide teachers and other stakeholders as they decide what to teach, to whom, and when.

Educating for American Democracy has three objectives: Discovery (evaluation of the current state of history and civics curricula and resources); Generation (creation of a Roadmap for excellence in history and civics education); and Dissemination (sharing and discussing the Roadmap, beginning at the National Forum in September of 2020). We expect a far-reaching impact achieved by harnessing each PI’s diverse and influential networks to increase public awareness of the report and use of the recommendations in districts and schools, especially those that serve low-income and rural students. The goal will be to establish a foundation from which to prepare all learners to understand the value of their American democracy as well as its past failures and present challenges, to give them a strong sense of connection to and ownership of that democracy, and to equip them with the knowledge, skills, and capacities that they need to sustain a healthy, thriving republic.

I. Intellectual Rationale and Overview of Program

A. NATIONAL SIGNIFICANCE: *National Challenges: Partisanship, Polarization, and Equity*

Our republic is at a crossroads, facing deep partisan and philosophical polarization (Iyengar & Westwood, 2015); understanding of and trust in our democratic institutions are dangerously low (Foa & Mounk, 2015); and voter participation rates remain among the lowest among genuine democracies (Desilver, 2018). The relative neglect of civics education in the past half-century is a major root cause of much civic and political dysfunction (Levine & Kawashima-Ginsberg, 2017; Feith, 2011).

A recent study argues that the nation has downshifted from providing three courses in civics for every high school graduate in the mid-20th century, to one single-semester course in approximately forty states today (Rebell, 2018). Within four years after the implementation of No Child Left Behind, 33% of diverse school districts in a nationally representative sample reported reducing social studies instruction in order to devote more time to English and math (Rebell, 2018). In recent years, three-fourths of 18-year-old students don't pass the civics portion of the National Assessment of Educational Progress (NAEP, 2014). And while affluent students often have access to sites of civic development, others are left behind due to economic constraints or geographic inaccessibility (Atwell, Bridgeland, & Levine, 2017). Research consistently shows that low-income and underserved students need more innovative and student-centered educational approaches to develop the civic knowledge, skills and dispositions to be informed and capable citizens of America's constitutional Republic (Levine & Kawashima-Ginsberg, 2017; Levinson, 2012).

This recent decline in civics education is more than just a root cause of our dysfunction, but a symptom too. When the National Governors' Association developed the Common Core State Standards, they originally intended to establish standards in English language arts, STEM, and social studies. The social studies project failed because polarized debates over our history—whether to emphasize the “gory” or the “glory”—made consensus about the standards unachievable. In an era of high stakes accountability, where class time allocations are driven by testing regimes, social studies—commonly home to much civics content—went untested, and therefore faced reduced investments of time and other resources.

Relatedly, intellectual shifts among professional historians have resulted in important scholarship, particularly on historically-marginalized American populations. But they have also left the discipline of history, as practiced in colleges and universities, less ready to support the creation of the kinds of overarching narratives needed in K-12 curricula (Lepore, 2019). Similarly, in political science, research agendas and methods expanded dramatically from the 1980s to the present, as American political thought was reconsidered, as political scientists introduced the study of social movements alongside institutions, as survey research widened its lens to include youth political opinion, and as political and legal scholars sought to assimilate the administrative state to core understandings of our political institutions. But university-level subject-expert researchers had few incentives to contribute to K-12 curricula, partly because political science shifted away from both the foundational study of the Constitution as well as the ideals that its complex forms seek to protect. As a result, little of the new research has informed or strengthened civics curricula.

Effectively, K-12 history and civics courses were pushed out of the limelight due to struggles of interpreting our history. They have inadequately been infused with new knowledge that would make curricula and teaching relevant to all learners. Out of the limelight, history and civics courses were also less likely than STEM courses to be supported by investment in innovative instructional strategies—for instance project-based learning—which have been shown to be more effective for the full diversity of learners (Boss et al., 2011). *Educating for American Democracy* seeks to remedy this situation. The time is right.

Leading historians, including Steering Committee member Jane Kamensky and Task Force members Erica Dunbar, Lincoln Mullins, Allen Guelzo, and Jim Grossman will work to rebuild the discipline’s capacity to support K-12 education with refashioned narratives, weaving together central ideas and actors of the American story with those who have lived at the margins. Political scientists, such as Steering Committee and Task Force members Cathy Cohen, Paul Carrese, David Leal, Rogers Smith, and Jim Stoner will re-integrate knowledge of our founding ideals and Constitution with contemporary concerns, emphasizing the great debates that produced America’s principles and institutions—and how those debates percolate across our centuries, calling informed citizens to engage them anew. The broad range of scholars and practitioners in our *Educating for American Democracy* team have worked with educators from Florida, Massachusetts, Arizona,

California, and Illinois. They are fusing innovative approaches to content with new instructional strategies. These educators are creating curricula and learning opportunities that inspire, motivate, and scaffold deep learning and preparation for civic life for all learners.

Importantly, many of the members of the proposed team have been working collaboratively in the [CivXNow](#) Coalition. Founded in 2018 by iCivics—the largest civics education provider in the country—this coalition of [109 organizational members](#) has been leading a nationwide call for civics reform: a systematic effort to re-imagine high-quality civics education in schools, at scale. CivXNow has published a white paper [The Republic is \(Still\) at Risk](#) (Levine & Kawashima-Ginsberg, 2017) focused on the current state of civics education, and which updates the [Guardian of Democracy: The Civic Mission of Schools](#) report (Gould, J. et al, 2011). The coalition has conducted a nationwide survey about the root causes of our poor K-12 civics education system, collecting over 7,200 responses, from which it designed and published an empirical [system map](#) of necessary solutions for improved civic learning. These include (1) promoting public awareness of the importance of civics education; (2) advancing the understanding of best practices in K-12 civics education; and (3) advancing state policy. The CivXNow coalition and partners have deep expertise with convening and disseminating information to the field, putting this proposal at a strategic advantage.

With iCivics' proven leadership—coupled with the research done by iCivics, CIRCLE, the Democratic Knowledge Project at Harvard, and the School of Civic & Economic Thought and Leadership at ASU; and the distinguished educators and scholars as collaborators—this partnership presents a rare effort to integrate history and political science research, and to connect this content expertise to practitioners innovating with instructional strategies. We will create a Roadmap for states, districts, schools, and educators to restore a path toward excellence in American history and civics education for all learners. We will use the structure of a Steering Committee, domain-specific Task Forces in History, Political Science, and Pedagogy, and a pool of Expert Advisors to complete our three objectives: Discovery, Generation, and Dissemination.

As a young nation, the United States led the establishment of public schooling to create an informed and educated citizenry—a vision of the founders (O'Connor, 2011). High-quality history and civics education for American citizens and community members does two critical things: (1) it fosters civic knowledge,

particularly of America’s rich legacy of self-government under our Constitution, including continuing debates about its principles, our failures in respect to them, and how to perfect the constitutional order (Campbell, 2019); (2) it cultivates civic dispositions and skills through the mastery of one’s voice, democratic coordination, and shared political institutions—all of which contribute to well-functioning democratic decision-making within our constitutional order (Campbell, Levinson, & Hess, 2012).

Today, ours is the world’s oldest democracy (Hauer, 2016). The future of the Republic still depends on civics education. Young people require accounts of the shape of our political ideals, institutions, and their operations that are true to the present, as well as to the past. Students must be equipped with real skills for taking ownership of our civic world as it is presently constituted. True American histories must reckon with the pervasive evil of chattel slavery, confront the violent dispossession of the continent’s indigenous people, examine the way the nation has drawn its borders—often in ways designed to exclude—and sometimes through violent means. But though a civically-useful American history must confront these bitter truths among others, it cannot rest there. It also must teach the genius of the nation’s founding documents, most especially their capacity to inspire future generations—including our own—to use their powers, ideals, and concepts to better embody their promises. A useful American history program must mine the past to discover lessons for the present and the future: lessons in rhetoric and action, in persistence and compromise, in solidarity and civil disagreement, in rights and the organization of power. It must take as its goal not only the conveying of information, but the very task of the Constitution itself: *to build a more perfect Union*. By contextualizing civic knowledge and skills with historical thinking, and by teaching civics through the arc of American history, evidence suggests that civic dispositions and civic engagement will be strengthened (Levine & Kawashima-Ginsberg, 2017). *Educating for American Democracy* will produce a Roadmap toward an education in American history and civics of this kind.

B. OVERVIEW OF THE PROGRAM: “*Educating for American Democracy*”: *Reimagining the Potential Impact of American History & Civics*

Our overarching objective is the creation of a Roadmap for excellence in history and civics education. The landscape of American history and civics education is a patchwork of 50 state standards (also

DC Public Schools and the U.S. territories) that often list facts and episodes of our history that are not considered, nor synthesized through a civic lens. Such standards fail educators as they are left to extract the meaning of these events and their connection to preparing learners for informed civic participation. We know the process is failing because the national testing program, the “Nation’s Report Card”, found that only 18% of American students are proficient in history, and only 23% in civics (NAEP, 2014). The National Council for the Social Studies (NCSS) College, Career, and Civic Life Framework for Social Studies State Standards (C3) attempted to address this problem. The C3 was written as a general framework for authors of state standards who were expected to add content. On its own, it is not easily implementable by teachers. While many states have referred to C3, few have adopted it fully (Levine & Kawashima-Ginsberg, 2017).

This deficit in guidance regarding civic and historical content, pedagogy, and implementation is what *Educating for American Democracy* seeks to map and fill. These three pieces are distinct and necessary, but also must be synthesized in a comprehensive educational Roadmap. With support from the National Endowment for the Humanities and the U.S. Department of Education, we will outline concretely—by grade level—high-priority content areas that bridge history and civics; high-priority instructional practices; and high-priority design principles for the development and implementation of history and civics curricula. We will articulate the content, pedagogy, and implementation guidance in a teacher/school-facing framework and in a district/state-facing framework. As we identify a high priority content area—e.g., Supreme Court cases and the evolution of rights— we will direct teachers to texts, curricula, and resources, while directing districts and states toward ways to support curriculum design, implementation, and teacher professional development.

Content: History and civics education is not one-size-fits-all. State educational systems and districts need the opportunity to design curricula that suit their contexts while also adhering to standards of excellence shared across states and districts. Rather than providing guidance that consists of a list of texts or dates, *Educating for American Democracy* will identify high-priority thematic areas by grade-level; high-priority instructional strategies by grade-level; design principles for excellence in designing a curricular unit around those themes; and provide examples of text resources, curricular resources, and curriculum modules that meet those standards. For instance, we might recommend “expanding liberty and suffrage” as a high-priority theme that

should loop through the K-12 developmental sequence, appearing in 5th grade, 8th grade and high school. The theme would integrate history and civics knowledge, past victories with ongoing struggles, with different instructional strategies at different grade levels. In 8th grade, this theme of rights expansion across the 19th and the 20th centuries might be re-labeled “Justice in Action” as instructional strategies begin to pivot toward supporting the development of learners’ capacity for civic action.

Recently, states have sought to incorporate news literacy in their state social studies standards. This dimension of civics education is critically important to the preparation of students for an increasingly digital democracy. Some of the partners on this project are already leading the integration of news literacy into civics education (Bouyges, 2018). The *Educating for American Democracy* team will offer guidance to educators about pedagogical approaches demonstrated to build effective news literacy skills. In addition, the Roadmap will highlight where and how news literacy content should be embedded in the curriculum sequence to ensure student understanding of the role of media and influence in the development of our nation.

Pedagogy: *Educating for American Democracy* will also provide guidance on high-priority instructional strategies. Our team is a network of leaders in education who have been experimenting with innovative pedagogical methods, including project- and inquiry-based learning; document and primary source pedagogies; active-learning (e.g., simulations & video-games driven by student choice); and lived democracy pedagogies (e.g. democracy schools where real decision-making is connected to student learning). The gold standard for innovative pedagogy is to scaffold disciplinary mastery and build civic capacities, dispositions, and engagement simultaneously. Our Roadmap will offer evidence-based guidance on grade-level instructional strategies to achieve this for all learners. We will also present guidance on accommodations for English Language Learners and special needs students, and extensions for learners ready for additional challenges.

Curriculum Development and Implementation: Finally, *Educating for American Democracy* will provide guidance on high-priority design principles for curriculum development and implementation. The testing regimes that flowed from No Child Left Behind and the Common Core often made test designers de facto drivers of curriculum design. The standards themselves left open the question of which, among a diversity of possible texts, a school might emphasize; or of how to balance among the many different issues the standards

called upon schools to achieve. Yet test designers answered these questions implicitly as they chose what to include or leave out on tests (Conley, 2014). This resulted in teachers learning to “teach to the test”; tests became, in many cases, the curricular framework driving learning. This has engendered atrophy of capacity in schools and districts for curriculum building. The time has come for schools and districts to rebuild their capacity for curriculum design and for a policy model in which states expect that standards adoption will be followed by a period of curriculum development tightly linked to content experts. We need curriculum designers, not test designers, to determine how standards will be converted to curricula. Such a model requires that states and districts have a capacity for curriculum design. This typically requires investment in a social studies coordinator, or regional collaboration, as well as a co-design process that links classroom teachers, whom are experts in grade-appropriate pedagogy to content experts. To ensure this process is followed in our design, all of our recommendations will take shape through partnerships with educators, and we will be particularly intentional in ensuring that guidance is focused on both the needs as well as the input of teachers of urban, rural, and underserved students.

II. Design, Content, and Implementation

Educating for American Democracy will achieve this Roadmap by means of a process of fact-finding (October, 2019 - February 2020); recommendation generation (February - March 2020); and a period of report development (March - August 2020) and dissemination (September 2020 and following). We will use a structure of a Steering Committee, domain-specific Task Forces in History, Political Science, and Pedagogy, and a pool of Expert Advisors to complete our three objectives of Discovery (evaluation of the current state of history and civics curricula and resources); Generation (creation of a Roadmap for excellence in history and civics education); and Dissemination. The Steering Committee will guide the overall shape of the work. The Task Forces will be responsible for the fact-finding work and evaluation of gaps between what exists and what we propose to recommend. In particular, the Content Task Forces on History and Political Science/Civics will map out and evaluate: (1) the landscape of existing state standards in history, social studies, political science and civics; (2) curricular offerings and instructional strategies in history, social studies, and civics; (3) new research that ought to be integrated into the curriculum; and (4) research findings

on understanding and measuring excellence in history and civics education. The cross-discipline Pedagogy Task Force will assess the state of research to practice connections in social studies; synthesize extant research on efficacy of various pedagogical approaches; and identify key practitioner questions that need to be addressed through research.

The existing landscape will be evaluated from two perspectives: what is needed to succeed in growing understanding of the value of American's constitutional democracy, including its history, challenges, and potentialities; and what is needed to cultivate mastery of how to use one's voice, skills of democratic coordination, and shared political institutions to contribute to well-functioning democratic decision-making in our complex, constitutional Republic. Complete literature reviews will be commissioned as part of the Task Force work. Upon commencement of the grant, all Task Forces will meet virtually, bi-weekly, to review and discuss goals and findings. The pool of Expert Advisors will be tapped as sources in that fact-finding work. The Steering Committee, in collaborative convenings with federal agency representatives in February and March 2020, will analyze and synthesize the results of the fact-finding to generate the recommendations that will form the content of the Roadmap.

Importantly, we will not be starting from scratch. The breadth and depth of expertise embodied in the appended Letters of Support provide testimony to our collective experience in these fields of history and civics education. The partnering institutions, represented by the Principal Investigators, as well as the members of the Steering Committee, collectively possess a panoramic view of the current experimentation in history and civics education around the country. We will surface and collate what we know; use our Task Forces to pursue answers to what we don't know; and systematically assess the state of curricular resources currently available. This process—with over 100 experts, including leading academics and pedagogy experts—will lead to clear and actionable recommendations compiled in a report. Peter Levine from Tufts University and Danielle Allen from Harvard University will co-author the report in coordination with the other co-PIs.

Educating for American Democracy will use iCivics' educator community and other partner communities for field testing to ensure that the Roadmap is a practical and useful document in the classroom. We will field at least one focus group of educators at each of the participating P.I. institutions (May 2020). iCivics will

organize subsequent diverse focus groups to review recommendations and incorporate feedback (July 2020). These tactics will ensure accountability to the field of practice as well as produce solutions that can be immediately adopted by volunteering schools and institutions.

The Dissemination Phase would include a high-visibility event at the National Forum in Washington D.C, in September 2020, co-hosted with the *Educating for American Democracy* team by the Smithsonian Institution's National Museum of American History and the National Archives and Records Administration Foundation. The Forum itself would focus on sharing the findings from the first two convenings, and reviewing report recommendations. *Educating for American Democracy* will leverage the National Forum into a robust national marketing and visibility campaign. iCivics will oversee all tasks related to the Roadmap's composition, design, copy-editing, publication, and distribution. Most importantly, iCivics will coordinate and leverage networks of all project partners to ensure extensive distribution to school districts across the nation.

Via the CivXNow Coalition, iCivics is well-placed to activate a powerful network of members. iCivics will disseminate the results of this work both to state and district policy makers/leaders, as well as directly to educators. We will publish all reports in print format as well as digitally on the CivXNow site, then develop and implement communications channels for the Coalition members, with clear calls to action. As it stands currently, the CivXNow Coalition has a combined social media reach to over 6.8 million people. iCivics will disseminate the Roadmap to its vast community of impassioned civics teachers (100,000+ annually). In addition, *Educating for American Democracy* will secure dissemination partners. The National Archives and Records Administration Foundation, for instance, will use its existing national network of civics and history educators to assist in the distribution of the physical report as well as promote it electronically. The Foundation's efforts to disseminate the report will include the education departments for the 14 non-profit presidential library foundations in 11 states and more than 200 teachers attending civics teacher training institutes at multiple sites in Florida, Texas, and West Virginia. Additionally, the Steering Committee will secure commitments from the Task Force institutions, and the pool of experts to take at least one action step to support the dissemination of the Roadmap. iCivics will activate additional dissemination partners from its large network, such as the National History Coalition, the National Coalition of History Education, and the

Civics Renewal Network among others. Beyond those channels, iCivics will activate the other partnering organizations in this proposal that have built national networks of teacher-leaders and communities for educators. Following the National Forum in Washington D.C., CivXNow/iCivics will organize additional targeted outreach to a range of stakeholders including school administrators and their representatives, higher education institutions, community colleges, thought leaders, civic & after-school learning providers, service & student organizations, research bodies, and the media.

III. Project Faculty and Staff

Principal Investigators - will serve as the collaborative leadership of the program, in both an intellectual and executive capacity. All five P.I.s are visionaries and leaders in their respective areas of the field.

- **Danielle Allen**, Ph.D., James Bryant Conant University Professor; Director, Edmond J. Safra Center for Ethics, Harvard University.
- **Paul Carrese**, Ph.D., Director of the School of Civic & Economic Thought and Leadership at ASU.
- **Louise Dubé**, B.C.L./M.B.A., Executive Director, iCivics.
- **Kei Kawashima-Ginsberg**, Ph.D., Director, CIRCLE at Tufts University.
- **Peter Levine**, Ph.D., Associate Dean of Academic Affairs, Tisch College of Civic Life, Tufts University.

Project Staff

- **Kelly Leahy Whitney**, Ed.D., Chief Product and Partnerships Officer, iCivics. Dr. Leahy Whitney will serve as Project Director, overseeing the administrative components of the grant and the execution of the project. She previously served as Project Director for an NEH Digital Humanities grant (2018-19).
- **Matt Osber**, Technology Director, iCivics. Mr. Osber will lead on development of the project's website, and troubleshoot any related issues. He has spent his career developing educational technology.
- **Patricia Leslie-Brown**, Project Manager, iCivics. Ms. Leslie-Brown will coordinate the convenings and the Roadmap publication. She will also lend support to the various Committees, as needed.

Applying Institution: iCivics

iCivics is a civics non-profit that was founded in 2009 by Justice Sandra Day O'Connor. [iCivics](#) makes civics education relevant to new generations of Americans through [online games](#) and [innovative](#)

[resources](#)—digitally and for free (Singer, 2016). iCivics is the largest-scaled civics education provider in the nation, serving each year over 100,000 teachers and 6 million students across all 50 states. iCivics’ mission is one of equity: all students must benefit from an excellent civics education, regardless of their geography or family income. The organization is a leader in civics education and educational technology—innovating and driving the fields forward. It is staffed and supported by educators, technology experts, and a high-caliber board of advisors. iCivics’ unique curriculum design is supported by [independent research](#): increasing students’ civic knowledge, skills, and dispositions—even when controlling for gender, ethnicity and socio-economic status. Even in these polarized times, an astonishing 95% of teachers view iCivics as a “trusted and non-partisan resource that fosters civil conversations about current events in their classrooms.”

iCivics has frequently worked as a convener, organizing large, high-visibility, and national impact-focused convenings including those for CivXNow. Recent examples include the [Civic Learning Impact and Measurement Convening](#) (Menlo Park CA, January 2019), [Democracy at a Crossroads Summit](#) (Washington D.C., September 2017), the Medal of Freedom Ceremony (the Supreme Court, Washington D.C., November, 2015). These events have focused on raising visibility for civics education, and have included a broad mix of teachers and students, members of academia, political leaders and policy-makers, funders, and national media.

Supporting Institutions

- **Louisiana State University**, Eric Voegelin Institute (supported by its sister HBCU institution, Southern University), Baton Rouge, Louisiana. Site of the first convening, by February 14, 2020.
- **Arizona State University**, School of Civic & Economic Thought and Leadership, Phoenix, Arizona. Site of the second convening, by March 31, 2020.
- **Smithsonian Institution’s National Museum of American History and The National Archives and Records Administration Foundation**, Washington, D.C. Co-hosts of the National Forum and dinner for speakers and guests, September 2020.

Steering Committee Composition

	Member Name	Affiliation
1	Danielle Allen	Director Edmond J. Safra Center for Ethics, Harvard University
2	Louise Dubé	Executive Director iCivics

3	Kei Kawashima-Ginsberg	Director CIRCLE, Tufts University
4	Paul Carrese	Director School of Civic & Economic Thought & Leadership, ASU
5	Peter Levine	Associate Dean Tisch College of Civic Life, Tufts University
6	Sarah Drake Brown	Director National Council for History Education
7	Jane Kamensky	Professor of History Harvard University
8	Lee White	Executive Director National Coalition for History
9	Tom Gentzel	Executive Director National School Boards Association
10	David Bobb	President Bill of Rights Institute
11	Allen Pratt	Executive Director National Rural Education Association
12	Jeremy Gypton	Teacher Programs Manager Ashbrook Center
13	Ace Parsi	Director of Innovation National Center for Learning Disabilities
14	Prisca Rodriguez	ESL/ELA Teacher & ELL Department Chair D.C. Public Schools
15	Tim Bailey	Director of Education Gilder Lehrman Institute of American History
16	Jarvis Givens	Assistant Professor Harvard Graduate School of Education
17	Michelle Herczog	History-Social Science Coordinator, LA County Office of Education; President of California Council for the Social Studies
18	Averill Kelley	Teacher U.S. Govt. & History West Prep. Academy, North Las Vegas
19	Adrienne Stang	K-12 History and Social Studies Coordinator Cambridge Public Schools
20	Mary Ellen Daneels	Lead Teacher Mentor McCormick Foundation
21	Tammy Waller	Director of K-12 Social Studies & World Languages AZ Dept of Ed.
22	Laura Tavares	Associate Program Director Facing History and Ourselves
23	Donna Phillips	Director, Curriculum & Assessment Innovations D.C. Public Schools
24	Natacha Scott	Director of History and Social Studies Boston Public Schools
25	Alhassan Susso	Founder & Director International Community High School
26	Carrie Kotcho	Director of Education & Impact Natl. Museum of American History, Smithsonian Institution
27	Rogers Smith	President American Political Science Association
28	Jim Grossman	Executive Director American Historical Association
29	Maria Marable Bunch	Assoc. Director of Museum Learning & Programs Smithsonian
30	TBD	Expert in Indigenous Studies

Task Forces Composition

	Member Name	Affiliation
American History Content Task Force		
1	Jane Kamensky, <i>Co-chair</i>	Professor of History Harvard University
2	Ben Schmidt	Director, Digital Humanities New York University (<i>pending</i>)
3	Erica Dunbar	Professor of History, Rutgers University
4	Donald Critchlow	Professor & Director, Political History and Leadership ASU
5	Allen Guelzo	Director, Civil War Era Studies Gettysburg College; as of Sept 2019 Humanities Council & James Madison Program in American Ideals & Institutions, Princeton University
6	Lincoln Mullen	Assistant Professor of History George Mason University
7	Madeline Hsu	Professor of History University of Texas, Austin
8	Tammy Waller	Director, K-12 Social Studies & World Languages AZ Dept. of Ed.
9	George Sanchez	Director, Center for Democracy & Diversity USC
10	Adrienne Stang	K-12 History & Social Studies Coord. Cambridge Public Schools
11	Melinda Maynor Lowery	Director, Ctr for Study of the American South UNC-Chapel Hill (<i>pending</i>)
12	TBD	News Literacy Education Representative

Political Theory and Civics Content Task Force		
1	Danielle Allen	Director Edmond J. Safra Center for Ethics, Harvard University
2	Michelle Herczog, <i>Co-chair</i>	History-Social Science Coordinator, LA County Office of Education; President of California Council for the Social Studies
3	Adam Seagrave, <i>Co-chair</i>	Assoc. Director School of Civic & Economic Thought & Leadership, ASU
4	David Bobb	President Bill of Rights Institute
5	Peter Levine	Associate Dean Jonathan M. Tisch College of Civic Life, Tufts University
6	Joseph Kahne	Director Civic Engagement Research Group, UC Riverside
7	Marshall Croddy	President Constitutional Rights Foundation
8	James Stoner	Director Eric Voegelin Institute for American Renaissance Studies, LSU
9	Rogers Smith	President American Political Science Association
10	David Leal	Professor, Latino Politics University of Texas, Austin
11	Frank Pisi	Director, History-Social Science Sacramento County Office of Education
12	Sharif El-Mekki	Principal Mastery Charter School
13	Aisha Vasquez-Johnson	Elementary Teacher Tampa Public Schools
14	Cathy Cohen	Professor of Political Science University of Chicago
15	Rebecca Burgess	Research Fellow American Enterprise Institute (<i>pending</i>)
16	Cathy Ruffing	Sr. Director Teacher P.D. Programs & Curriculum, Street Law
17	Magdalena Mieri	Director, Program in Latino History & Culture National Museum of American History, Smithsonian
18	Rosa Brooks	Professor of Law and Policy Georgetown University Law Center

Pedagogy Task Force		
1	Kei Kawashima-Ginsberg, <i>Co-chair</i>	Director CIRCLE, Tufts University
2	Kelly Leahy Whitney, <i>Co-chair</i>	Chief Product and Partnerships Officer iCivics
3	Adrienne Stang	K-12 History and Social Studies Coordinator Cambridge Public Schools
4	Mary Ellen Daneels	Lead Teacher Mentor McCormick Foundation
5	Tim Bailey	Director of Education Gilder Lehrman Institute of American History
6	Marlin Kann	Computer Science & History Teacher Cambridge Public Schools
7	Daniel Osborn	Program Director Primary Source
8	Doug Dobson	Executive Director Lou Frey Institute
9	Ilene Berson	Professor & Area Coor Early Childhood Programs, Univ of South Florida

IV. Fostering Diversity in Institutional Contexts

Our Roadmap focuses on excellence for ALL learners. Rather than structuring the work around a question of “achievement gaps” that inevitably make one group of students, typically white students, the norm against which other students should be measured, we seek to establish standards of excellence that should be the target for all learners. All learners can be measured against a shared standard of excellence, and diverse pedagogic strategies, suited to context, can be brought to bear to scaffold the development of all learners into civic participants ready to take informed and authentic action.

One feature of an excellent history and civics curriculum is that all learners should have the opportunity to see *their* story in that curriculum. This is a valuable source of motivation for participation and of the development of connection to the complex community of America’s democratic republic. A second feature of excellence in history and civics curriculum is that the experience of seeing one’s own story in the curriculum should work to foster the development of civic agency, rather than undermine it. Students from communities that have historically been marginalized—low-income minority and rural communities; sexual minorities; communities of color generally; and women in many contexts—should have the opportunity to see figures who share similar values, identities, and struggles as effective agents. And this, rather than a lesson that reinforces the idea that their identities’ key features reflect a permanent oppression or marginalization—an error that even well-intentioned curricula has made before. In addition, research has proven that the focus on civics content, promoted by the *Educating for American Democracy* team, is most effective among populations that do not benefit from access to political information in the home (Campbell, 2019).

Achieving curricula that can meet these standards of excellence (and others to be specified in the Roadmap) requires building design teams with diverse memberships. Our *Educating for American Democracy* team was intentionally designed for diversity, equity, and inclusion; recruiting leaders in content disciplines who seek excellence through integration and partnership across political and pedagogical approaches, social, economic and racial identities. Success requires that such processes be steered by those who understand how to work effectively in contexts of diversity—demographic, ideological, experiential, and professional. In our subject-area Task Forces and in the convenings led by our Steering Committee, we seek to steer the conversation in new and critically-needed directions, converting the goal of equity in the classroom into an actionable Roadmap for history and civics instruction. The balanced, comprehensive leadership and spirit of the *Educating for American Democracy* team makes it more likely that our effort can involve and engage a full range of voices, all devoted to better history and civics education.

The Steering Committee and Task Forces are also designed to reflect demographic, geographic, ideological, and professional diversity. The Task Forces are majority content-experts, the Steering Committee is majority practitioner. The leaders have extensive experience in the area of re-designing organizations and

processes for success in conditions of diversity. The Steering Committee consists of a large number of people who have driven change towards fostering diversity in institutional contexts. For just a few examples: Danielle Allen has years of experience working on diversity, including serving on (and chairing) Task Forces on diversity and organizational change at Amherst College, Princeton University, and Harvard University, as well as advising the city of London on social cohesion and connectedness in conditions of diversity; Jane Kamensky at the Schlesinger Library has focused much of her career on fostering diversity—both ideology and gender—in institutional contexts; Peter Levine has devoted much of his research to understanding diverse young American citizens and residents in relation to their civic leadership. Louise Dubé has worked with incarcerated youth and committed her career to education and justice; Adam Seagrave has built a cross-institutional network of scholars who integrate African-American political thought into the canon of American political thought.

V. Impact and Dissemination

In *Educating for American Democracy*, the central implementation goal is the dissemination of our Roadmap for Excellence in History and Civics Education (we have discussed impact and dissemination above in the discussion of implementation, and refer readers back to that section).

We propose pre- and post-convening/forum surveys to understand the participant experience and need for support. We also propose a long-term field assessment, and will make recommendations to that effect in the Roadmap, but wish to note that assessment of this type of impact can only be done after some time, through a systematic assessment of shifts and trends in key stakeholder groups to understand the cascading impact of the Roadmap. For instance: media coverage of narratives about civics and history education; mobilization of school districts to integrate our recommendations; innovation in integrated curriculum or module development by leading educators, education publishers, and nonprofits; productive blending of the two disciplines; museums using integrated language; etc.

Educating for American Democracy encompasses extensive capabilities to both deliver and disseminate, at scale, a Roadmap that will improve practice and raise educational excellence in American history and civics education for generations to come. If funded, this project can bolster our American Republic.

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*Educating for American Democracy:
A Roadmap for Excellence in History and Civics Education for All Learners*

Work Plan

August 12, 2019

Proposal for the “American History and Civics: National Convenings” grant supported by the
National Endowment for the Humanities Division of Education Programs,
in partnership with the US Department of Education’s
American History and Civics Education – National Activities Program

Submitted by co-principal investigators

- Louise Dubé, B.C.L./M.B.A., Executive Director, iCivics;
- Danielle Allen, Ph.D., Edmond J. Safra Center for Ethics at Harvard University;
- Paul Carrese, Ph.D., School of Civic & Economic Thought and Leadership at Arizona State University;
- Kei Kawashima-Ginsberg, Ph.D., Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University;
- Peter Levine, Ph.D., Jonathan M. Tisch College of Civic Life at Tufts University

Project Director: Kelly Leahy Whitney, Ed.D., iCivics

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a. Louisiana State University – February 2020	
b. Arizona State University – March 2020	
c. National Forum – Smithsonian Institution & National Archives Foundation – Sept. 2020	

¹ Please note: the convening schedules in the pages below are preliminary.

Overall Planning Structure

Key Activity	Timeline	Description	Key Personnel
Ongoing work through the Project			
Project Planning	Weekly (October 2019 - December 2020)	Executive Committee convenes to review activities, new developments, and goals.	Executive Committee (Co-PIs & Task Force Chairs)
Project Planning	Bi-Weekly (November 2019 - December 2020)	Steering Committee will meet to digest the findings and develop recommendations (twice in person and bi-weekly virtually)	Steering Committee (30 members)
Calendar Timeline of Planning and Organization			
Project Planning	Bi-Weekly (October 2019 - March 2020)	All three Task Forces meet separately to conduct the literature review of their respective fields, including integration and assessment guidelines. Task Forces establish broad questions that require answers, discuss grade band recommended approach and prepare specific recommendations.	Task Forces and Pool of expert Advisors (History; Political Science; Pedagogy)
Project Planning	October 2019	Membership is finalized for the following: Executive Committee; Steering Committee; the 3 Task Forces (History, Political Science, Pedagogy); and the expert advisors to the Task Forces.	Executive Committee
Louisiana Convening	October 2019	Louisiana venue and vendors secured	iCivics and Co-PIs
Arizona Convening	October 2019	Arizona venue and vendors secured	iCivics and Co-PIs
Louisiana Convening	October - November 2019	Louisiana convening webpage developed	iCivics
Louisiana Convening	October - December 2019	Louisiana program developed	Executive and Steering Committees
Arizona Convening	October 2019 - January 2020	Arizona program developed	Executive and Steering Committees
Arizona Convening	November - December 2019	Arizona convening webpage developed	iCivics
Roadmap Development	November – February 2020	Steering Committee begins to meet monthly virtually until the first convening.	Steering Committee
Louisiana Convening	December 2019	Louisiana convening webpage launched	iCivics
Louisiana Convening	December 2019	Louisiana registration opens	iCivics
DC Forum	December 2019	DC venue and vendors secured	iCivics
Louisiana Convening	January 2020	Louisiana program finalized, designed, and printed	iCivics
Louisiana Convening	January 2020	Louisiana registration closes	iCivics
Louisiana Convening	January 2020	Louisiana travel and hotel booked	iCivics
Arizona Convening	January 2020	Arizona convening webpage launched	iCivics

Key Activity	Timeline	Description	Key Personnel
Arizona Convening	January 2020	Arizona registration opens	iCivics
Roadmap Campaign	January - July 2020	Roadmap dissemination campaign developed	iCivics and Co-PIs
Roadmap Development	January 2020	Agenda for the first convening is set.	Executive Committee
Roadmap Development	February 2020	Findings from the Task Forces are distributed to the Steering Committee for review.	Task Force Co-Chairs
Louisiana Convening	February 2020	Louisiana convening held	Executive & Steering Committees along with some representation from the Task Forces and federal employees
Arizona Convening	February 2020	Arizona program finalized, designed, and printed	iCivics and Co-PIs
Arizona Convening	February 2020	Arizona registration closes	iCivics
Arizona Convening	February 2020	Arizona travel and hotel booked	iCivics
Steering Committee	February 2020 – March 2020	Steering Committee meets bi-weekly virtually between the convenings to discuss the task Force findings, digest the conclusions from the first convening and establish broad areas of agreement and questions needing to be resolved.	Steering Committee
Executive Committee	March 2020	Agenda for the Arizona convening is set.	Executive Committee
Arizona Convening	March 2020	Arizona convening held	Executive & Steering Committees along with some representation from the Task Forces and federal employees
DC Forum	March - April 2020	DC forum webpage developed	iCivics
DC Forum	March - June 2020	DC program developed	Executive and Steering Committees
Roadmap Development	April 2020	Preliminary recommendations are released and distributed for comment	Executive Committee and Steering Committee
Roadmap Development	March 2020- June 2020	Education practitioner discussion forums are hosted by every PI and by every hosting institution to gather feedback from a wide range of educators and school administrators	PIs and other hosting institutions. iCivics hosts educator network webinar.
Convening Roadmap	April - June 2020	Roadmap drafting	Peter Levine (Tufts University), and Danielle Allen (Harvard University), in coordination with co-PIs
DC Forum	May 2020	DC forum webpage launched	iCivics
DC Forum	May 2020	DC registration opens	iCivics
DC Forum	June 2020	DC travel and hotel booked	iCivics

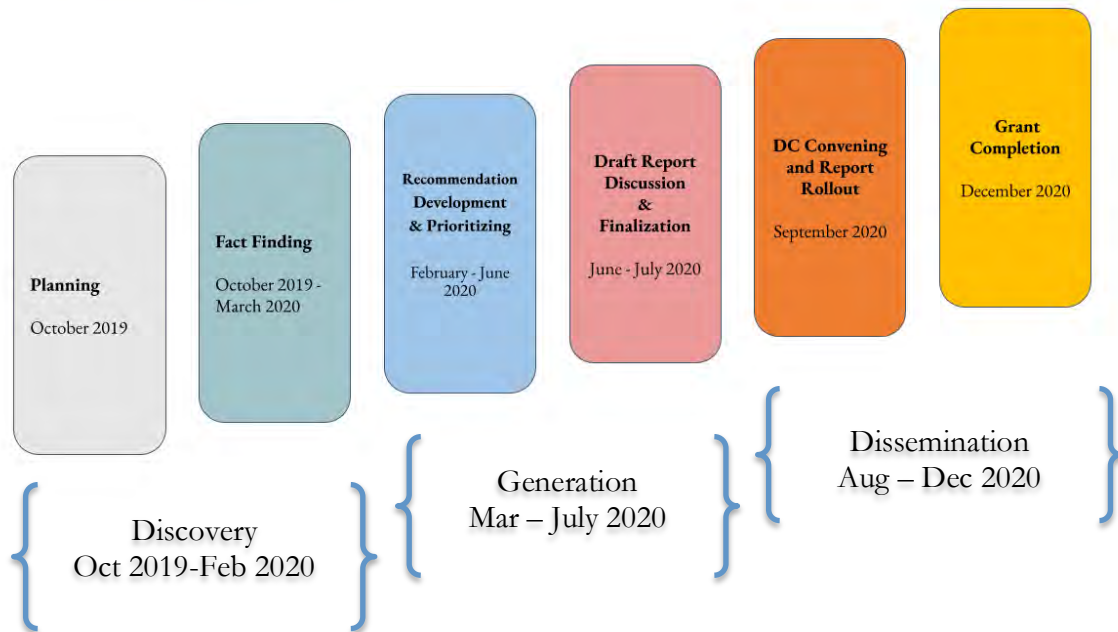
Key Activity	Timeline	Description	Key Personnel
Convening Roadmap	July 2020	Roadmap finalized, designed, and printed	Peter Levine (Tufts University), and Danielle Allen (Harvard University), in coordination with co-PIs
Convening Roadmap	July 2020	Digital version of the Roadmap is designed	iCivics
DC Forum	July 2020	DC program finalized, designed, and printed	iCivics and Co-PIs
DC Forum	July 2020	DC registration closes	iCivics
Convening Roadmap	August 2020	Roadmap published on website	iCivics
DC Forum	August 2020	DC forum held	iCivics, Executive and Steering Committees, Task Forces, Advisory Group
Roadmap Campaign	August - December 2020	Roadmap dissemination campaign including partner engagement, digital and print dissemination.	iCivics, Executive and Steering Committees

GANTT Chart	2019			2020											
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Project Planning															
Executive Committee (co-PIs and Task Force co-Chair) membership finalized															
Executive Committee meet weekly															
Steering Committee membership finalized															
Steering Committee meets monthly to guide project															
History Task Force Co-Chairs and membership finalized															
History Task Force meets bi-weekly to guide project															
American Political Science Task Force Co-Chairs and membership finalized															
American Political Science Task Force meets bi-weekly															
Pedagogy Task Force Co-Chairs and membership finalized															
Pedagogy Task Force meets bi-weekly															
Expert Advisors finalized															
Louisiana Convening															
Louisiana venue and vendors secured															
Louisiana program developed															
Louisiana program finalized, designed, and printed															
Louisiana convening webpage developed															
Louisiana convening webpage launched															
Louisiana registration opens															
Louisiana travel and hotel booked															
Louisiana registration closes															
Louisiana convening held															
Arizona Convening															
Arizona venue and vendors secured															
Arizona program developed															
Arizona program finalized, designed, and printed															
Arizona convening webpage developed															
Arizona convening webpage launched															

	2019			2020											
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Arizona registration opens															
Arizona travel and hotel booked															
Arizona registration closes															
Arizona convening held															
Convening Roadmap															
Roadmap drafting															
Roadmap finalized, designed, and printed															
Digital version of Roadmap is designed															
Roadmap published on website															
DC Forum															
DC venue and vendors secured															
DC program developed															
DC program finalized, designed, and printed															
DC forum webpage developed															
DC forum webpage launched															
DC registration opens															
DC travel and hotel booked															
DC registration closes															
DC forum held															
Roadmap Campaign															
Roadmap dissemination campaign developed															
Roadmap dissemination campaign															

Educating for Democracy: Workflow

October 2019 - December 2020

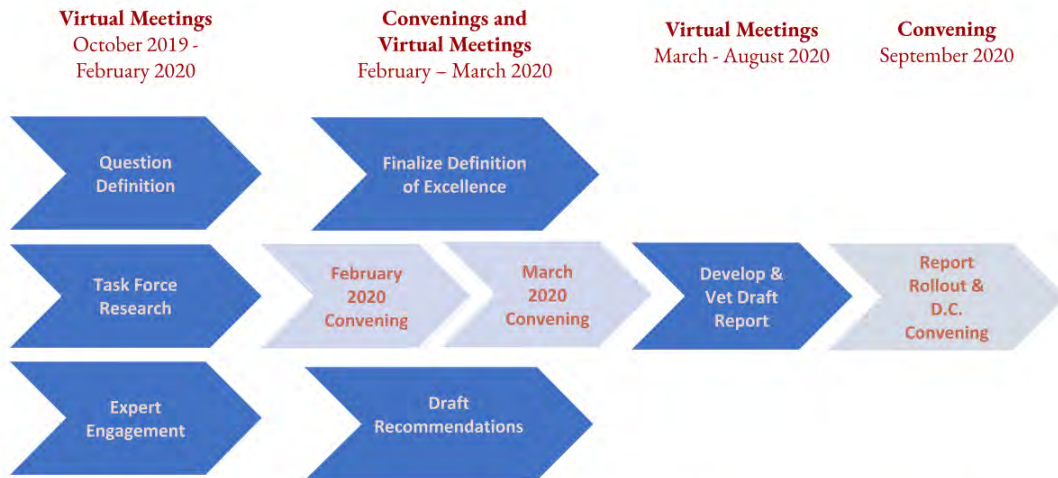


Discovery - Evaluation of the current state of history and civics curricula and resources; main activities: Content and Pedagogy Task Forces begin their fact finding mission, developing recommendations and prioritizations for consideration by the Steering Committee and Federal Employees at the first of the two convening, at LSU.

Generation - Creation of a Roadmap for excellence in history and civics education; main activities: Second of two convenings, at ASU, and development of Roadmap. Two rounds of field-testing with educators to occur in May and July. Roadmap will be finalized. The Steering Committee is heavily engaged during this period.

Dissemination - Sharing and distributing the Roadmap, including the National Forum in September 2020. Implementation in the form of print and digital distribution, press, public relations, conference presentations and more. To achieve maximal dissemination, iCivics and the co-PIs will cast a wide net and activate a range of organizations, including: partner institutions, the 100+ CivXNow Coalition organizations, higher education institutions, as well as community colleges.

- **Workflow:** Overview of this initiative's work sequence, framed around the schedule of the three planned convenings.



Educating for Democracy: Workflow

October 2019 - December 2020

- **Organizational Structure:** Due to the breadth of the work before us, this project will require virtual meetings. Task Forces are majority-research focused. They will meet bi-weekly, beginning in October 2019 to conduct their analysis. Moreover, the Task Forces will regularly tap the resources of a Pool of Expert Advisors. In contrast, the Steering Committee is majority-practitioner focused. It will meet monthly to move the applicability of the field forward.

Educating for Democracy: Organizational Structure

October 2019 - December 2020



Educating for Democracy, Convening I Schedule

Louisiana State University Convening – February 2020

Attendees: 30 Steering Committee Members, Task Forces representation, 50 Federal Employees.

Evening 0: Arrival and optional dinner for participants.

- Dinner activity involves (1) get-to-know you exercise; and (2) structured tabletop discussions about how people at that table define excellence in history and civics education.

Day 1:

8:15- 9:00 - Breakfast available

9:00-9:50 - Meeting Objectives

- Welcome from the President of the University;
- Introductions by cohort (Steering committee members; Task Force members; Expert Advisors; Agency Representatives) & Charge for Meeting (Louise Dubé);
- Focus is curriculum and instructional strategies, and steps for achieving excellence in those;
- Purpose of this meeting is to share fact-finding on those subjects, to work together to synthesize the learnings, and to begin to brainstorm recommendations.

10:00-12:00 - Establishing Educating for Democracy Aspirations

- Facilitated discussion of criteria for excellence in history and civics education;
- Break-out group discussions; easel paper and mark recording; whole group share out.

12:00-1:30 - Working lunch: Facts on the Ground

- Presentation by each working group of preliminary findings from fact-finding research.

1:45-3:00 - Clarifying Challenges for Educating for Democracy

- Facilitated discussion of challenges;
- Break-out group discussions; easel paper and mark recording; whole group share out.

3:00-3:30 - Break

3:30-4:45 - Digging In 1

- Break-out group discussion of history fact-finding & Share outs.

4:45-5:30 - General Debrief

6:00-8:00 - Dinner

Day 2:

8:15- 8:45 - Breakfast available

8:45-10:00 - Digging in 2

- Break-out group discussion of political science fact-finding & share outs.

10:15-11:30 - Digging in 3

- Break-out group discussion of pedagogy fact-finding and share outs.

11:45-1:00 - Working Lunch: Brainstorming

- Brainstorm recommendations in grade-level groups across all three Task Force areas-- history, political science, and pedagogy: K-5; 6-8; 9-12;
- Designate a scribe in each group;
- Record brainstorming ideas in projected Google doc so all groups can see work emerging from all three groups as the conversations proceed.

Educating for Democracy, Convening II Schedule

Arizona State University Convening - March 2020

Attendees: 30 Steering Committee Members, Task Forces representation, 50 Federal Employees.

Evening 0: Arrival and optional dinner for participants.

- No programmed dinner activity; participants have the chance to catch up.

Day 1:

8:15- 9:00 - Breakfast available

9:00-9:30 - Meeting Objectives

- Welcome from the President of the University;
- Introductions by cohort (Steering committee members; Task Force members; Expert Advisors; Agency Representatives) & Charge for Meeting (Louise Dubé);
- Focus is curriculum and instructional strategies, and steps for achieving excellence in those;
- Second meeting will focus on preliminary recommendations developed by the Task Forces with the goal of clarifying and prioritizing;
- Recommendations will touch on potential improvements to the content of state standards; needed curricular materials and resources; methods for maximizing the dissemination and value of high quality existing resources; innovations in instructional strategies and professional development provision; and the identification and dissemination of high-quality curricular-embedded approaches to assessment.

9:30-10:30 - Presentation and plenary discussion

- Recommendations from pedagogy task force.

10:45-11:45 - Presentation and plenary discussion

- Recommendations from political science task force.

12:00-1:30 - Working lunch and Presentation and plenary discussion

- Recommendations from history task force.

1:45- 2:45 - Bringing It Together: Panel Discussion

- Plenary discussion of how the pedagogy and content work can inform one another, kicked off with brief commentaries by three Steering Committee members.

3:00-5:00 - Bringing It Together: Break-out Working Groups on Recommendation Themes

1. The content of state standards;
2. Needed curricular materials and resources;
3. Methods for maximizing the dissemination and value of high quality existing resources;
4. Innovations in instructional strategies and professional development provisions;
5. Identification and dissemination of high-quality curricular-embedded approaches to assessment.

Each group will need to divide its recommendations into three grade-level groupings: K-5; 6-8; and 9-12.

6:00-8:00 - Dinner

Day 2:

8:15- 8:45 - Breakfast available

8:45-10:45 - Representation of Recommendations & Discussion

- By this point, the recommendations will have changed through discussion, will probably have increased in number, and will be re-presented to the convening, now organized not by Task Force categories but by the five themes for recommendation areas, and by grade-levels within those five themes.

11:00-12:00 - Prioritization

- The meeting will conclude with a structured prioritization process whereby all participants rank the recommendations they consider most important; the point of this exercise will be to help clarify the smaller set of recommendations that would shape the final report.

Educating for Democracy, National Forum Schedule

Washington D.C. Convening - September 2020

Attendees: 30 Steering Committee Members, 50 Federal Employees, Task Force Members, Expert Advisors, Members of the Press & Media, Invitees of the NEH and Dept. of Education as well as representatives from a large number of stakeholder organizations in education, ensuring diversity and inclusion of varied perspectives, roles and geographies.

Evening 0: Arrival and optional dinner for participants.

Program TBD (ideally: dinner speaker, perhaps Justice Sotomayor.)

Day 1:

8:15- 9:00 - Breakfast available

9:00-9:30 – Welcome and Convening Objectives

- Secretary of the Smithsonian and National Archivist welcome participants.

9:30-10:30 - Panel Discussion of Fact-finding Reports (with audience Q&A)

- Speakers will include members of Task Forces, Steering Committee, and Expert Advisors Pool.

10:45-11:45 - Panel Discussion of Definition of Excellence in History and Civics Education for All

- Learners (with audience Q&A)


11:45-1:00 - Lunch

1:00-2:00 - Presentation of Recommendations

2:00-2:30 - Audience Q&A

2:45- 4:00 - Excellence for All Learners- an Educator Panel

- A moderated conversation with five teachers from different places in the country about key elements of the recommendations.

 NATIONAL ENDOWMENT FOR THE Humanities			<h1>Budget Form</h1>				OMB No 3136-0134 Expires 6/30/2021		
			Applicant Institution: <i>iCivics</i>						
			Project Director: <i>Kelly Whitney</i>						
			Project Grant Period: <i>10/01/2019 through 12/31/2020</i>						
	click for Budget Instructions								
	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total	Notes
			12/31/2019		12/31/2020		N/A		
1. Salaries & Wages									
Executive Director - PI		20%	\$ [REDACTED]	80%	\$ [REDACTED]			\$ [REDACTED]	
Chief Product Officer - Project Director		90 hours	\$ [REDACTED]	360 hours	\$ [REDACTED]			\$ [REDACTED]	
Project Manager		60 hours	\$ [REDACTED]	230 hours	\$ [REDACTED]			\$ [REDACTED]	
Web Developer		60 hours	\$ [REDACTED]	40 hours	\$ [REDACTED]			\$ [REDACTED]	
2. Fringe Benefits									
3. Consultant Fees									
Principal Investigators	Co-PIs: (2) Tufts University, (1) Harvard University and (1) Arizona State University	20%	\$ [REDACTED]	80%	\$ [REDACTED]			\$ [REDACTED]	
Event Consultant		60 hours	\$ [REDACTED]	240 hours	\$ [REDACTED]			\$ [REDACTED]	
Writer	Report Writing			100%	\$ [REDACTED]			\$ [REDACTED]	
Task Force Co-Chairs	(2) Co-Chair stipends	60%	\$6,000	40%	\$4,000			\$10,000	
Steering Committee Stipends	(20) Members	20%	\$6,000	80%	\$24,000			\$30,000	
Task Force Stipends	(6) History Task Force, (6) Political Thought Task Force, (6) Pedagogy Task Force	60%	\$16,200	40%	\$10,800			\$27,000	
Task Force Support Staff Stipends	(2) Administrative Support and (9) Research Assistants	60%	\$ [REDACTED]	40%	\$ [REDACTED]			\$ [REDACTED]	
Report Drafting Support Staff	Research Assistant			100%	\$ [REDACTED]			\$ [REDACTED]	
Speaker Fees (National Forum)	(15) Speakers at National Forum			N/A	\$22,500			\$22,500	
Graphic Design	Design of programs and report			100%	\$17,500			\$17,500	
Event Photographer	Photos of National Forum			100%	\$2,500			\$2,500	
Event Videographer	Video of National Forum			100%	\$7,500			\$7,500	
4. Travel									

[illegible]

8. Total Direct Costs	Per Year		\$99,040		\$550,960		\$0	\$650,000
9. Total Indirect Costs								
a. Rate:								
b. Federal Agency:	Per Year		\$0		\$0		\$0	\$0
Effective Period: mm/dd/yy-mm/dd/yy								
10. Total Project Costs	(Direct and Indirect costs for entire project)							\$650,000
11. Project Funding	a. Requested from NEH		Outright:				\$650,000	
			Federal Matching Funds:				\$0	
			TOTAL REQUESTED FROM NEH:				\$650,000	
	b. Cost Sharing		Applicant's Contributions:				\$0	
			Third-Party Cash Contributions:					
			Third-Party In-Kind Contributions:				\$0	
			Project Income:				\$0	
			Other Federal Agencies:				\$0	
			TOTAL COST SHARING:				\$0	
12. Total Project Funding							\$650,000	
Overage							\$0	
Total Project Costs must be equal to Total Project Funding ---->			(\$650,000	=	\$650,000	?)	
Third-Party Contributions must be								
greater than or equal to Requested Federal Matching Funds ---->			(\$0	≥	\$0	?)	

NEH: *Educating for American Democracy* Budget Narrative

iCivics Personnel Costs

Personnel - \$84,600

a. Principal Investigator - \$(b) (6)

- Executive Director Louise Dube will serve as one of the five co-Principal Investigators, responsible – in partnership with other co-PIs for the overall grant oversight and direction. She will coordinate all of the components of the grant as well as consult on the report writing. Ms. Dube will directly oversee the Convening operations, report production and dissemination.

b. Project Director – \$(b) (6)

- Chief Partnerships and Products Officer, Dr. Kelly Whitney will serve as Project Director and also serve as the Co-Chair of the Pedagogy Task Force. She will serve as the administrator for the grant, provide operational support for all of the Task Forces and the Steering Committee as well as file all reports concerning the grant for a total of 450 hours.

c. Project Manager – \$(b) (6)

- Patricia Leslie-Brown will provide project management services, working collaboratively with the Project Director and the Principal. Ms. Leslie-Brown will ensure project documents are well maintained, that communication is clear and will track all budget allocations, and help gather supporting information and documents to file reports for a total of 290 hours.

d. Web Developer – \$(b) (6)

- Matthew Osber, Technology Director will allocate 100 hours to design and implement the development of the web version of the report including SEO metrics and support, and event pages for the Convenings and Forum. Note that the number of hours is low given that iCivics has an existing infrastructure for this work from its CivXNow website that can be re-purposed for this project.

No Fringe Benefits are requested.

Non-Personnel Costs - \$565,400

Consultants – \$296,706

- Principal Investigators were each allocated \$ [REDACTED] out of the grant funds to cover the portion of their compensation dedicated to the project. Only three principal investigators chose to accept the full amount: Louise Dube/iCivics (see iCivics personnel), Drs. Kei Kawashima-Ginsberg and Peter Levine from Tufts University. Dr. Paul Carrese from Arizona State University has waived the majority of his compensation and will be paid \$ [REDACTED]. Dr. Danielle Allen from Harvard University has waived her compensation in its entirety.
- To administer all logistics for the three Convenings, iCivics will retain the services of *CreateConvene*, and its principal Amber Cruz-Mohring to coordinate invitations, reminders, agendas, and onsite operations including audio visual and event coordination. \$30,000.
- We have allocated \$ [REDACTED] to write the report. This includes the cost of copy editing services. This amount assumes we are leveraging Principal Investigator, Danielle Allen, to support the writing task. The payment will be made to Dr. Peter Levine, Principal Investigator, to cover the time he will devote to writing the report over its many drafts. The process will begin in April and end in August 2020.
- We have planned for three Task Forces. Each of the Co-Chairs will receive \$5,000 for their work. Co-chairs Michelle Herczog (Political Science) and Dr. Jane Kamensky (History) have waived their compensation. Co-Chairs Kei Kawashima-Ginsberg and Kelly Whitney are otherwise compensated in the budget and thus not included in this line item totaling \$10,000. These latter funds will be paid to Dr. Adam Seagrave from Arizona State University and the History Task Force Co-Chair/ TBD.
- Steering Committee Stipends: \$30,000. The allocations is \$1,500 per member. Steering Committee members being compensated excludes the Principal Investigators and Task Force Co-Chairs who are compensated elsewhere in the budget. It also excludes Steering Committee members who are unable to accept compensation due to holding government positions. The total number of Members accounted for in this line item is 20.
- Task Force Stipends: \$27,000. The allocation is \$1,500 per practitioner member. Only non-academics will be paid this amount.
- Stipends – Research Assistants and Administrative Support: \$ [REDACTED]. Each Task Force (3) will be allocated \$ [REDACTED] to cover the costs of 3 graduate assistants per Task Force at the hourly rate of \$ [REDACTED] per hour for 200 hours as well as an administrative support person per Task Force at \$ [REDACTED] per hour for 60 hours. Note that Harvard will be providing one of the three administrative support persons gratis.
- Stipends: A Research Assistant will be retained for 250 hours at \$ [REDACTED] per hour to support the writing of the report.
- Speaker Fees: We have allocated a total of \$22,500 as speaker fees for the DC Forum in addition to reimbursing travel.

- \$17,500 is allocated for the graphic design of the Convenings and Forum programs, print version of the report, as well as the web design of the digital version of the report.
- We will hire a photographer (\$2,500) as well as a videographer (\$7,500) for the DC Forum.

Travel – \$121,361

- Each travel allocation includes air travel/transportation from the home destination to the Convening as well as accommodations and dinner per diems per federal guidelines. All additional meals will be provided at the Convenings; those costs are included below under “Other Costs.”
- Each member’s transportation costs were estimated based on current air fares from their home destination and an estimate of lodging costs in the Convening locale. Note that the cost of the Arizona Convening are lower because Arizona State University is providing hotel accommodations gratis. The travel line items cover the following number of:
 - Steering Committee (30) and Task Force Representatives (8) Travel to Convening 1
 - Steering Committee (30) and Task Force Representatives (8) Travel to Convening 2
 - Steering Committee (30), Task Force (20), and Speaker (15) Travel to National Forum
- iCivics staff – not otherwise covered under this grant proposal - will act as administrative support staff for the Convenings, but their time is not being charged. These costs include transportation, lodging and per diems for meals per federal guidelines. The following line items cover the cost of travel for iCivics staff:
 - Staff (5) Travel to National Convening 1
 - Staff (5) Travel to National Convening 2
 - Staff (12) Travel to National/DC Forum

Supplies and Materials - \$37,039

- Printing and materials includes the cost of printing the report as well as printing nametags and other materials for the Convenings and National Forum such as event programs (\$18,994).
- Technology Fees: \$3,045. This represents the cost of the registration system for the DC Forum, specifically registration software.
- Report Dissemination Campaign: \$15,000. This will be allocated to online marketing costs to promote the report. \$8,000 will be paid to the National Archives Foundation. The balance of this budget item will be paid to other partners such as NCHE and AHA and others to help support dissemination. The Educating for Democracy team is very experienced at dissemination, and benefits from a wide network that can be activated at no cost, which explains the limited funding for this item.

No Sub-Awards are anticipated.

Other Costs - \$110,294

- Convening Costs – Catering and Facilities: The cost of the facility rental and audio visual at Louisiana State University as well as catering is included (\$30,332). The cost of audio visual and catering for the DC Forum is also included (\$79,961). Note that Arizona State University is providing the facility and audio visual for Convening 2 at no cost as well as the catering. The Smithsonian and the National Archives Foundation are providing the facilities at no cost for the National Forum in DC.

iCivics is not charging Indirect Costs. The total budget is \$650,000.

Danielle Allen, James Bryant Conant University Professor at Harvard University, and Director of Harvard's Edmond J. Safra Center for Ethics, is a political theorist who has published broadly in democratic theory, political sociology, and the history of political thought. Widely known for her work on justice and citizenship in both ancient Athens and modern America, Allen is the author of *The World of Prometheus: The Politics of Punishing in Democratic Athens* (2000), *Talking to Strangers: Anxieties of Citizenship since Brown vs. the Board of Education* (2004), *Why Plato Wrote* (2010), *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality* (2014), *Education and Equality* (2016), and *Cuz: The Life and Times of Michael A.* (2017). She is the co-editor of the award-winning *Education, Justice, and Democracy* (2013, with Rob Reich) and *From Voice to Influence: Understanding Citizenship in the Digital Age* (2015, with Jennifer Light). She is a Chair of the Mellon Foundation Board, past Chair of the Pulitzer Prize Board, and a member of the American Academy of Arts and Sciences and the American Philosophical Society.

Allen is also the principal investigator for the Democratic Knowledge Project, a distributed research and action lab at Harvard University. The Democratic Knowledge Project seeks to identify, strengthen, and disseminate the bodies of knowledge, skills, and capacities that democratic citizens need in order to succeed at operating their democracy. The lab currently has three projects underway: the Declaration Resources Project, the Humanities and Liberal Arts Assessment Project (HULA), and the Youth and Participatory Politics Action and Reflection Frame.

Louise Dubé

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(c)

louisedube@aya.yale.edu

Summary of Qualifications

Track record of success leading nonprofit and for-profit mission-based organizations in education. Change agent with a superior ability to blend strategic vision with deep management expertise to build strong organizations. Steered the rapid growth and positioning of 3 innovative educational technology companies, and executed successful exit strategies for increased scale and impact.

Professional Experience

iCivics Cambridge, MA 2014 – present

Executive Director

- Grew funding from \$1.4M to over \$2.5M per year from a combination of institutional funders and individual donors
- Led strategic planning process that resulted in growth plan to expand reach from 3 to 10 million students per year
- Tripled new teachers registrations within 2 years
- Grew depth by introducing new professional development options
- Significantly increased visibility of the organization through media and events

WGBH, Boston, MA 2012 - 2014

Managing Director, Digital Learning

- Co-led education team
- Led partnership with PBS to develop and distribute PBS LearningMedia
 - From 2013 to 2014, the site: Increased user registration 96% to over 1.4M; grew unique pageviews 400% to 2 million per month; built out the content over 200% to 39,000 reaching over 1.35 million K-12 educators and including over 35,000 resources
 - Directed STEM content strategy for the service
- Raised over \$800K in new funding
- Inked partnerships for PBS LearningMedia to acquire new content, including Khan Academy
- Planned and executed marketing efforts for WGBH Education that resulted in a 38% increase in the adoption of ma.pbslearningmedia.org among MA educators in 6 months.
- Conceptualized new digital initiatives that use media for student inquiry and critical thinking in K-12

Time To Know, New York, NY 2010 – 2012

Vice President, Marketing

- Assisted in negotiating exclusive distribution and development agreement with McGraw-Hill Education
- Designed market awareness campaign that resulted in 300% increase in online visibility
- Led strategic process to revamp messaging and positioning that yielded strong differentiated message and effective sales toolkit

Pangea Tools, Waltham, MA 2009 – 2010

President

- Led the successful development of 342 online science lessons for Houghton Mifflin Harcourt basal program “Science Fusion.” Product was adopted by several states and well received by customers.
- Managed extremely rapid ramp-up to ensure quality product despite challenging deadlines
- As lead account manager, successfully nurtured strong high level relationships
- Achieved schedule and quality deliverables through superior management of scope, timeline and

- resources including matrix accountability for up to 140 staff located in the U.S., Ireland and Israel
- Successfully negotiated scope within fixed price contract on \$5M+ project

Scientific Learning, Waltham, MA 2008 – 2009

Vice-President, General Manager, Speech Products 2008

Vice-President, Product Management/Product Marketing 2009

- Generated 100% increase in sales by conceptualizing and implementing major new version of the Reading Assistant that enhanced brand differentiation and addressed customer needs
- Using CRM and marketing automation tools, drove analytics effort to segment lists and target direct marketing efforts that yielded a 40% increase in response rate
- 2009 Asian speaking tour focused on language and reading development led to a 20% increase in international sales for reading products
- Achieved top and bottom line targets as key divisional leader with P&L responsibility
- Trained 50 person direct sales force and generated positive buzz for the product
- Worked very closely with sales force to support sales growth through training, market awareness campaign, pricing promotions, speaking engagements and social networking

Soliloquy Learning, Waltham, MA 2002 – 2008

President 2007 – 2008

Vice President, Product Management and Strategic Partnerships 2002 – 2007

- Structured and executed sale of company to Scientific Learning at more than 3 times revenues
- Improved product sales by 25% through revised pricing model
- Identified and managed independent sales force of 25 dealers and resellers
- Introduced new web solution in response to customer needs. Sales of the new version exceeded traditional CD sales within 3 years
- Developed and executed successful OEM strategy to license technology to partners
- Sold and negotiated licensing and distribution agreements ranging from \$100,000 to over \$2 million
- Acted as product evangelist with sales force and customers to communicate value proposition

The Concord Consortium, Concord, MA 2001 – 2002

Director of Marketing, HighWired, a division of The Concord Consortium (contract position)

- Created market strategy for high traffic online tool to host high school journals

Havas Interactive, a division of Vivendi International, Los Angeles, CA 1994 – 2000

Vice President and Business Unit Manager, General Learning 1999 – 2000

Acting President, Syracuse Language Systems 1999

General Manager, Learningways 1994-1998

- Grew sales from \$8 to over \$15M for line of foreign language products
- Turned around declining revenues in the “Tween” market and by re-positioning product line
- Increased market share from 5% to 20%:
- Directed successful retail market launches of major new versions of products to ensure broad dissemination
- Led development of seven digital retail products including overseeing development of product line and marketing launch campaigns

Education and Training

Yale School of Organization and Management New Haven, Connecticut

MBA, Masters in Business Administration

McGill University Montreal, Québec

B.C.L., Civil Law, Faculty Scholar

Paul Carrese is the founding director of the School of Civic and Economic Thought and Leadership at Arizona State University. For nearly two decades he was a professor of political science at the United States Air Force Academy. He is author of "The Cloaking of Power: Montesquieu, Blackstone, and the Rise of Judicial Activism," and co-editor of three other books – on George Washington, constitutionalism, and American grand strategy. His most recent book is "Democracy in Moderation: Montesquieu, Tocqueville, and Sustainable Liberalism." He has held fellowships at Harvard University; the University of Delhi (as a Fulbright fellow); and the James Madison Program, Politics Department, Princeton University.

Education

- Ph.D. Political Science, Boston College 1998
- M. Stud. Theology, Oxford University, Pembroke College, U.K. 1993
- M.A. (Oxon.) Politics and Philosophy, Oxford University, Pembroke College, U.K. 1991
- B.A. Political Science, Middlebury College, Middlebury, VT 1989

Kei Kawashima-Ginsberg is the director of The Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tisch College of Civic Life at Tufts University. CIRCLE is a nonpartisan national research institute that focuses on youth civic learning and engagement. She manages CIRCLE's expansive portfolio of research initiatives, tools for educators and reports that influence policy and practice in civic education. With a background in positive youth development and interest in diverse and marginalized youth, she sees research can be a powerful tool to address inequity in opportunities for civic learning. Kei was a key author of key papers such as; The Republic is (Still) at Risk – and Civics is Part of the Solution (with Peter Levine); The Future of Civic Education (in NASBE Magazine); Taking the Lead: How Educators Can Help Close the Gender Leadership Gap (with National Education Association and American Association of University Women); and All Together Now: Collaboration and Innovation for Youth Engagement. From 2016 to 2018, Kei was part of the inaugural cohort of the Distinguished Student-Centered Learning Fellowship program along with either other education leaders across disciplines and roles. As a leading voice in youth civic learning and engagement sector, Kei is frequently featured in major outlets such as the New York Times, CNN Atlantic, National Public Radio, Channel 1, and NBC.

Peter Levine

Associate Dean for Research and Lincoln Filene Professor of Citizenship & Public Affairs

Jonathan M. Tisch College of Civic Life

Tufts University, Lincoln Filene Hall | Medford, MA 02155-7028

617-627-2302; peter.Levine@Tufts.edu ; website: <http://peterlevine.ws>

Education

Oxford University, Balliol College: doctorate in philosophy (1992)

Yale University: B.A. in philosophy (1989)

Awards and Honors

- Rhodes Scholarship (1988)
- Marshall Scholarship (1988, declined)
- Alpheus Henry Snow Prize, for the “senior who, through the combination of intellectual achievement, character, and personality, shall be adjudged by the faculty to have done the most for Yale” (1989)
- Summa cum laude, Phi Beta Kappa, distinction in the major (1989)
- Jacob Cooper Prize for the best essay in ancient philosophy by a Yale graduate or undergraduate student (1986; again in 1988)
- Andrew White Prize in European History at Yale (1987)
- E. Francis Riggs Prize at Yale “for demonstrating the best knowledge of general culture” (1986)

Positions

Tufts University:

- Associate Dean for Research, Jonathan M. Tisch College of Citizenship & Public Service (2014- present). I oversee **CIRCLE** (the Center for Information and Research on Civic Learning and Engagement); the Institute for Democracy & Higher Education and its National Study of Learning, Voting, and Engagement; the Tisch Summer Institute of Civic Studies; the Tufts Community Research Center; the Tisch Faculty Fellows; the Tisch Senior Fellow in the Humanities; the Tisch Senior Fellow for Civic Science; the annual Frontiers of Democracy conference; and related scholarly activities at Tisch. The research budget is approximately \$1.3 million, and the research team numbers about ten full-time staff. I also serve on numerous university-wide committees, such as the Tufts Clinical and Translational Sciences Institute, the Center for Humanities at Tufts, and the Research and Graduate Programs Council.
- Lincoln Filene Professor of Citizenship & Public Affairs (2012-present).
- Research professor, Department of Philosophy (2012-present)
- Research professor, Tufts Clinical and Translational Sciences Institute (2017-present)
- Director of CIRCLE(2008-2015)

University of Maryland: Deputy Director of CIRCLE (2001-2005), Director of CIRCLE (2006-2008), Research Scholar, Institute for Philosophy and Public Policy (1993-2008). Affiliate faculty member of the Philosophy Department and a member of the University’s Committee on Philosophy, Politics, and Public Policy.

National Commission on Civic Renewal: Deputy Director (half-time role in 1997 and 1998). The Commission was chaired by Hon. William Bennett and Senator Sam Nunn, and funded by the Pew Charitable Trusts.

Common Cause: Research Associate and registered federal lobbyist (1991-1993)

Organizational Leadership

Fiduciary boards

- Paul J. Aicher Foundation, whose primary project is the organization Everyday Democracy, Director (2009-present)
- America SPEAKS, Director (2006-13)
- Discovering Justice (2013-present)
- Charles F. Kettering Foundation, Trustee (2004 present; program committee chair 2012-14)
- Newspaper Association of America Foundation, Trustee (2007- 2009)
- Street Law, Inc., Director and Program Committee Chair (2004-present)

Steering committees

- Campaign for the Civic Mission of Schools, executive committee (2003-present; chair 2003-6)
- Deliberative Democracy Consortium, co-founder and executive committee (2002-present)
- National Assessment of Education Progress (NAEP) Civics Standing Committee (2008-2013; 2014- present) and NAEP Background Variables Committee (2008-2010)
- Council of Chief State School Officers committee drafting voluntary Common Core State Standards for the Social Studies; Chair of the Civics Committee (2011-12)
- National Alliance for Civic Education (NACE); co-founder (2000-2008)

Other advisory boards: America's Promise Research Council; Mobilize.org Advisory Board; American Bar Association Standing Committee on Public Education Advisory Commission (2005-9); eJournal of Public Affairs (since 2011); MTV's Democracy Class (since 2010); Maryland Task Force on Civic Literacy (gubernatorial appointment, 2006-9); Generation Citizen; Fair Vote Research Advisory Committee; iCivics (since 2014); The Democracy Imperative (University of New Hampshire); National Advisory Board for Public Service at Harvard College (since 2014); Obama Campaign Education Policy Committee (March 2007-November 2008) and Urban Policy Committee (May 2008-November 2008); Cambridge University's Forum for Youth Participation & Democracy International Advisory Group (2011-14); Center for Engaged Democracy, Merrimack College (since 2012); Civic Learning and Democratic Engagement Action Network Steering Committee (since 2012); Council of the American Commonwealth Partnership (since 2012); Youth Service America Academic Council (since 2012); California Civic Engagement Project (since 2012); Campus Election Engagement Project (since 2013); Millennial Action Project (since 2013); CivicLEADS (since 2015).

KELLY LEAHY WHITNEY, ED.D.

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CONTENT & PRODUCT DEVELOPMENT EXPERIENCE

iCivics. Washington, D.C. <i>Chief Product Officer</i>	2015-present
PBS. Arlington, VA <i>Director, Curriculum, Content, PBS LearningMedia</i>	2013-2015
Animation Collective. New York, NY <i>Supervising Producer</i>	2004-2005
Discovery Kids, Discovery Communications. New York, NY <i>Associate Producer</i> (2003-2004). <i>Consultant</i> (2002-2003).	2002-2004
Nickelodeon, Viacom. New York, NY <i>Manager, Nick Jr. Current Series and Development</i> (2000-2001). <i>Project Manager, Production Management</i> (1999-2000). <i>Coordinator, Production Management</i> (1998-1999).	1998-2001

ACADEMIC EXPERIENCE (FACULTY & RESEARCH)

Harvard University, Cambridge, MA <i>Teaching Fellow, Graduate School of Education</i> <i>Research Assistant, Understandings of Consequence Project, Project Zero, PI: Tina Grotzer</i>	2005-2013
Lasell College, Newton, MA <i>Adjunct Lecturer, Communications Department</i>	2011-2013
MIT, Cambridge, MA <i>Project New Media Literacies, Comparative Media Studies Department. PI: Henry Jenkins</i> <i>Project Manager</i> (2008-2009). <i>Research Coordinator</i> (2007-2008). <i>Consultant</i> (2007).	2007-2009

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA
Doctor of Education, Cultures and Communities awarded 2013
Thesis: *Traditional and Technological Enrichment: Preschool Parents and Emerging Digital Products*
Awards: Fred Rogers Memorial Scholarship, ATAS, 2012; Emma Gildersleeve Lane Scholarship, Harvard University, 2011, 2012; Roy E. Larsen Fellowship, Harvard University, 2006.

Harvard University Graduate School of Education, Cambridge, MA
Master of Education, Special Studies awarded 2006
Studies focused on child development & cognition, technology and innovation

Northwestern University School of Communication, Evanston, IL
Bachelor of Science, Theater Arts awarded 1997
Residencies: Playwrights Horizons (NY) & Steppenwolf Theater (Chicago)

KELLY LEAHY WHITNEY, ED.D.

GOVERNING BOARDS, ADVISORY BOARDS, SPECIAL COMMITTEES

National Association for Media Literacy Education, Governing Board Member August 2014-present

American Association of Pediatrics: Children's Digital Media Alliance, Advisor: 2015-present

White House, Office of Domestic Policy. *Education Leaders on Civic Engagement*. May 2016

White House, Office of Science and Technology Policy. *Games for Innovating Learning and Assessment*. December 2015

PAPERS & PRESENTATIONS

SXSWedu. (2016). *Modern Social Studies: New Standards, New Tools*. Panelist, Austin, TX.

Harvard University. (2016). *Educational Product Design: Ideation, Innovation, and iCivics*. Invited lecture, Cambridge, MA.

George Mason University. (2015). *Educational Industry Perspectives*. Guest panelist, Fairfax, VA.

National Association for Media Literacy Education Conference. (2015). *Celebrating Media Literacy Education in Early Childhood*. Panel Chair. Philadelphia, PA.

Florida Technology Education Conference. (2015). *Cultivate Innovative Thinking with Digital Media*. Presentation, Orlando, FL.

PBS Digital Innovators Summit. (2014). *Innovation and Stations*. Presentation, Arlington, VA.

PBS Digital Innovators Summit. (2014). *Pedagogy + Technology + Content = Success*. Presentation, Arlington, VA.

Harvard Graduate School of Education. (2012). *Parents' Perspectives of Emerging Technology & Enrichment: Preliminary Findings*. Invited lecture, Cambridge, MA.

Ed Tech Up. (2012). *Early Education & Technology: How Technology is Shaping the Way Youngsters Learn*. Guest Panelist, Boston, MA.

E-Learning. (2009). Book Review of Jim Gee's *Good Video Games + Good Learning*. Volume 6 (1).

London School of Economics (2008). *Participatory Culture and Transmedia Navigation: What Mobile Technology can Teach us about New Media Literacies*. Presentation, London, UK: Media@LSE.

Harvard Graduate School of Education (2008). *Pitching Project Ideas to Industry Executives*. Cambridge, MA: Invited Lecture, Media and Education course.

International Conference of the Learning Sciences. (2006) *FlowBlocks as a Conceptual Bridge between Understanding the Structure and Behavior of a Complex Causal System*. Presentation, Bloomington, IN.

Michelle M. Herczog, Ed.D.
Biographical Sketch

Michelle Herczog is the History-Social Science Coordinator III for the Los Angeles County Office of Education, responsible for providing professional development, resources, and support for K-12 social studies educators throughout the 80 school districts of Los Angeles County. She directs the California Democracy School Initiative, the annual California Civic Learning Student Showcase, National History Day for Los Angeles County, and collaborates with partners to lead the Annual Constitution Day Conference for Teachers at the Ronald Reagan Presidential Library and Museum.

Dr. Herczog was appointed by California Chief Justice Tani G. Cantil-Sakauye and California State Superintendent of Public Instruction Tom Torlakson to serve on the California Task Force on K-12 Civic Learning. The Task Force published a report of recommendations to provide all students in the state of California with high quality civic learning at every grade level. She currently serves on Your Constitution: The Power of Democracy Steering Committee, charged with fulfilling the goal and vision of the Task Force.

She currently serves as President of the California Council for the Social Studies, the leading voice for high quality social studies education in California committed to strengthening the teaching and learning of history-social studies through standards-based professional development, resource sharing, and public awareness and advocacy through strategic partnerships at the local, state and national levels.

She has also served as President of the National Council for the Social Studies, as Vice-Chair of the California Instructional Quality Commission for the California State Board of Education, and as a member of the Social Studies Assessment, Curriculum and Instruction (SSACI) Committee of the Council of Chief State School Officers. This group led the development of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies.

Dr. Herczog has authored numerous social studies curriculum materials, reports, and resources, acts as a speaker and advisor to a number of educational entities, and actively advocates for effective social studies education at local, state and national levels. She received her Doctoral Degree in Education at the University of California, Los Angeles; Master of Arts in Education at California State University, Northridge; and Bachelor of Arts in History at University of California, Los Angeles.

JANE KAMENSKY

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Employment

2018-	Jonathan Trumbull Professor of American History, Harvard University
2015-	Professor of History, Harvard University Carl and Lily Pforzheimer Foundation Director of the Schlesinger Library on the History of Women in America, Radcliffe Institute for Advanced Study
2014-15	Mary Ann Lippitt Professor of American History, Brown University
2009-14	Harry S. Truman Professor of American Civilization, Brandeis University
2008-2014	Chair, Department of History, Brandeis University
1993-2009	Assistant Professor to Professor of American History, Brandeis University

Education

2007-08	Post-graduate study in art history, Courtauld Institute of Art, University of London
1993	Ph.D. in history, Yale University
1990	M.A., M. Phil. in history, Yale University
1985	B.A. <i>magna cum laude</i> , with distinction in history, Yale University

Selected honors and awards

2018-19	John Simon Guggenheim Memorial Foundation Fellowship
2018-22	Principal investigator of Schlesinger Library's "Long 19th Amendment Project" (\$870,000), Andrew W. Mellon Foundation
2017	Boston Public Library Literary Lights honoree
2016-17	For <i>A Revolution in Color</i> : Barbara and David Zalaznick Book Prize in American History / American Historian Laureate, New-York Historical Society; James Bradford Biography Prize, Society for Historians of the Early American Republic; Annibel Jenkins Biography Prize, American Society for Eighteenth-Century Studies; 17th Annual Massachusetts Book Award for Nonfiction. Finalist, PEN/ Jacqueline Bograd Weld Award for Biography; Finalist, Marfield Prize, the National Award for Arts Writing; Finalist, George Washington Book Prize; <i>New York Times Book Review</i> Editors' Choice
2015-16	Pitt Professor of American History and Institutions, University of Cambridge, UK (declined)
2014-15	Mary L. Cornille Distinguished Visiting Professor in the Humanities, Wellesley College
2012-14	Andrew W. Mellon Foundation, Sawyer Seminar on the Comparative Study of Cultures, co-Principal Investigator (with Susan S. Lanser, Department of English)
2009-14	Distinguished Lecturer, Organization of American Historians
2008-09	For <i>The Exchange Artist</i> : Finalist, George Washington Book Prize; Choice Outstanding Academic Title (for <i>The Exchange Artist</i>) For <i>Blindspot</i> : <i>New York Times Book Review</i> Editors' Choice; <i>Boston Globe</i> bestseller; <i>Library Journal</i> Fall Editors' Pick; History Book Club, Book of the Month Club, Literary Guild, Mystery Guild
2006-09	Andrew W. Mellon Foundation "New Directions" Fellowship
2006-07	Radcliffe Institute for Advanced Study, Emeline Conrad Bigelow Fellowship

- 2004-05 National Endowment for the Humanities University Teachers Fellowship
Charles Warren Center, Harvard University, Fellowship
- 1996-97 National Endowment for the Humanities University Teachers Fellowship
Pew Charitable Trusts Faculty Fellowship in the History of American Religion
Mary Ingraham Bunting Institute of Radcliffe College Fellowship
American Council of Learned Societies Fellowship (declined)

Selected books

- Candida Royalle and the Sexual Revolution: A History from Below* (in progress; under contract to W. W. Norton)
- A Revolution in Color: The World of John Singleton Copley* (W. W. Norton, 2016).
- The Oxford Handbook of the American Revolution* (Oxford UP, 2012). Co-editor, with Edward G. Gray.
- Blindspot, A Novel*. Jointly written with Jill Lepore. (Spiegel & Grau/Random House, 2008).
- The Exchange Artist: A Tale of High-Flying Speculation and America's First Banking Collapse* (Viking/ Penguin, 2008).
- Governing the Tongue: The Politics of Speech in Early New England* (Oxford UP, 1997; paperback, 1999).
- The Colonial Mosaic: American Women, 1600-1760* (Oxford UP, 1995; paperback, 1998).

Selected recent conference appearances

- American Historical Association (2019, 2015, 2011, 2010 Program Committee Chair, 2009 Plenary); Organization of American Historians (2019, 2016, 2014); Society for Historians of the Early American Republic (2019, 2017, 2016, 2014); Omohundro Institute of Early American History and Culture (2018 Plenary, 2009 Plenary).
- Conferences organized: Sexual Revolutions: Comparative and Historical Perspectives, November 2018 (Sydney) and December 2019 (Cambridge, MA), organized with Penny Russell, University of Sydney; "Feminisms and Pornography," March 2018, organized with Janet Halley; "Britain's American Revolution," Huntington Library, September 2012; and The Chicago Conference on the American Revolution, University of Chicago / Newberry Library, February 2011, organized with Edward G. Gray.

Selected professional and community service

- 2018-21 Trustee, Museum of the American Revolution, Philadelphia, PA
- 2015-18 Commission, National Portrait Gallery, Washington, DC
- 2015-18 Executive Board, Society of American Historians (elected)
- 2011-14 Advisory Council, Society for Historians of the Early American Republic (elected)
- 2010-13 Executive Board, Organization of American Historians (elected)
- 2009-12 Board of Editors, *American Historical Review*
- 2008-11 Council, American Antiquarian Society (elected)
- 2008-10 Chair, 2010 Program Committee, American Historical Association
- 2007-10 Editorial Board, *Journal of the Early Republic*
- 2004-07 Editorial Board, *Journal of American History* (2004-2007)
- 2000-04 Founding Co-Editor, *Common-place* (www.common-place.org)

Selected professional affiliations

- American Antiquarian Society (elected fellow)
- Massachusetts Historical Society (elected fellow)
- Society of American Historians (elected fellow)

Adam Seagrave (Ph.D., University of Notre Dame) is Associate Director and Associate Professor in the School of Civic and Economic Thought and Leadership at Arizona State University. His research focuses on the central ideas of the American political tradition, both in the American context itself as well as its antecedents in the history of political thought. His first book, *The Foundations of Natural Morality: On the Compatibility of Natural Rights and the Natural Law*, was published by the University of Chicago Press in 2014. He has also published *Liberty and Equality: The American Conversation* (University Press of Kansas, 2015) and *The Accessible Federalist* (Hackett Publishing Co., 2017). In addition to his teaching and research, Dr. Seagrave serves as managing editor of the journal *American Political Thought*, as well as founder and co-editor of the journal *Starting Points*, and associate editor of the journal *Compass*.

Education

- Ph.D. University of Notre Dame
- B.A. Thomas Aquinas College

Email: Adam.Seagrave@asu.edu

Sarah Drake Brown is Director of History/Social Studies Education at Ball State University in Muncie Indiana and teaches introductory teacher education courses and upper-level content methods courses in the History Department. She also works with student teachers in classrooms. A former high school teacher in Illinois, her research focuses on teaching candidates' development of historical cognition and the Scholarship of Teaching and Learning in History. She is editor of *Teaching History: A Journal of Methods*, Chair of the National Council for History Education, and a member of the AHA's Tuning Project.

Recent publications include:

"Assessing While Learning: Teacher Candidates in the History Classroom." *Social Studies Education Review* 7, no. 3 (2018): 22-41.

"It's Not Something We Thought About': Teachers' Use of Historiography and Narratives." *Social Studies Research & Practice* 13, no. 1 (2018): 16-30. With Richard Hughes.

"Bridging the Divide Between Content and Pedagogy: Reflective History Teaching" in *SoTL Advocate* (March 2016). With Richard Hughes.

"Teaching History in a Place with a Different History: A SoTL Study in Progress" in *SoTL Advocate* (May 2016). With Richard Hughes.

"Building Historical Thinking Competencies Through Image Analysis" in *The Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects for English Language Learners*, edited by Luciana C. de Oliveira, 19-38. Alexandria, VA: TESOL Press, 2016.

Dr. Prisca Rodgriguez

My passion for teaching can be traced back to when I was five years old. My stuffed bears were attentive students and I had plenty of chalk and patience. I began tutoring real people in high school and pursued different teaching opportunities whenever I had the chance. I have been a tutor, teacher, teacher educator, administrator, teacher mentor, department chair, and program coordinator. For the last 19 years, I have taught mostly English Language Learners in traditional, non-traditional, online, and blended settings in K-12 and University.

As a teacher, I strive to help my students see their potential and use it to learn and become agents of change. I strive to engage with them in ways that raise awareness of social problems and foster democratic problem-solving.

Outside of the classroom, I am the overwhelmed teacher coach. I help teachers manage their workload and increase their resilience so they can be better teachers. I have also authored and contributed to several education articles, been an international keynote speaker and presenter, provided professional development for English teachers as a district chair, and have served as a teacher selection ambassador for the District of Columbia.

My educational background includes an MA in Liberal Studies from the University of Central Florida and a Ph.D. in Curriculum and Instruction from the University of Florida. I have a B.A. in English from the University of Puerto Rico - Mayagüez Campus, and a graduate certificate in Professional Business Writing from the University of Central Florida.

Dr. Doug Dobson is a Senior Fellow the University of Central Florida's Lou Frey Institute of Politics and Government. He directed the work of the Institute and its Florida Joint Center for Citizenship from 2005 to 2019. Dr Dobson was deeply involved in formulation and passage of Florida's Justice Sandra Day O'Connor Civics Education Act in 2010 and has led the development of a statewide civic education support infrastructure that served the needs of thousands of Florida teachers and hundreds of thousands of Florida students. Dr. Dobson received his Ph.D. from Florida State University and was a Social Science Research Council post-doctoral fellow at the University of Chicago. He served as a Professor of Political Science at Northern Illinois University and as Director of NIU's Center for Governmental Studies. Dr. Dobson also served as the Executive Director of the University of South Carolina's Institute of Public Affairs and as a Professor of Government and International Studies. While at USC, he managed South Carolina's Hazardous Waste Management Research Fund and established policy research and outreach centers focused on governance, public opinion, the environment, health care, leadership, bioethics and citizenship. He served as Editor and Publisher of the *South Carolina Policy Forum* and *Pollution Prevention in South Carolina* and was a member of the Editorial Board of the *State and Local Government Review*. He is past president of the Southern Consortium of University Public Service Organizations. As a member of the Board of the International Urban Development Association, he represented that organization to the United Nation's Economic and Social Council (ECOSOC). Dr. Dobson has written on American politics and public policy. His work has been supported by federal, state, local, and private funding sources.

David L. Leal

Professor — Ph.D., Harvard University

Contact

- E-mail: dleal@austin.utexas.edu
- Phone: 512.471.1343
- Office: BAT 3.140
- Campus Mail Code: A1800

Interests

Latino Politics and Policy

Biography

- Fellow of the Patterson-Banister Chair (2014-)
- Associate Member, Nuffield College, University of Oxford (2017-)
- Senior Fellow, Hoover Institution, Stanford University (2018-)
- Fulbright Distinguished Lecturer (Japan; July, 2014)

I have been a professor at the University of Texas at Austin since 2002. My primary academic interests are Latino politics and policy, and I teach classes such as Latino Politics, Immigration Politics, Mexican American Public Policy Studies, Politics and Religion, the U.S. Congress, and Introduction to American Government.

I received my Ph.D. from Harvard University in 1998, and from 1998-99 I was an [APSA Congressional Fellow](#) in Washington, DC, working in the office of a U.S. senator. In 2013 I was named a Distinguished Alumni Scholar by Stanford University, where I received my undergraduate degree.

Research Interests

My Latino politics research spans the fields of political behavior, public policy, and public opinion. In addition, my work incorporates insights from disciplines such as sociology, economics, ethnic studies, and religious studies.

My research has anticipated themes that have become important to both social science and the 'real world' of politics. For instance, in the 1990s, I began researching religion and political participation, the political engagement of immigrants, veteran participation in politics, and state and local politics. Today, I continue to work on questions involving Latino political behavior and opinion, the politics of migration, religion and politics, and the military and society.

Google Scholar Citations

Activities

- Director, [Irma Rangel Public Policy Institute](#), University of Texas at Austin
- Founding Director, [Immigration Studies Initiative](#), University of Texas at Austin
- Book Series Editor: "[Immigrants and Minorities, Politics and Policy](#)." Springer
- Member, Editorial Board, *Social Science Quarterly* and *Education Next*
- In the media: *Monkey Cage/Washington Post* ("[Recent Veterans](#) are More Republican than Older Ones. Why?"), *NBC Latino* ("[Entering College?](#) Latino Professors Share Some Great Advice"), and *New York Times* ("[Room for Debate](#): Why Congress Falters on Immigration")
- 2006-2008: Member, American Political Science Association (APSA) Task Force on [Religion and Democracy in the United States](#)
- 2002-2004: National Academy of Education/[Spencer Postdoctoral Fellow](#)

David Bobb

President, Bill of Rights Institute

David joined the Bill of Rights Institute as president in 2013 and has worked for twenty years at the intersection of civic engagement and education reform. Having taught courses in American politics and public policy in the history and political science departments of Boston College and Hillsdale College, he was also founding director of a national civic education program for high school teachers at Hillsdale College, as well as the Allan P. Kirby, Jr. Center for Citizenship and Constitutional Studies, in Washington, D.C. David has designed online educational programs used by more than half a million participants and is a nationally-recognized proponent of civic education that engages the hearts and minds of students. Author of *Humility: An Unlikely Biography of America's Greatest Virtue* (HarperCollins, 2013), David has written for the *Wall Street Journal* and *Fast Company*, among many other publications. He earned his Ph.D. in political science from Boston College, where he received fellowships from the Pew, Earhart, and Bradley Foundations.

Daniel J. Osborn, Ed.D.

(b) (6)

Education

- *Boston University*; Doctor of Education, Curriculum and Teaching; History and Social Studies Education (May 2016)
- *Brandeis University*; Master of Arts, Near East and Judaic Studies (May 2012)
- *Quinnipiac University*; Master of Arts in Teaching, Secondary Education (May 2009); Bachelor of Arts, History, Magna Cum Laude (May 2008)

Nonprofit Professional Experience

- **Program Director:** Primary Source, Watertown, MA (September 2018-Present)
- **Program Associate:** Facing History and Ourselves, Brookline, MA (September 2016-September 2018)

Higher Education Teaching Experience

- **Instructor:** Dean College, Franklin, MA (Fall 2016-Present)
- **Instructor:** Boston University, Boston, MA (Fall 2015- Spring 2016)
- **Instructor:** Quinnipiac University, Hamden, CT (Summer 2014- Fall 2017)
- **Teaching Fellow:** Boston University, Boston, MA (Fall 2012- Spring 2016)

Domestic and International K-12 Teaching and Volunteer Experience

- **Peace Corps Volunteer:** Teacher of English as a Foreign Language; Ma'an, Jordan (October 2009-July 2010)
- **Teaching Intern and Student Teacher:** Hamden High School, Hamden, CT (August 2008- June 2009)
- **Reading Aid:** America Reads, Hamden, CT (January 2008- May 2008)

Publishing Professional Experience

- **Editorial Assistant:** *Journal of Education*, Boston, MA (June 2013-June 2016)

Graduate Research Assistantships

- **Graduate Research Assistantship:** Boston University School of Education, Boston, MA (Fall 2012-Spring 2014)
- **Graduate Research Assistantship:** Quinnipiac University History Department, Hamden, CT (Summer 2009)

Fellowships and Awards

- Holocaust Educational Foundation Summer Institute on the Holocaust and Jewish Civilization Fellowship, Northwestern University (2017)
- Nicholas and Suzanne Helburn Young Scholar Award, Social Studies Education Consortium (2016)
- Charter Oak Society Award, Quinnipiac University (2009)
- Gilder Lehrman History Scholar Finalist (2007)
- Interdisciplinary Student Research Grant, Quinnipiac University (2006)

Selected Publications

Osborn, D. (2018). *Representing the Middle East and Africa in social studies education: Teacher discourse and otherness*. New York, NY: Routledge.

Osborn, D. (2017). Deconstructing otherness: Social studies teachers' representations of Middle Eastern populations. In R. Diem & M. Berson (Eds.), *Mending walls: Historical, socio-political, economic and geographic perspectives* (187-209). New York, NY: Information Age Publishing.

Osborn, D. (2017). Constructing Israeli and Palestinian identity: A multimodal critical discourse analysis of world history textbooks and teachers discourse. *Journal of International Social Studies*, 7(1), 4-33.

Osborn, D. (2014). The patriotism of dissent: Civic education for a disposition of critical allegiance. *Excellence in Education Journal*, 3(1), 24-45.

Callis, L.K. & Osborn, D. (2014). Teachers' reflections on education in a global age. *Journal of Education*, 194(3), 13-24.

Selected Presentations

Osborn, D. (2018). Narrating Nationalism: Zionism in World History Textbooks in the United States. International Society for the Social Studies, Orlando, FL.

Osborn, D. (2017). Narrating Israel and Palestine: Comparing Social Studies Textbooks and Teacher Discourse. International Society for the Social Studies, Orlando, FL.

Osborn, D. (2016). Constructing Israeli and Palestinian Identity: A Multimodal Critical Discourse Analysis Comparing Representations of Israelis and Palestinians in Social Studies Textbooks and Teacher Discourse. CUFA, National Council for the Social Studies, Washington, D.C.

Osborn, D. (2015). Deconstructing Otherness: Social Studies Teachers' Classroom Discursive Characterizations of African and Middle Eastern Populations. CUFA, National Council for the Social Studies, New Orleans, LA.

Cathy J. Cohen is the David and Mary Winton Green Professor at the University of Chicago. She formerly served in numerous administrative positions, including chair of the Department of Political Science, director of the Center for the Study of Race, Politics and Culture and deputy provost for Graduate Education at the University of Chicago. Cohen is the author of two books, *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics* (University of Chicago Press) and *Democracy Remixed: Black Youth and the Future of American Politics* (Oxford University Press). She is also co-editor of the anthology *Women Transforming Politics: An Alternative Reader* (NYU Press) with Kathleen Jones and Joan Tronto. Her articles have been published in numerous journals and edited volumes including the *American Political Science Review*, *NOMOS*, *GLQ*, *Social Text*, and the *DuBois Review*. Cohen created and oversees two major research and public-facing projects: the *GenForward Survey* and the *Black Youth Project*. She is the recipient of numerous awards, a member of the American Academy of Arts and Sciences and co-editor with Frederick Harris of a book series at Oxford University Press entitled “Transgressing Boundaries: Studies in Black Politics and Black Communities.”

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- **Education:** PhD, University of Michigan; AB, Miami University

You can follow Professor Cohen on Twitter: @cathyjcohen

Selected Publications:

- *Democracy Remixed: Black Youth and the Future of American Politics* (Oxford University Press, 2010).
- *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics* (University of Chicago Press, 1999).

- *Women Transforming Politics: An Alternative Reader* with Kathleen Jones and Joan Tronto (New York University Press, 1997).

Carrie C. Kotcho

EDUCATION:

- **M.A.T.**, Museum Education, The George Washington University
- **Certificate**, Interactive Multimedia, The George Washington University (CCEC)
- **B.S.**, Telecommunications (Electronic Media), Kutztown University of Pennsylvania

LEADERSHIP DEVELOPMENT:

- Getty Leadership Institute *NextGen* – 2012
 - Palmer Leadership Development Program – 2016
-

PROFESSIONAL EXPERIENCE:

Smithsonian - National Museum of American History

Deputy Associate Director, Office of Audience Engagement October 2016 - Present

A. James Clark Director of Education & Impact June 2014 - Present

Create and manage budgets, fundraising proposals, strategic/tactical plans, and impact evaluation plans to enable departmental operations. Manage and direct the work of teams responsible for interpretive planning, digital products, instructional design, preK-12 resources, accessibility, inclusion/diversity, and civic engagement. Represent the museum externally and on pan-Smithsonian teams addressing strategic planning.

Associate Director, Office of Education and Public Engagement (Acting) May – September 2016

Managed budgets, personnel, and strategic planning for forty-two person operation focused on learning and outreach. Direct reports included Directors of Interpretive Planning, New Media, Visitor Services, Education, and the Lemelson Center for Invention and Innovation.

Chief, Education & Outreach January 2010 – June 2014

Recruited, hired, and managed a diverse team of museum educators. Conceptualized and managed Let's Do History Tour, which trained 3,000+ teachers annually. Used live presentations, social media, and promotional materials to increase visitation to the museum's K-12 web resources from 1.1 million in 2009 to 3.5 million in 2014. Wrote gift/grant proposals totaling more than 9 million dollars in funding. Researched, wrote and managed "Ripped Apart: A Civil War Mystery" iPad app. Designed and managed "Preparing for the Oath," a website for people studying for the U.S. Citizenship test. Convened a partnership of all three September 11th memorial sites and produced a free two-day online teacher professional development conference that reached over 3,000 teachers.

Education Technologist May 2007 to January 2010

- Conceptualized Smithsonian's History Explorer and OurStory websites and managed their design and development
- Developed and conducted public programs and visitor studies
- Conceptualized and prototyped outdoor audio, podcasting, and mobile device integration programs
- Researched and produced web-based learning resources, interactives, and lesson plans for K-12 teachers and students
- Worked on exhibition teams to advocate for a visitor-centered approach and to provide consultation on multimedia development issues

The George Washington University

Adjunct Faculty, Graduate School of Education and Human Development, 2008 to 2013

Designed and co-taught "Museums & Technology," an overview course that explored existing and emerging technologies in museums—including gaming, kiosks, mobile applications, social media, and Web sites. Course themes included: audience-focus, sustainability, openness, collaboration, and evaluation.

Redmon Group, Inc.

Senior Exhibit Developer/Media Producer, March 2000 to June 2005

Responsible for budgeting, project management, interpretive planning, interactive exhibit design, research, scriptwriting, instructional design, multimedia authoring, A/V systems design, media production, proposal writing, and marketing support. Key accomplishments include conceptualizing and writing interactives for the Museum of Science & Industry's U-505 submarine exhibition and for the Edventure Children's Museum as well as designing e-learning courseware for the World Bank, Department of Defense, and Reading is Fundamental.

Bell Atlantic/Verizon

Multimedia Specialist, April 1993 to March 2000

Designed and managed the company's instructional media lab and worked on a 5-year effort to transition the corporation from leader-led training to a blended digital curriculum. Duties included: web & CD-ROM programming, instructional design, web design, media production, digital video capture/compression, scriptwriting, and photography.

General Physics Corporation

Producer/Director & Project Manager, October 1987 - March 1993

Managed the company's video department and produced, wrote, and directed over 50 training and informational videos for corporate, government, and military clients. Every project was delivered on time and within budget. Held DOD Secret & DOE Clearances.

Vince Clews & Associates

Associate Producer, January 1987 - October 1987

Responsible for location producing, hiring talent, directing, continuity, and off-line editing on a number of award winning corporate films and videos.

Maryland Instructional Technology / Maryland Public Television

Assistant Producer, January 1986 - January 1987

Provided production scheduling/logistics, off-line editing, and continuity services for a nationally aired children's television series entitled "Writer's Realm."

AWARDS:

[Preparing for the Oath](#) - Best in Class: Government, Best in Class: Education – Interactive Media Awards 2013 and EdCom Award: Excellence in Resources – American Alliance of Museums 2013

[Ripped Apart: A Civil War Mystery](#) – MUSE Award 2016, Best App for Teaching & Learning – AASL 2015

[Smithsonian's History Explorer](#) – Best of the Web – Center for Digital Education, 2012

[Tracking the Buffalo](#) – Best of the Web – Center for Digital Education, 2012

Mr. Averill Kelley hails from Las Vegas, Nevada by way of Connecticut. Currently, Mr. Kelley teaches U.S. Government and U.S. History at West Preparatory Academy in North Las Vegas, NV. Growing up in a federal housing project, Mr. Kelley busied himself playing “school,” always the teacher to his toy students, while others his own age were on the playground. It was no surprise to any of his five brothers when he announced his intention to pursue a career in Education at the University of Nevada, Reno. Mr. Kelley took his newly acquired Social Studies degree and began what became a habit of teaching in large, urban school districts with schools that qualified as Title 1, Turnaround and Transformational. Eleven years later, he continues with his student-centered educational approach in classrooms filled with mainly students of color.

Mr. Kelley discovered a passion for Civics through his tenure as a student, which carried forward into his years as a teacher. While pursuing a Master's Degree of Education in the Art of Teaching, Mr. Kelley began to identify an incongruity in Civics for students and people of color. As a doctoral student at UNLV, he has determined to make his life's calling filling the civics gap in minority communities, with the goal of empowering people of all backgrounds to use their voices to affect change in their communities, cities, states, and the country. He currently serves on boards around the country, while continuing to impact the lives of the students of this 11th and 12th grade classroom.

Alhassan Susso

Alhassan Susso is a world-renowned educator, author and speaker who has devoted his career to transforming the lives of young people facing difficulties. Born in The Gambia, Alhassan migrated to America at age 16.

He graduated with honors in Political Science and History from the University of Vermont and he received his Master of Arts in Teaching from Bard College in New York. He currently teaches Government, Economics and Personal Development at the International Community High School in the South Bronx in New York City.

He is the author of a motivational memoir, *The Light of Darkness: The Story of the Griots' Son*, which traces his journey to America as a nearly blind teenager and his trials and triumphs becoming American, while maintaining his deep African roots.

Alhassan is the Founder and Director of the Inspiring Teens' Future program at the International Community High School. This program has helped raise his school's graduation rate from 31% to 81.2% in 5 years. Through this program, Alhassan has worked with and transformed the lives of over 1000 youths. He is certified in therapeutic crisis intervention in schools and he trains and speaks on a variety of topics including: Developing the Right Mindset and Attitude for Success, Turning Adversity into Opportunity, and Relationship-Based Approaches to Teaching.

He has spoken at numerous venues and events including The United Nations, Google for Education, Global Education and Skills Forum in Dubai, and the Emirates Palace in Abu Dhabi.

Alhassan is the 2019 New York State Teacher of the Year. He is also the 2019 New York State History Teacher of the Year and currently in the running for the 2019 United States National History Teacher of the Year. He was also named in 2017 as one of "The Top 50 Outstanding Educators in the World" by the Varkey Foundation's Global Teacher Prize. He is the recipient of the prestigious Daylight Africa Award and the United Federation of Teachers Audrey Chasen Award. He was awarded the 2019 Cultural Innovator Award by Long Island University and is a two-time recipient of the Social-Emotional Learning Innovation Award for Teachers by Education First through the Rockefeller Foundation.

Aisha Vásquez Jackson

(b) (6) | (b) (6) | [linkedin.com/in/aisha-vasquez-jackson-613a7312](https://www.linkedin.com/in/aisha-vasquez-jackson-613a7312)

Passionate and innovative Classroom Teacher with 15 years of experience in designing and delivering high-quality instruction to adolescent and adult learners. Models and cultivates profound respect for multilingual, multicultural, and economically diverse student populations. Promotes an engaged learning environment that integrates hands-on manipulatives, cooperative learning strategies, and interactive technology. Builds a classroom culture committed to equity, academic excellence, and social-emotional wellness for all students. Bilingual English/Spanish.

Professional Teaching Experience

Hillsborough County Public Schools | Tampa, FL

Elementary School Teacher (2019)

- Newly hired to teach Grade 5 English Language Arts and History to an average of 22 students per class.

Cambridge Public Schools | Cambridge, MA

Elementary School Teacher (2014-2019)

- Taught Grade 5 and taught Grade 2 with an average of 18 students per class.
- Served as the grade-level representative on Literacy and Math Leadership Teams to evaluate curriculum, specifically language strategies to enhance academic talking skills in Kindergarten through Grade 5.
- Invited by Principal to improve expected norms for leadership meetings.
- Collaborated with District Literacy Coordinators, Coaches and Classroom Teachers to rewrite units, evaluate instructional materials, and support the rollout of new English/Language Arts and History/Social Studies curricula.
- Participated on the interview panel as a grade level representative for new hires and teacher interns.
- Supervised and evaluated Master's level interns in their learning progress towards licensure.

Smith Leadership Academy | Dorchester, MA

Middle School Teacher (2013-2014)

- Taught Grade 6 English/Language Arts with an average of 23 students per class.
- Improved ELA performance from the prior year with a 21% gain on the MCAS.
- Designed RTI instruction based on analyzed and filtered data for small-group instruction.
- Represented the ELA Department at Achievement Network conference to discuss strategies to close the achievement gaps in high stakes testing.

Ashford University | Clinton, IA

Teaching Assistant (2011-2013)

- Provided around-the-clock online support and expert writing consultation for adult learners.
- Designed weekly tips on effective writing strategies and the use of rubrics.
- Consistently exceeded all or most requirements: encouraging student improvement, meeting grading and report deadlines, and communicating respectfully and cooperatively to identify student needs.

Sarasota County Schools | Sarasota, FL

Elementary School Teacher (2003-2010)

- Taught Grades 1, 4 and 5 to an average of 20 students per class.

- Co-chaired and presented at Family Reading Night for Grades Kindergarten through 5, targeting emergent and fluent readers. Partnered with the neighborhood library to promote community literacy awareness and apply for a library card.
- Piloted an afterschool Writer's Workshop for 10 at-risk students in which 80% passed the Grade 4 Florida Comprehensive Assessment Test (FCAT) Writing exam.
- Streamlined PD course information to entire school staff as the Professional Development Liaison, and assisted in compiling data for school improvement plans (e.g., student attendance) as a Member of School Advisory Council.
- Coached Grade 5 parents at a three-part FCAT Math Night to review state and county benchmarks using various hands-on manipulatives, Promethean technologies, Kagan Cooperative Learning, and Differentiated Instruction strategies.
- Collaborated on curriculum mapping of all subject areas for a school-wide manual to aid new hires and improve time management for staff reassignment.

Education & Certifications

Master of Science: Language and Literacy | Wheelock College, Boston, MA (2003)

Bachelor of Arts: English | Regis College, Weston, MA (1995)

Florida Professional Educator's Certificate | Elementary/Grades K-6; English for Speakers of Other Languages/Endorsement; Reading/Endorsement (expires June 30, 2024)

Massachusetts Professional Educator's License | Elementary/Grades 1-6; Sheltered English Immersion/Endorsement (expires September 21, 2021)



Ace Parsi

Director of Innovation,

Ace Parsi is the Director of Innovation at the National Center for Learning Disabilities (NCLD) where he works to ensure students with disabilities fully benefit from initiatives aiming to personalize learning for all students. Prior to joining NCLD, Mr. Parsi served as the Deeper Learning Project Director at the National Association of State Boards of Education (NASBE) where he worked with state boards of education nationally on a variety of topics—including assessments, accountability, high school graduation requirements, educator capacity and other issues—related to ensuring students have the knowledge, skills, and dispositions essential for college, career, and civic success. Prior to joining NASBE, Mr. Parsi held a number of policy, research, and school-based positions at the Alliance for Excellent Education, the National Service-Learning Partnership, Policy Analysis for California Education, and Fair Oaks Community School in Redwood City, California.

Mr. Parsi and his family immigrated to the US when he was eight. His own experience as an English language learner and free and reduced price lunch student led him towards a passion for utilizing education as a driver for greater equity. Mr. Parsi holds a Masters in Public Policy Degree from the Goldman School of Public Policy at the University of California, Berkeley. He currently resides in Washington, DC with his wife, Clare, and daughter, Ella.

Madeline Y. Hsu

Professor — Ph.D., Yale University

Contact

- E-mail: myhsu@austin.utexas.edu
- Phone: 512-475-9303

Interests

Migration, Transnationalism and Diaspora, Cold War, and Ethnic Studies.

Biography

Madeline Y. Hsu served as Director of the Center for Asian American Studies 2006-2014 and is currently a Professor of History at the University of Texas at Austin. She was born in Columbia, Missouri but grew up in Taiwan and Hong Kong between visits with her grandparents at their store in Altheimer, Arkansas. She received her undergraduate degrees in History from Pomona College and PhD from Yale University. Her first book was *Dreaming of Gold, Dreaming of Home: Transnationalism and Migration between the United States and South China, 1882-1943* (Stanford University Press, 2000). Her most recent monograph, *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton University Press, 2015), received awards from the Society for Historians of American Foreign Relations, the Immigration and Ethnic History Society, the Asian Pacific American Librarians Association, and the Association for Asian American Studies. Her third book, *Asian American History: A Very Short Introduction* was published by Oxford University Press in 2016 and the co-edited anthology, *A Nation of Immigrants Reconsidered: U.S. Society in an Age of Restriction, 1924-1965* is forthcoming in 2018 from the University of Illinois Press.

She is president of the Immigration and Ethnic History Society and vice-president of the International Society for the Study of Chinese Overseas.

Awards/Honors:

- 2017 Association for Asian American Studies History Book Award for *The Good Immigrants*.
- 2016 Robert H. Ferrell Book Prize from the Society for Historians of American Foreign Relations for *The Good Immigrants*.

- 2017 Theodore Saloutos Book Award from the Immigration and Ethnic History Society for *The Good Immigrants*.
- OAH-Japan Residencies Fellow, Ritsumeikan University, Kyoto, Japan, 2016.
- 2016 Hamilton Book Award finalist from The University of Texas at Austin.
- 2014-2015 Asian Pacific American Librarians Association Adult Non-Fiction Honor Book for *The Good Immigrants*.
- 2012 Community Leadership Award, Network of Asian American Organizations and Greater Austin Asian Chamber of Commerce, September 22, 2012.
- Distinguished Lecturer, 2012-present, Organization of American Historians. [*See OAH Distinguished Lectureship Program.*](#)
- 2002 Association for Asian American Studies History Book Award for *Dreaming of Gold, Dreaming of Home*.
- HNN Leading Young Historian, 2007

LEE WHITE

(b) (6)

(b) (6) (cell)

lwhite@historycoalition.org

Senior level association executive, lobbyist and project manager with extensive experience representing non-profit professional societies, trade associations and federal government agencies; fundraising for non-profits and political action committees (PAC); preparing and overseeing budgets; creating and broadening diverse coalitions of stakeholders; establishing and maintaining contacts with national and local print and electronic media; developing website design and content; producing digital publications for constituent organizations.

PROFESSIONAL EXPERIENCE:

NATIONAL COALITION FOR HISTORY (NCH)

2006-

Present

Executive Director

Chief executive officer of the National Coalition for History, a consortium of over 50 organizations focusing on federal legislative and regulatory issues affecting historians, archivists, political scientists, teachers, students, genealogists and other public stakeholders.

- **Advocacy:** Represent the historical community before Congress, congressional committees and federal agencies with missions affecting historians – including the Department of Education, the National Archives, the National Park Service, and the National Endowment for the Humanities. Testify before Congress and federal agencies; prepare testimony for witnesses representing NCH at congressional hearings and before federal regulatory bodies. Directed lobbying efforts that preserved funding for Teaching American History Grants and the National Historical Publications and Records Commission. Served on federal Freedom of Information Act (FOIA) Advisory Committee convened by the National Archives.
- **Fundraising and Financial Management:** Since assuming leadership of NCH. increased revenues by nearly 60 percent from organizational, corporate and individual contributions.
- **Communications:** Publish the *NCH Washington Update*, a monthly electronic newsletter tracking federal activities related to history and history education. Responsible for maintaining NCH's social media presence.
- **Media:** Established relationships with national print and electronic media as a source for information on history-related issues. These include the *Washington Post*, *New York Times*, *National Journal*, *Politico*, *Columbia Journalism Review*, CNN and NPR.
- **Website Design and Maintenance:** Collaborated with the Center for History and New Media at George Mason University to create NCH's website.

NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS (NSPE)

2002-

2006

Director of Government Relations: Chief lobbyist, representing NSPE before the Congress and federal agencies concerning infrastructure and math and science education issues. Directed the fundraising activities of NSPE's PAC, which averaged \$150,000 in contributions during my tenure. Directed grassroots activities, including management of annual Engineers Day on the Hill. Managed two professionals and one support staff.

U.S. SMALL BUSINESS ADMINISTRATION (SBA)

1998-2002

From 2000 until 2002, served as senior policy advisor to the Associate Deputy Administrator for Capital Access, the lead official for SBA's loan programs. Previously served two years as advisor to the Assistant Administrator for Congressional Affairs.

NATIONAL ASSOCIATION OF REALTORS® (NAR)

1990-1996

Director of Government Relations for Environment: Represented the interests of NAR before federal agencies and Congress. Focused on environmental issues that affected residential, multi-family and commercial properties. Managed one professional and one support staff.

Pre-1990 employment:

- **National Utility Contractors Association;** Legislative Counsel 1989-1990
- **American Society of Mechanical Engineers;** Legislative Director 1984-1989
- **General Services Administration;** Law Clerk/Legislative Counsel 1979-1984

EDUCATION:

Master of Arts, History, George Mason University, Fairfax, VA, 2000

Juris Doctorate, Catholic University Law School, Washington, DC, 1981

Bachelor of Arts, Political Science, Northeastern University, Boston, MA, 1978

AFFILIATIONS/MEMBERSHIPS:

Member of the Bar in the District of Columbia

Member of the American Historical Association, Organization of American Historians, Society for History in the Federal Government, and National Council on Public History

PUBLICATIONS:

"Dividing Highway: Citizen Activism and Interstate 66 in Arlington, Virginia," *Washington History-Magazine of the Historical Society of Washington, D.C.*, (article adapted from Master's thesis), Spring/Summer 2001

"Jack Brooks: The Man Behind the Law," *PE Magazine*, October 2006

"Advocacy at the Federal Level," with Dr. Heather Huyck, *Many Happy Returns—Advocacy and the Development of Archives*, (Society of American Archivists, January 2011)

HONORS:

Roy Rosenzweig Outstanding Alumni Award, College of Liberal Arts, Department of History, George Mason University, 2008

Josephine Pacheco Award, Department of History, George Mason University, in recognition of Best Graduate Student Thesis, 1998

Laura Tavares is Program Director for Organizational Learning and Thought Leadership at Facing History and Ourselves, an education non-profit whose mission is to engage students of diverse backgrounds in examining racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. She leads strategic partnerships, designs learning experiences for educators, and creates innovative classroom resources. She writes about history, current events and education for publications including the *New York Times*, *Educational Leadership* and *Social Education*. Laura joined the staff of Facing History in 2005 after several years teaching history and literature in independent schools. She is also a faculty member at the Harvard Graduate School of Education's Project Zero. Laura graduated from Wellesley College and received graduate degrees in literature and history from Oxford University, where she studied as a Rhodes Scholar.

Joseph Kahne, Ph.D

Ted and Jo Dutton Presidential Chair in Education Policy and Politics
University of California, Riverside | Graduate School of Education | 900 University Ave.
Riverside, CA 92521

(E) jkahne@ucr.edu | www.civicsurvey.org | <http://ypp.dmlcentral.net> | <http://eddaoakland.org>

EDUCATION

1993 Ph.D., School of Education, Stanford University.
1991 M.A., Political Science, Stanford University.
1986 B.A., Economics, Wesleyan University.

RESEARCH INTERESTS

Democratic and Civic Education, Educational Reform and Policy, Digital Media, Urban, Youth Development.

PROFESSIONAL EXPERIENCE

Ted and Jo Dutton Endowed Presidential Chair for Education Policy and Politics. School of Education. UC Riverside. (2016-Present).

Professor of Educational Leadership, Mills College (2002- 2016).

Visiting Scholar, Carnegie Foundation for the Advancement of Teaching (2014-15).

Dean, School of Education, Mills College (2006-2009)

Founding Director of the Doctoral Program in Educational Leadership, Mills College (1999-2006).

Founding Director, Institute for Civic Leadership, Mills College (2000 – 2005).

Associate Professor of Education, Mills College (1999-2002).

Asst. and Assoc. Professor of Education, University of Illinois at Chicago (1993 - 1999).

Teacher of Social Studies, New York City Public Schools (1986 - 1988).

Current Advisory Responsibilities

Spencer Foundation: The New Civics Initiative. Senior Advisor. (2011-Present).

National Campaign for the Civic Mission of Schools. Member of Steering Committee. 2008-Present.

iCivics Advisory Board. Member. 2015-Present.

Center for Information and Research on Civic Learning (CIRCLE), Member of Advisory Board. 2001- Present.

Chicago Public Schools Civic Engagement Council of Advisors. Member. 2016-Present.

Generation Citizen, Member of Research Advisory Board. (2011-Present).

Walter and Leonore Annenberg Presidential Learning Center. Ronald Reagan Presidential Foundation. Advisory Board (2013- 2015).

AWARDS

Civic Action Award (2014). California Council of the Social Studies.

Knight Fellow for Civic Engagement in Higher Education (2011). Bob Graham Center for Public Service.

The Outstanding Publication Award on Program Evaluation (2007). Division H of AERA. (for paper written with Sue Sporte, Marisa de la Torre, and John Easton).

Outstanding Paper of the Year Award. (2003). From the Research in Social Studies special interest group of the American Educational Research Association. (For paper written with Joel Westheimer).

Outstanding Paper of 2002 award from the American Political Science Association (APSA), Division on Teaching and Learning. (For paper written with Joel Westheimer).

PUBLICATIONS

Books:

Kahne, J. (1996). Reframing Educational Policy: Democracy, Community, and the Individual. New York: Teachers College Press.

Selected Journal Articles and Book Chapters:

Kahne, J. & B.T. Bowyer (2016). *Civic Education in a Partisan Age: Confronting the Challenges of Motivated Reasoning and Misinformation*. American Educational Research Journal.

Kahne, J., Hodgins, E., Eidman-Aadahl, E. (2016). Redesigning Civic Education for the Digital Age: In Pursuit of Equitable and Impactful Democratic Education. Theory and Research in Social Education. 44:1, 1-35.

Kahne, J., Middaugh, E., and Evans, C. (2009). *The Civic Potential of Video Games*. The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning. Cambridge. MIT Press.

Selected Recent Presentations

Kahne, J. (2016, February). The Practice of Politics Has Changed: Educating for Democracy in the Digital Age. Invited Address at Harvard University, Graduate School of Education.

Kahne, J. (2014). Educating for Democracy in the Digital Age. National Council of the Social Studies. Boston, November.

Jarvis R. Givens is a Suzanne Young Murray Assistant Professor at the Radcliffe Institute and an assistant professor of education at the Harvard Graduate School of Education.

His research and teaching fall at the nexus of the history of education, 19th- and 20th-century African American history, and black critical theory. Givens's broader research interests lie in interrogating schools as a technology of power and analyzing how marginalized communities have appropriated this technology to transcend abjection. His current book project, *Schooling in Forbidden Fields: Carter G. Woodson and the Demands of Black Education* (Harvard University Press, forthcoming), explores how ordinary teachers and black community members put Woodson's critiques of the American school and his alternative curricula (i.e., textbooks, Negro History Week, and more) into practice during the period of Jim Crow. Givens argues that their furtive efforts and Woodson's educational ideas embodied the inherent dissident demands of black schooling, a political project that developed in the context of slavery and that persisted as a site where blacks worked to negotiate the terms of their relation to the broader society and the world. His work has been supported by the Ford Foundation's predoctoral and dissertation fellowships and by funding from the Mellon Mays Undergraduate Fellowship Program and has been published in such journals as *Anthropology & Education Quarterly*, the *Harvard Educational Review*, *Race Ethnicity and Education*, and *Souls: A Critical Journal of Black Culture, Politics, and Society*.

Givens earned his PhD in African diaspora studies from the University of California, Berkeley, and completed a dean's postdoctoral fellowship at the Harvard Graduate School of Education.

Dr. James R. Stoner

PhD: Harvard University

Phone: 225-578-2538 | **Fax:** 225-578-2540 | **E-mail:** poston@lsu.edu

Office: 214 Stubbs Hall

[James Stoner Website](#)

Biography

Professor James R. Stoner, Jr. (Ph.D., Harvard University, 1987) has teaching and research interests in political theory, English common law, and American constitutionalism. He is the author of *Common-Law Liberty: Rethinking American Constitutionalism* (Kansas, 2003) and *Common Law and Liberal Theory: Coke, Hobbes, and the Origins of American Constitutionalism* (Kansas, 1992), as well as a number of articles and essays. In 2009 he was named a Senior Fellow of the Witherspoon Institute of Princeton, New Jersey; he has co-edited two books published by Witherspoon, *The Social Costs of Pornography: A Collection of Papers* (with Donna M. Hughes, 2010), and *Rethinking Business Management: Examining the Foundations of Business Education* (with Samuel Gregg, 2007). He was the 2010 recipient of the Honors College Sternberg Professorship at LSU.

He has taught at LSU since 1988, chaired the Department of Political Science from 2007 to 2013, and served as Acting Dean of the Honors College in fall 2010. He was a member of the National Council on the Humanities from 2002 to 2006. In 2002-03 he was a visiting fellow in the James Madison Program in American Ideals and Institutions at Princeton University, where he will return in the 2013-14 academic year as Garwood Visiting Professor in the fall and Visiting Fellow in the spring.

Area of Interest

Professor James R. Stoner, Jr. (Ph.D., Harvard University, 1987) has teaching and research interests in political theory, English common law, and American constitutionalism. He is the author of *Common-Law Liberty: Rethinking American Constitutionalism* (Kansas, 2003) and *Common Law and Liberal Theory: Coke, Hobbes, and the Origins of American Constitutionalism* (Kansas, 1992), as well as a number of articles and essays. In 2009 he was named a Senior Fellow of the Witherspoon Institute of Princeton, New Jersey. He is the 2010 recipient of the Honors College Sternberg Professorship at LSU.

Selected Publications

Stoner, James R., Jr. 2013. "The Justice of the Market and the Common Good: Justice Sutherland's Debate." In Francis J. Beckwith, Robert P. George, & Susan McWilliams, eds. *Second Look at First Things: Case for Conservative Politics: The Hadley Arkes Festschrift*. Southbend, IN: St. Augustine Press.

Stoner, James R., Jr. 2013. "Comment on Ralph Hancock, *The Responsibility of Reason: Theory and Practice in a Liberal-Democratic Age*." *Perspectives on Political Science*, 42: 43-46.

Edited, with Donna M. Hughes, *The Social Costs of Pornography: A Collection of Papers* [essays from scholars in a variety of fields on the topic] (Princeton, NJ: Witherspoon Institute, 2010).

Stoner, James R., Jr.. 2009. "Who Has Authority over the Constitution of the United States?" In *The*

Supreme Court and the Idea of Constitutionalism, eds. Steven Kautz, Arthur Melzer, Jerry Weinberger, and M. Richard Zinman. Philadelphia: University of Pennsylvania Press. Pp. 95-111, 270-72.

Gregg, Samuel, and James Stoner, eds. 2008. Rethinking Business Management: Examining the Foundations of Business Education. Princeton: The Witherspoon Institute.

Stoner, James. 2008. "Magnanimity and Martyrdom: The Death and Life of Thomas More." In Magnanimity and Statesmanship, ed. Carson Holloway. Lanham, MD: Lexington Books. Pp. 133-43.

Stoner, James. 2007. "Natural Law, Common Law, and the Constitution." In Common Law Theory, ed. Douglas E. Edlin. Cambridge: Cambridge University Press. Pp. 171-184.

Stoner, James. 2006. "The 'Naked' University: What if Theology Is Knowledge, Not Belief?" Theology Today 62 (4): 515-527.

"The New Constitutionalism of Publius". 2003. In Bryan-Paul Frost & Jeffrey Sikkenga, eds., History of American Political Thought. Lanham, MD: Lexington Books.

"Common-Law Liberty: Rethinking American Constitutionalism". 2003. Lawrence: University Press of Kansas.

"The Electoral College and Democracy." 2001. In Gary L. Gregg II, ed., Securing Democracy: Why We Have an Electoral College. Wilmington, DE: ISI Books.

"Common Law and Liberal Theory: Coke, Hobbes, and the Origins of American Constitutionalism". 1992. (1994 paperback). Lawrence: University Press of Kansas.

Awards and Honors

2002-2003. Visiting Fellow, The James Madison Program in American Ideals and Institutions, Department of Politics, Princeton University.

2002. Summer Research Fellowship, The Earhart Foundation.

2000. Summer Research Fellowship, The Earhart Foundation.

Teaching

1001-Fundamental Issues of Politics

2060-Introduction to Political Theory

4020-American Constitutional Law

4080-American Political Thought

4081-History of Political Theory from Plato to More

4082-History of Political Theory from Machiavelli to Nietzsche

7903-American Political Development

7980-Seminar in American Political Thought

7981-Seminar in Classical and Medieval Political Theory

7982-Seminar in Early Modern Political Theory

7990-Political Theory: Interpretation and Analysis

7991-Special Topics in Political Theory

JAMES R. GROSSMAN

American Historical Association
400 A St. SE
Washington, DC 20003

jgrossman@historians.org
Twitter: @JimGrossmanAHA
www.historians.org

EMPLOYMENT:

American Historical Association: EXECUTIVE DIRECTOR, 2010-

The Newberry Library: Vice-President for Research and Education 1998-2010

Director, Dr. William M. Scholl Center for Family and Community History, 1990-1998

University of Chicago: Assistant Professor, 1984-90; Research Associate, 1990-98; Senior Lecturer, 1998-2004, Visiting Professor, 2005-08, Senior Research Associate, 2009-15; Associate Member, 2015- (nineteen dissertation committees)

University of California, San Diego, Visiting Assistant Professor, 1983-84

University of California, Berkeley, Acting Instructor, 1980-81

San Francisco Community College, Lecturer, 1979-1980

EDUCATION:

Ph.D. University of California, Berkeley, 1982 (History; MA 1976)

B.S. Cornell University, 1974 (Industrial and Labor Relations)

PUBLICATIONS:

Books:

Land of Hope: Chicago, Black Southerners, and the Great Migration. University of Chicago Press, 1989.

Editor, *The Frontier in American Culture.* University of California Press, 1994.

A Chance to Make Good: African Americans, 1900-1929. Oxford University Press, 1997.

Project Director and co-editor (with Ann Keating/Janice L. Reiff), *The Encyclopedia of Chicago* (Univ. of Chicago Press, 2004). Digital version, 2005: www.encyclopedia.chicagohistory.org/.

Articles and Chapters in Books (selected recent):

Coauthor, with Julia Brookins, "Assessment is What We Make of It," *Journal of American History*, 102:4, (March 2016). <http://jah.oxfordjournals.org/cgi/content/full/jav824?ijkey=aFPldJlpi2Vlz31&keytype=ref>

Coauthor, with Anthony Grafton, "Habits of Mind: Why college students who do serious historical research become independent, analytical thinkers," *The American Scholar*, Winter 2015 (<https://theamericanscholar.org/habits-of-mind/#.VivIS1p6kTl>)

Coauthor, with Stanley N. Katz, "The History Major and Undergraduate Liberal Education" American Historical Association pamphlet, 2008 (excerpted in *Liberal Education*, Spring 2009)

Editing projects (selected):

Editor emeritus, *Historical Studies of Urban America.* (series, 50 volumes 1992-2015), University of Chicago Press

Encyclopedia Entries and Short Essays (Selected recent):

- “[Bigotry Stopped Americans From Intervening Before the Holocaust](#),” *Los Angeles Times*, April 29, 2018
- “[Imagining Ph.D. Orientation in 2022](#),” *Chronicle of Higher Education*, August 22, 2018
- “[History Isn’t a Useless Major](#),” *Los Angeles Times*, May 30, 2016
- “The New History Wars” *New York Times*, September 2, 2014
- “Disrupting the Disruptors,” *Inside Higher Ed*, December 16, 2013
- “The Humanities in Dubious Battle,” *Chronicle of Higher Education* (with Anthony Grafton), July 1, 2013 (<http://chronicle.com/article/The-Humanities-in-Dubious/140047/>)
- “No More Plan B” (with Anthony Grafton), *Chronicle of Higher Education*, October 9, 2011
- “Plan C” (with Anthony Grafton), *Chronicle of Higher Education*, November 1, 2011
- Monthly [columns](#) in *Perspectives in American History*, beginning September 2010

31 book reviews and review essays, 38 conference papers; 67 other conference panels as comment, chair, etc; dozens of public lectures

AWARDS (selected):

- "Chicagoans of the Year," *Chicago Magazine*, 2005 (one of six honorees, plus Chicago White Sox)
- New York Public Library "Books for the Teen Age 1998" (*A Chance to Make Good*), 1998
- National Council for Social Studies Notable Trade Books (*A Chance to Make Good*), 1997.
- Gustavus Myers Award for Outstanding Book on the Subject of Human Rights (*Land of Hope*), 1991.

MEDIA (selected):

- "Laboring Lives: Workers in the Machine Age." (with Susan A. Glenn and Barbara Loomis), Film, 1981.
- "Talking head," panelist, or interviewee in films, television, and radio, on African American history, Chicago, and such topics as the history of presidential elections and sports. Recently, radio commentary on historical issues in Washington, DC, nationally, and internationally.

CONSULTING (selected):

- MacArthur Foundation "100 Million and Change," 2017, 2019
- Metropolitan Museum of Art, planning for exhibition on Jacob Lawrence, 2013-14
- New-York Historical Society, conceptualization and implementation of "Institute for Constitutional Studies," 2007-09
- Teaching American History projects (various), 2005-09
- The HistoryMakers (African American videotaped oral history), 2003-2007, 2016-

PROFESSIONAL SERVICE (selected):

- Board of Directors, American Council of Learned Societies, 2016-2019
- Board of Directors, Association of American Colleges and Universities, 2014-2017
- Board of Directors, National Humanities Alliance, 2011- (Vice President, 2014-18; President, 2018-)
- Board of Directors, Center for Research Libraries, 2010-16 (Nominating Committee, 2015-2019)

Jeremy Gypton

(b) (6)

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PROFILE

Master educator with over 19 years experience in a variety of instructional methodologies and significant content-area knowledge; recognized leader in creative and effective use of technology in the classroom; high school department chair; published author of educational materials; extensive experience in curriculum research, alignment, and development; coordinator for district-wide online learning system and related professional development and curriculum management; frequent presenter at national teaching and educational technology conferences.

EXPERIENCE

Teacher Programs Manager, The Ashbrook Center, Ashland, Ohio -- 2014-present

Plan and manage teacher education programs in several states, to include logistics, curriculum, and instructional support aspects of professional development sessions; coordinate multiple improvement projects related to TeachingAmericanHistory.org website, including standards alignment effort and subscription functionality for multimedia resources; manage two monthly webinar series, including scheduling and sign-up, day-of-event management, and distribution of content through various social media outlets; work with university faculty to develop relevant programs for teachers in several states; manage partnership with Liberty Fund and manage slate of national weekend programs for teachers throughout each school year.

Adjunct Education Faculty, Pima Community College, Tucson, Arizona, 2018-present

Supervise student teachers during field experiences and student teaching; work with teachers on management, instruction, assessment, and other job functions; assign and grade college coursework complementary to teaching field experiences.

Assistant Principal, Walden Grove High School; Sahuarita, Arizona -- 2013-2014

Managed curricular and instructional programs and projects on campus; conducted professional development workshops for teachers; coached teachers of all experience and skill levels on instructional delivery, assessment, and curriculum design. Professional responsibilities focused on curriculum and instruction.

Curriculum and Online Coordinator, Sunnyside Unified School District; Tucson, Arizona -- 2011-2013

Managed the curricular, professional development, and organizational endeavors related to a district-wide online learning system, to include training and monitoring of teachers, alignment of courses with district and state standards; ; developed hybrid learning model for district middle and high schools; assisted school and district leadership in understanding and effectively deploying online and hybrid learning systems; performed and acted on ongoing needs-assessments for staff and professional development needs.

Project Manager/Contributing Editor, ABC-CLIO -- 2006-2017

Edit & consult on online Social Studies database resources; develop lesson packets; present at national conferences in conjunction with company mission and products; act as instructional subject matter expert on educational uses of technology for editorial, marketing, and IT personnel of company.

Social Studies Instructional Team Leader and Teacher, Empire High School; Tucson, Arizona

2000-2011

Developed, taught, and assessed history and government lessons aligned with state standards; utilized fully digital classroom and content resources for improved student learning; delivered relevant lessons with the end goal of helping students develop knowledge and appreciation of American heritage and institutions, and higher-order thinking skills, as well as a desire to be active citizens; coached varsity Cross Country, Track, and Soccer.

EDUCATION

Grand Canyon University, Phoenix, AZ Master of Education in Educational Administration, 2010

American Military University, Manassas, Virginia MA Military Studies, 2004

Defense Language Institute, Monterey, California Korean Basic Course, 1998

University of Arizona, Tucson, Arizona BA Education, 1994

SKILLS

Early adopter of new technologies including blogs, wikis, podcasts and other elements of Web 2.0; experienced trainer with MS Office applications; over a decade of teaching, public speaking and training experience; project management, content development, and editing experience in educational publishing; management of distributed projects, including coordination of projects using shared digital workspace; highly effective communicator and public speaker. Expert in classroom management.

RECOGNITIONS, ACHIEVEMENTS & OTHER EXPERIENCE

Daughters of the American Revolution, Arizona Outstanding Teacher of American History, 2007

Presenter for National Council for the Social Studies, National Social Studies Supervisors' Association, and National Council of History Educators, 2006-present

ABC-CLIO Senior History Fellow and Project Manager, 2006-present

Experienced teacher of Advanced Placement U.S. History and U.S. Government and Politics. Taught dual-enrollment junior college American History courses. Experience serving as schools' Advanced Placement Coordinator, managing AP course implementation and testing at two different high schools.

Six-time presenter at National Council for the Social Studies annual conferences; three-time presenter at National Council for History Education annual conferences.

Published author of educational materials.

CERTIFICATIONS

Arizona Principal's Certificate

Arizona Secondary Teacher Certification, with Social Studies and Political Science content areas

Arizona Department of Education Certified Common Core English Language Arts Trainer of Trainers

Arizona School Boards Association Qualified Evaluator

BIOGRAPHICAL SKETCH

NAME: Berson, Ilene

POSITION TITLE: Professor

A. Personal Statement

Dr. Ilene R. Berson is a Professor of Early Childhood at the University of South Florida and coordinates the Early Childhood Doctoral program in the Department of Teaching and Learning. She also holds affiliate faculty status in Learning Design and Technology as well as Qualitative Research. Dr. Berson teaches courses on Early Childhood Integrated Social Studies, Humanities and Arts; ICT in the Early Years; Visual Research Methods; and Cybersecurity in the Schools. She conducts participatory research to explore young children's civic engagement through multiple literacies and studies the intersection of technology and the pedagogy of inquiry in the early years with a focus on children's affordances of ICT innovations. She also has led international studies on integrating social justice and child advocacy into early childhood teacher preparation.

Dr. Berson's internationally recognized work promoting cybercitizenship spans nearly two decades and has sought to optimize the engagement of young students' access and use of digital technologies by preparing children and youth to question information sources and assess their legitimacy, engage in critical decision-making to inform constructive choices and behaviors, and evaluate messages intended to manipulate beliefs and actions. She studies the effects of cyberliteracy and concepts of cybercitizenship on risk and decision-making behaviors with digital technologies. Dr. Berson has met with policy leaders worldwide to discuss children in digital spaces. She has been a key presenter on Issues of Human Behavior in On-line Security and Privacy Protection at a U.S. Senate Policy Forum on Privacy, Security and Identity in a Networked, Data Driven Educational Environment; an invited speaker at Oxford University to discuss her research on children and privacy infringements in a digital age; invited to speak in the UK at Parliament; and has been the keynote presenter at several conferences in New Zealand that brought international researchers together to focus on the social impact of the Internet.

Dr. Berson has authored over 100 publications, and has extensively disseminated her research, delivering keynote addresses worldwide. Her most recent book is titled *Participatory methodologies to elevate children's voice and agency*, and she led the development of the *Policy Statement on Early Childhood Social Studies* for the National Council for the Social Studies. Other recent publications have appeared in the *Journal of Research on Technology in Education*, *Multicultural Perspectives*, *Journal of Early Childhood Teacher Education*, *Social Education*, *the Journal of Social Studies Research*, and *Social Studies and the Young Learner*. Dr. Berson has been the principal investigator on numerous grants from organizations such as the Spencer Foundation, the Library of Congress, the Florida Department of Health, and the U.S. Department of Health and Human Services to develop innovative solutions that promote young children's well-being and educational outcomes. She has been honored for her outstanding contributions and excellence in teaching, research, and service, receiving recognitions that include the USF President's Award for Women in Leadership, USF Global Academic Partner Scholar, USF Institute on Black Life Service Award, USF Office of Undergraduate Research CREATTE Scholar, American Educational Research Association Special Interest Group Research in Global Child Advocacy Distinguished Service Award, U.S. Department of Health and Human Services Excellence in Evaluation Award, and the National Child Labor Committee Service Award.

Dr. Berson's scholarship highlights dissemination of information that has applicability in field-based contexts and that can be used to direct the focus and type of interventions in order to shape social and cultural interaction in a digital world that is built on values of respect, responsibility, justice, and tolerance. Her research on the integration of digital play with tangible technologies in the early childhood environment is designed to provide a context for young learners to apply their growing academic knowledge and skills in authentic ways. Selected recent publications include:

Berson, I. R., & Villotti, K. (2019). *A position paper of early childhood in the social studies context*. Washington, DC: National Council for the Social Studies. Available from <https://www.socialstudies.org/early-childhood-social-studies-context>

Berson, I. R., Berson, M. J., López de Méndez, A., Alvarez, C., & Bonilla, V. (2019). Images, civic identity, and cultural narratives of Puerto Rico: Using intertextual articulation to develop culturally responsive practices. *Multicultural Perspectives*.

- Berson, I. R.,** & Berson, M. J. (2019). Disrupting perspectives on civic education for children and youth in a multicultural society. *Multicultural Perspectives*.
- Berson, I. R.,** Murcia, K., Berson, M. J., McSporran, V., & Damjanovic, V. (2019). Exploring young children's play and creativity with tangible technologies in early childhood classrooms in Australia and the United States. *Kappa Delta Pi Record*, 55(2), 78-84. Available online: <https://doi.org/10.1080/00228958.2019.1580986>
- Han, S., Blank, J., & **Berson, I. R.** (2019). Revisiting reflective practice in an era of teacher education reform: A case of early childhood teacher education program. *Journal of Early Childhood Teacher Education*.
- Berson, I. R.,** & Berson, M. J. (2019). Crowdsourcing the social studies. *Social Education*, 81(2), 103-107.
- Ledford, E., **Berson, I. R.,** Berson, M. J., & Ledford, A. (2019). Mrs. Mink goes to Washington: The first Japanese American member of Congress. *Social Studies and the Young Learner*.
- Varga, B. A., **Berson, I. R.,** Berson, M. J., & Snow, B. (2019). Behind the lens: Sourcing photographs with KidCitizen. *Social Studies and the Young Learner*, 31(4), 28-32.
- Berson, I. R.,** & Berson, M. J. (2019). Visual narratives of good citizenship: Diverse discourses in U.S. and Ghanaian Kindergarten classrooms. In G. Samuels & A. Samuels (Eds.), *Democracy at a crossroads: Examining the past and facing the future*. A Volume in the International Social Studies Forum Series. Charlotte, NC: Information Age Publishing.
- Berson, I. R.,** Berson, M. J., & Gray, C. (Eds.). (2019). *Participatory methodologies to elevate children's voice and agency*. A Volume in I. R. Berson & M. J. Berson (Series Eds.), Research in Global Child Advocacy. Charlotte, NC: Information Age Publishing.
- Berson, I. R.,** Berson, M. J., Carnes, A. M., & Wiedeman, C. R. (2018). Excursion into empathy: Exploring prejudice with virtual reality. *Social Education*, 82(2).
- Berson, I. R.,** Berson, M. J., & Snow, B. (2017). KidCitizen: Designing an app for inquiry with primary sources. *Social Education*, 81(2), 105-108.
- Berson, I. R.,** Berson, M. J., Dennis, D.V., & Powell, R. (2017). Leveraging literacy: Research on critical reading in the social studies. In M. M. Manfra & C. M. Bolick (Eds.), *Handbook of social studies research* (pp. 414-439). Boston, MA: Wiley-Blackwell.
- Berson, I. R.,** Bennett, L., Dobson, D., Heckart, K., Bauml, M., Christensen, L. M., Fillpot, E., Palmer, P., & Robles-Melendez, W. (2017). Powerful, purposeful pedagogy in elementary school social studies. *Social Education*, 81(3), 186-189.
- Berson, I. R.,** & Berson, M. J. (2016). A slippage of time: Using re-photography to promote community-based historical inquiry in the social studies. *Social Education*, 80(2), 113-117.
- Ward, J., Branson, S., Cross, M., & **Berson, I. R.** (2016). Exploring developmental appropriateness of multi-touch tables in PreKindergarten: A video analysis. *Journal of Research on Technology in Education*, 48(3), 227-238.
- Haas, B. J., Berson, M. J., & **Berson, I. R.** (2015). With their voice: Constructing meaning with digital testimony. *Social Education*, 79(2), 106-109.
- Han, H. S., Parker, A., & **Berson, I. R.** (2014). Partnership across programs and schools: Fostering collaboration in shared spaces. *School-University Partnerships*, 7(2), 72-85.
- Saunders, D. W., **Berson, I. R.,** & Berson, M. J. (2014). Dear Senator: Young citizens explore civics through literacy. *The Councilor: A Journal of the Social Studies*, 75(2), 1-11.
- Berson, M. J., **Berson, I. R.** (2014). Research on technology in the social studies: Professional development, design, and delivery. *The Journal of Social Studies Research*, 38(3), 115-116.
- Berson, M. J., & **Berson, I. R.** (2014). Bringing the cybersecurity challenge to the social studies classroom. *Social Education*, 78(2), 96-100.
- Berson, I. R.,** & Berson, M. J. (2014). Developing multiple literacies of young learners with digital primary sources. In W. Russell (Ed.), *Digital Social Studies* (pp. 45-60). Charlotte, NC: Information Age Publishing.
- Berson, I. R.,** Cross, M. D., Ward, J., & Berson, M. J. (2014). People, places, and pandas: Engaging preschoolers with interactive whiteboards. *Social Studies and the Young Learner*, 26(4), 18-22.
- Berson, I. R.,** & Berson, M. J. (2013). Exploring pathways toward global sustainability through information and communication technologies for young learners in developing nations: Marvels and misapplications. In J. E. Davis & R. A. Diem (Eds.), *Sustainability, Growth, and Globalization: A Social Science Perspective* (pp. 69-83). Charlotte, NC: Information Age Publishing.

Tammy L. Waller, M.A.Ed.

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Cellular telephone: (b) (6)

Email: (b) (6)

Professional Experience

Arizona Department of Education

Director of K-12 Social Studies and World Languages

July 2015 to present

- Provide support to Arizona teachers and LEA's in standards implementation for social studies and world languages
- Facilitate the development and implementation of new standards in History and Social Science
- Manage the statewide Excellence in Civic Engagement Program and Civic Learning Conference
- Provide professional development to Arizona teachers in social studies including Civics, Economics, World/United States History and Geography in face to face trainings, conference sessions, and webinars
- Manage and update resource pages for Social Studies Educators
- Manage the statewide Seal of Biliteracy, Seal of Personal Finance, Seal of Civics Learning and Civics Pilot Programs
- Collaborate with other departments in the agency on statewide projects
- Collaborate with institutions of higher education, Adult Education Organizations, and social studies organizations on statewide projects and partnerships
- Provide informational sessions on standards, civic learning, and C3 Framework to LEA's and community organizations

Arizona Foundation for Legal Services and Education – Phoenix, Arizona

Trainer

September 2000 to present

- Designed and implemented Law Related Education curriculum and instruction for school safety officers and teachers including We the People, Mock Trial, iCivics, Kids Voting, and Landmark Supreme Court Cases
- Was named Faculty of the Month in 2017 and 2018

Arizona State University

Adjunct Teacher

January 1, 2012 to present

- Instructor of SED 494-Methods of Teaching History: Community Resources

Dysart Unified School District- Surprise, Arizona

Teacher

August 2013 to May 2015 and August 2008 to May 2010

- Designed and implemented curriculum and instruction for Government and Economics courses and 7th/8th grade history courses
- Writing and Technology Leadership Teams
- *We the People* and *Mock Trial* coach

Arizona School for the Arts

Teacher

August 2010 to May 2013

- Designed and implemented curriculum and instruction for an 8, 11, and 12th grade Social Studies Courses
- Professional Development Facilitator, Department Chair and Mock Trial Coach

Deer Valley Unified School District-Glendale, Arizona

Teacher

August 1992-2008

- Designed and implemented curriculum and instruction for a wide variety of social studies courses 7th-12th
- AZCOTT (Arizona Classrooms of Tomorrow Today) Teacher
- Social Studies District Curriculum Committee- 1996 and 2005
- *Mock Trial, Speech and Debate, and We the People* coach

Education

Northern Arizona University, Flagstaff, AZ Master of Arts, Secondary Education

Arizona State University, Glendale, AZ Teacher Certification

California State University- Fullerton, California B.A, Political Science

Ongoing Professional Development

- *National Council for Social Studies Conference*, 1994, 2003, 2015,2016,2017, 2018
- *Arizona Council for History Education*, 2015,2016,2017,2018- Presenter and Participant
- Inquiry Design Model Training - 2017
- Korean War Legacy Foundation- Peace Camp for Teachers in Seoul 2017
- *National Council for Economic Education Conference*, 2017 -Presenter
- National Teachers Law School- 2016
- Arizona Council for Economics Education- *Teaching the New High School Economics Standards*, June 2008
- *Gilder Lehrman Institute of American History Institute: Constitutional Interpretation*, Stanford University, July 2007
- *Arizona Council for the Social Studies Conference*, 2007, 2014,2015,2016,2017,2018
- *Law Related Education Conference*- Participant and Presenter, 2004, 2005, 2006, 2007
- *National Endowment for the Humanities Seminar: Political and Constitutional Theory*, Loyola Marymount University, July 2003
- *Roger Taylor Curriculum Writing Workshop*, June 1996
- *Advanced Placement Institutes*, 1996,1998,2003,2005,2006, and 2011

Professional Organizations

- National Council for the Social Studies
- Arizona Council for the Social Studies- Board Member
- Arizona Service Learning Alliance
- National Council for History Education
- Arizona Council for History Education
- National Council for State Supervisors of Foreign Language
- Council for State Social Studies Specialists

Honors and Awards

- *Teaching American History in the Schools* Grant, 2006-2009
- Flinn Foundation Teacher Award, 2002
- *John J. Ross Law –Related Educator of the Year*, 2000
- Arizona Educational Foundation Teacher of the Year- Ambassador for Excellence, 1999
- Deer Valley Unified School District Teacher of the Year, 1999



National School Boards Association
1680 Duke St. FL2, Alexandria, VA 22314-3493
Phone: (703) 838.6722 • Fax: (703) 683.7590
www.nsba.org

Thomas J. Gentzel

Tom Gentzel, the Executive Director & CEO of the National School Boards Association, is an unabashed advocate for public education and the community leadership essential to its success. He has worked on behalf of, and advocated for, school boards and effective local governance for nearly 40 years.

In his leadership role at NSBA, he heads a staff of more than 70 persons and serves a membership comprised of state associations of school boards and their more than 13,000-member school districts. Mr. Gentzel is the primary spokesperson for NSBA, represents its interests in various forums, and is a frequent presenter at conferences and events across the country.

NSBA's mission is to work with and through state school boards associations to advocate for equity and excellence in public education through school board leadership. Headquartered in Alexandria, VA, NSBA represents the school board perspective in Congress, federal government agencies, the courts, and national organizations that impact education, and promotes the achievements of public education and the role of school boards through an extensive public advocacy role. Mr. Gentzel joined NSBA in 2012, becoming the organization's sixth chief executive since it was founded in 1940.

Prior to NSBA, Mr. Gentzel served as Executive Director of the Pennsylvania School Boards Association for 11 years. His career at PSBA started in 1980 as a lobbyist and, five years later, he was named head of the association's Office of Governmental and Member Relations, a position he held for more than 16 years. He became PSBA's CEO in 2001, directing a staff of 150 persons who provided publications, conferences and seminars, as well as insurance programs, management and legal assistance, and advocacy services for local school officials.

Mr. Gentzel represents NSBA on the board of the Learning First Alliance, a coalition consisting of 13 of the country's leading education organizations, having served as the group's 2016-17 chair, and is a member of the National Board of Counselors for the Arizona State University School of Civic & Economic Thought and Leadership. He is a former chair of NSBA's Organization of State



The leading advocate for public education

Association Executive Directors and previously served on the board of the National School Public Relations Association.

Mr. Gentzel was the 2014 recipient of the Edward Donley Award by the Education Policy and Leadership Center and, in 2017, was named one of 20 national education Thought Leaders by TrustEd.

Mr. Gentzel earned a Bachelor of Science degree in Community Development and a Master of Public Administration degree from The Pennsylvania State University. He is a former member of the university's Outreach Advisory Board, delivered the 2017 Commencement Address to its College of Education and was the recipient of the college's 2018 Service to Penn State Award.

He and his wife, Sherrin, are parents of three sons and grandparents of two boys and three girls.

June 2019



The leading advocate for public education

Tim Bailey is the Director of Education at The Gilder Lehrman Institute of American History. He is the developer of the Teaching Literacy through History program and Hamilton Education Program. Previous to this he was a U.S. History teacher at Northwest Middle School in Salt Lake City, Utah and in his 20+ years in the classroom, has taught at all levels from elementary to college, almost exclusively working with low income second language populations. He has worked extensively with the chief authors of the Common Core and has been recognized as an expert in its implementation. Among his distinctions are included University of Utah Classroom Teacher of the Year (2010), National History Teacher of the Year (2009), Fulbright Award (2003), Scholastic Publishing Fellow (2002), and Utah State Teacher of the Year (2001). Tim has authored and served as editor of the books in the Easy Simulations series for Scholastic as well as having authored or contributed to numerous other books and articles. In 2007-08 Mr. Bailey developed a literacy program that was implemented by the Tooele County School District in Utah and trained both the principals and teachers in its successful implementation. He has also served as a consultant and developed curriculum for a number of agencies including: The Western Governor's University, The American Board for Certification of Teacher Excellence, READ 180, and Carson-Dellosa Publishing. Secretary of Education Arne Duncan, at the 2009 National History Teacher of the Year Award, said "Who should be mentoring other teachers? The Tims of the world should."

ADRIENNE M. STANG

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~ EXPERIENCE ~

Cambridge Public Schools, Cambridge, MA

2012-present

K-12 History and Social Studies Coordinator

- Mentor and evaluate history teachers in grades 6-12 using Research for Better Teaching (RBT) standards and Massachusetts state evaluation instrument.
- Lead teams of teachers in creating and implementing culturally responsive, rigorous curriculum at all grade levels.
- Guided teachers in analyzing data to improve outcomes and student engagement, with a focus on equity.
- Collaborate with external partners, including the Democratic Knowledge Project, Primary Source, Facing History & Ourselves, and federal Teaching American History grants to provide relevant professional development for teachers.
- Hire, mentor and supervise instructional coaches and administrative assistant.
- Served on hiring committees for middle and high school history teachers and assistant superintendent.

Newton Public Schools, Newton, MA

Teaching American History Project Director

2008-2012

- Directed 1.7 million dollar federal Teaching American History (TAH) grant.
- Provided professional development opportunities to over 250 K-12 educators from six districts.
- Collaborated with museums, historical institutes, universities, district liaisons and teachers to create meaningful programs to improve content knowledge and pedagogy.
- Co-designed and facilitated online courses for history teachers using Moodle platform.
- Co-facilitated summer Lead Teacher Institute at Boston University.
- Oversaw accurate budgeting, following district and federal procedures.
- Created interactive website to host exemplary lessons created by teachers.
- Co-authored successful continuation funding application, resulting in two additional years of funding.

Respect for Human Differences Educator

2002-2011

- Co-facilitated Respect for Human Differences component of Newton's annual new teacher orientation for up to 120 teachers.

Newton South High School, Newton, MA

History and Social Science Teacher

1996-2008, 2010-2012

- Taught World History, United States History, and Government and Politics to students at all levels, including Advanced Placement.
- Co-created and piloted Race, Class and Gender senior elective.
- Participated in Professional Learning Community (PLC) and AP Scholars program to address opportunity gap in AP US History.
- Encouraged development of analytical skills through writing, speaking, and primary source analysis.
- Created clear, standards-based rubrics to assess student progress.
- Team-taught classes with principal, special education teacher, and another history teacher.
- Successfully employed differentiated instruction in heterogeneous classroom.
- Supervised five student teachers and mentored new teachers, both formally and informally.
- Participated in hiring committees that led to the employment of seven new teachers.

Newton South High School (continued)

Advisory Program Leadership Team Member

2004-2008

- Assisted in implementing and overseeing Advisory Program, which allowed small groups of students to connect with teachers in a non-academic setting to support community building.
- Co-facilitated intensive summer workshops that trained over 70 teachers to run advisories.
- Co-edited advisory binder with activities and guidance for teachers.

Critical Friends Group Coach

2006-2007

- Led interdisciplinary group of colleagues in short workshops and half-day seminars. Explored creative solutions to classroom dilemmas using structured protocols.

Club Advisor

- Co-advised Mentors in Violence Prevention, Community Service Club and Students Advocating Gender Equality.

French Teacher

1995-1996

Rutherford High School, Panama City, FL

Teacher

1992-1995

- Initiated International Baccalaureate (IB) Social Anthropology course, second of its kind in Florida.
- Taught IB History of the Americas, United States History (Advanced Placement and college-preparatory) and French.

Brown University, Providence, RI

Teaching Assistant for Theodore Sizer

Fall 1991

~ PRESENTATIONS ~

Teaching American History Project Directors Conference, Washington, DC

Summer 2011

“Using Moodle Courses to Enhance the Teaching of Primary Sources”

National Staff Development Council, Annual Summer Conference, Boston, MA

“Teaching History Teachers Online to Use Primary Sources and Narrative”

Summer 2009

Primary Source, Watertown, MA

“Examining the State of U. S. Race Relations Today”

Summer 2009

“Gender in Advertising and the Media”

Fall 2006

“Using *The Tao of Pooh* to Teach Chinese Philosophy”

Summer 2002

~ EDUCATION ~

Brown University, MAT, Social Studies, 4.0 GPA

1992

Princeton University, BA, Anthropology, *magna cum laude*

1991

Awarded senior thesis prizes in anthropology and women’s studies

~ ADDITIONAL INFORMATION ~

- Yoga Instructor, Waltham YMCA ~ weekly evening class 2008-2014
- Conducted senior thesis research in the Republic of Ireland Summer 1990
- Intern at American Express Bank, Paris, France Summer 1988
- Extensive travel ~ China, Egypt, Western Europe, Mexico, Canada, USA

Rogers M. Smith is the Christopher H. Browne Distinguished Professor of Political Science at the University of Pennsylvania. He is the author or co-author of many articles and seven books, including *Political Peoplehood* (2015), *Still a House Divided: Race and Politics in Obama's America* with Desmond S. King (2011), *Stories of Peoplehood: The Politics and Morals of Political Membership* (2003), and *Civic Ideals: Conflicting Visions of Citizenship in U.S. History* (1997). *Civic Ideals* received six best book prizes from four professional associations and was a finalist for the 1998 Pulitzer Prize in History. Smith was elected a Fellow of the American Academy of Arts and Sciences in 2004, the American Academy of Political and Social Science in 2011, and the American Philosophical Society in 2016. He is currently President of the American Political Science Association.

Allen C. Pratt

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EDUCATION

LIBERTY UNIVERSITY, Ed.D. Educational Leadership: Administration School Leadership

LIBERTY UNIVERSITY, Ed.S. Educational Leadership: Administration School Leadership

GRAND CANYON UNIVERSITY, M.E. Educational Leadership

UNIVERSITY OF TENNESSEE AT CHATTANOOGA, B.S. Education

EXPERIENCE

National Rural Education Association and University of Tennessee at Chattanooga: Executive Director of NREA and Lecturer September 2016- Present.

- Represents the organization as an advocate for all stakeholders in the nation.
- Maintains an office with a partnership of higher learning, manages support, manages financial dealings and promotes the mission, vision, values and goals of the organization.

Marion County School System: Assistant Director of Schools-Jasper, TN 8/2013 to 2016.

- Assistant Chief Executive Officer: General supervision of all schools, personnel, secondary budget (federal, local, and grants), inventories, and departments.
- Secondary School Curriculum Director: Provide instructional support around tier I instruction on all state mandated initiatives including new state assessments (TN Ready), Common Core State Standards, Response to Intervention and Instruction (RTI²), Standards-Based Grading, All Data tracking, and All Data analysis for the district.
- Financial Management: Direction and supervision of school business functions.
- Daily Operations: Predict the demand for supplies ranging from maintenance, educational equipment, technology, and infrastructures; with the ability to forecast long range needs; evaluate all bids and proposals submitted by potential suppliers.
- Personnel Administration: Employs such personnel as necessary within the budgetary limits of a rural school district. Assist the director of schools and principals with staff management and placements. Oversee principal and assistant principal evaluations.
- Instructional Support: Responsible for implementation of all major initiatives: Professional Learning Communities, Response to Intervention, Standards-based mastery tracking, district benchmark assessments, technology usage, and district vision/mission.
- School Board Policies: Reviews all instructional, assessment, and technology policies to maintain up to date transitions to ensure alignment to the Tennessee State Board of Education Policies.
- Career and College Readiness Alignment: Maintains current plans and programs. In fall 2015, began partnership with Chattanooga State TCAT to offer Certified Production Technician Certificates to train students in soft skills and safety skills needed to obtain post-secondary jobs.

Lincoln Memorial University: Coordinator of school partnerships and recruitment-Harrogate, TN 8/2013 to 2016.

- School Partnerships: Collaborating with rural school districts to enhance LMU's role.
- Post-Secondary Teacher Recruitment: Responsible for recruiting advanced degree attainment by rural teachers in the southeast portion of Tennessee.

Tennessee Rural Education Association: Executive Director for Tennessee, 8/2014 to 2016.

- Responsible for rural outreach and advocacy
- Rural Advocate in Nashville and Washington D.C.: regularly attend meetings on the local, regional, state, and national scene to promote the rural cause

Battelle for Kids: Rural District Support and Training-Columbus, OH 8/2013 to 8/2014. Grant position for Southeast Tennessee in a partnership with LMU.

- Rural School Support: Direct district support with Tennessee Department of Education's mandated instructional areas.

Tennessee Department of Education: East Tennessee Center of Regional Excellence (CORE) Executive Director-Knoxville, TN 7/2012 to 8/2013.

- Direct Support: Provided all areas of support for 22 school districts in East Tennessee.
- State Mandates: Provided blueprint to implement and sustain educational programs in all school districts in East Tennessee.
- Managed Staff Personnel: Supervisor for 21 state employees and 2 Battelle for Kids support employees. Hired and trained the majority of the current staff at the regional office.
- Financial Management: Oversaw all budgets for spending and allocations.

Marion County Schools: Principal at South Pittsburg High School, TN 05/2007 to 07/2012.

- Daily Operations: Predict the demand for supplies: maintenance, equipment, and technology.
- Personnel Administration: Employs personnel. Assist the director of schools and principals with staff management and placements. Responsible for teacher and assistant principal evaluations.
- Instructional Support: Implement all major initiatives: Professional Learning Communities, Response to Intervention, Standards-based mastery tracking, district benchmark assessments, technology usage, and district vision/mission.
- School Board Policies: Review all instructional, assessment, and technology policies to maintain up to date transitions for every changing demands of the modern school system.

PROFESSIONAL ACTIVITIES

Professional Memberships:

- Tennessee Rural Education Association
- Tennessee Organization of School Superintendents
- National Rural Education Advocacy Coalition
- Tennessee School Systems for Equity
- Upper Cumberland/Southeast Supervisors Study Council
- AASA, The State Directors Association
- NASSP and TASSP: National Association of Secondary School Principals
- Tennessee Valley Learning Network Founding Member
- Expect More, Achieve More Advisory Council Liaison for Director of School
- Pathways to Prosperity Advisory Council Member
- National Rural Education Association Committee Member
- Argentina and United States Administrator Alumni Exchange Association/Alumni
- Tennessee Middle School Principal Association
- Tennessee Principal Association
- Rotary International Club of South Pittsburg
- National Education Association

Professional Offices Held:

- Executive Director, Tennessee Rural Education Association
- Board Member, Tennessee Valley Learning Network
- State Director, National Rural Education Association
- State Committee Member, NREAC

Natacha Scott

(b) (6)

Telephone: (b) (6)

Email: ntorres2@bostonpublicschools.org

Summary of Qualifications

- Expertise in standards-based curriculum development
- Effective professional development skills in literacy routines across content areas
- Skilled in design and delivery of interactive and engaging blended professional development
- Strong commitment to rigorous and high quality urban education

Professional Experience

Boston Public Schools | Boston, MA

Director History and Social Studies K-12

September 2016 - Present

- Build coherence through elements of effective history and social studies instruction across grades K-12, including rich content, historical thinking skills, and place-based learning.
- Foster partnerships with local organizations to establish opportunities for place-based learning in the City of Boston
- Work with City of Boston Elections Department to design a student poll worker program
- Develop plan for the expansion of civic education across grades K-12

Assistant Director History and Social Studies K-12

September 2014 - August 2016

- Responsible for supporting all K-8 schools with the effective implementation of the social studies curriculum
- Plan and facilitate professional development opportunities for K-12 teachers including the Interactive Notebook and Digital Learning in History Classroom Series
- Manage and review curriculum units developed by social studies curriculum writers in grades 2-5
- Developed BPS History Department website to increase awareness and accessibility of district-wide curriculum resources
- Collaborate with core content on the effective implementation of literacy standards aligned to English Language Arts, Science, and Technical subjects
- Created and supported in the effective implementation of close reading modules in history and social studies

Elementary History & Social Studies Content Specialist

September 2013 – June 2014

- Responsible for supporting teachers in 70 elementary schools with the implementation of the social studies curriculum
- Developed online presentations to increase capacity of available district resources and the use of the interactive student notebook
- Managed and reviewed curriculum units developed by social studies teacher leaders in grades K2-5
- Responsible for the research and development of the Grade 3 Social Studies curriculum
- Managed partnerships and assisted in the design and implementation of work groups at the Peabody Museum of Archaeology & Ethnology, Norman B. Leventhal Map Center, and Boston Women's Heritage Trail

Aspiring Principal Intern

July 2013 – August 2014

- Principal Intern at the Josiah Quincy Elementary School through the Principal Residency Network. The Principal Residency Network is a year-long apprenticeship-based principal preparation and certification program partnered with Northeastern University.
- Led professional development series to guide the implementation of the interactive student notebook in K2-5

- Managed school partnership with the Museum of Fine Arts: Visual Thinking Strategies program including: communication, scheduling fieldtrips, and JQS Family Night
- Presented data from BPS School Climate Survey to parents at open house and School Site Council meetings.

Social Studies Teacher Leader

September 2012-June 2013

- Responsible for writing sample 3rd grade social studies curriculum units
- Led workshops for the Boston Public Schools History Department to expose teachers to the new unit guides

3rd Grade Teacher

April 2006 – August 2014

- Responsible for the planning and implementation of curriculum units for English languages arts, mathematics, social studies, and science based upon the Common Core and Massachusetts State Standards
Collaborated with colleagues to create a school-wide writing curriculum
- Guided development and implementation of a school-wide positive behavior management system based upon PBIS principles (*Climate Committee Chair 2009-2014*)
- Facilitated cross grade level work group to develop scope and sequence for Reading Street Comprehension Strategies (*Literacy Facilitator Gr. 3-5 2009-2011*)
- Active Member on Instructional Leadership Team, School Climate Committee (*Chair*), and School Site Council

St. James Educational Center | Boston, MA

Special Projects Coordinator

January 2004 – November 2005

- Responsible for program management in absence of After School Program Director
- Researched and developed programming for children ages 3-14
- Assisted in resource and technical expansion to create more efficient record keeping
- Corresponded with parents about enrollment, disciplinary concerns, and tuition payments
- Prepared and presented program orientations for parents and volunteers

Josiah Quincy School | Boston, MA

Student Teaching Internship

September 2004 - June 2005

- Taught within a 4th grade classroom and substituted throughout the school
- Planned curriculum and instruction through MCF, addressing diverse needs of students

Education

Northeastern University | **Boston, MA**

Degrees: Bachelor of Science: History w/ Concentration in Public History **May 2006**
Master of the Arts in Teaching: Elementary Education

Certification:

Massachusetts: Elementary Professional License 1-6

Massachusetts: Administration License-Principal PreK-6

Massachusetts: History 1-6

Awards & Recognitions

Northeastern University: MacFarland Scholar

September 2002

Massachusetts Council for the Social Studies:

Barbara Capron Award for Excellence in Teaching Elementary School

April 2013

Local PBS LearningMedia Digital Innovator

March 2016

CERTIFICATION: High School Anthropology, Civics/ Political Science, United States History, World History and Economics; Middle School Social Science and Language Arts

EDUCATION

Master of Science: Curriculum and Instruction May 1995, Northern Illinois University, DeKalb, Illinois

Bachelor of Arts: Social Science/History Education, May 1990, Northern Illinois University, DeKalb, Illinois

National Board Certified Teacher: Adolescence and Young Adulthood-Social Studies-History, 2008, 2018.

Personal Statement: My career is dedicated to preparing ALL students for effective civic engagement as a classroom practitioner, a professional development provider, a non-partisan advocate for public policy supporting civic education and as a subject for scholarly research. Since 2016, I have served as Lead Teacher Mentor for the Robert R. McCormick Foundation, providing support to Illinois K-12 educators in implementing new Social Science standards and civics mandate. Since 2015, I have presented to over 8000 educators through conference presentations, district-wide training, and professional development workshops through Regional Offices of Education as well as Administrator Academies.

Work Experience

1990-2017	Social Science teacher- Community High School District 94, West Chicago, IL
1996	Instructor- English Language Institute- China, Shenzhen, People's Republic of China
2000-01	State Coordinator- Dirksen Congressional Center
2004-06	Teacher Advisory Committee- Robert R. McCormick Foundation
2010, 2017	Instructor- Aurora University
2014-15	Educational Consultant- Tony Blair Faith Foundation
2014-	Curriculum Specialist- PolitiCraft
2014-16	Lead teacher- C3LC Project, National Council for the Social Studies and the National Center for Literacy Education funded by the Bill and Melinda Gates Foundation
2016-	Educational Consultant- NBC Universal Parent Toolkit
2017-	Lead Teacher Mentor, Robert R. McCormick Foundation, Chicago, IL

Professional Organizations

1990-	National Education Association, Illinois Education Association
2005-	National Council for the Social Studies
2005-	Illinois Civic Mission Coalition Steering Committee
2006-	Illinois Democracy School Network.
2010-	Association for Supervision and Curriculum Development
2014-16	Lead Civics Writer, Task Force for Social Studies Standards: Illinois State Board of Education.
2015-18	Board of Directors- National Council for the Social Studies
2015-	National Social Studies Supervisors Association
2017-	Council for Social Studies State Supervisors

Honors

2017-18	National Education Association Foundation Teaching with Excellence Award-Illinois
2009	19 th District Veterans of Foreign Wars Teacher of the Year
2008	National Board of Professional Teaching Standards Certification

- 2007 American Civic Education Teacher of the Year by the National Education Association, Center on Congress at Indiana University and the Center for Civic Education in Washington D.C.
- 2006 Barbara O'Donnell Award for Illinois Law-Related Education High School Teacher of the Year, Constitutional Rights Foundation, Chicago.
- 2006 Community High School recognized as "Democracy School" by Illinois Civic Mission Coalition
- 2000 Midlink Magazine Website Award for integrating technology into the academic content

Select Contributions to Inquiry-Based Learning

1. Say What? The Question Formulation Technique: DuPage County Social Studies Conference, March 2016.
2. Zubrzycki, Jaclyn. "Common Core: Teach Literacy in Every Subject." Education Week. November 2016. Vol 36, Issue 11, Pages 1,14.
3. Action Civics: Harnessing Literacy Skills to Promote Sustainable Change, Wisconsin Council for the Social Studies, Madison, WI, 2015, National Council for the Social Studies Annual Conference, New Orleans, LA 2015, Democracy School Network Meeting, Chicago, IL 2016
4. The C3 Framework and Collaborative Inquiry: An Innovative Approach to Meeting the Standards, Panelist for Vital Issues Session at the National Council for the Social Studies Annual Conference, New Orleans, LA 2015.
5. Exploring Effective Citizenship in our Global Community through the Legislative Semester" Illinois Civic Blueprint, 2nd Edition. Healy, Shawn P., ed. (2013). McCormick Foundation pg. 35.

Select Contributions to Leadership in Teacher Driven Assessment Tools

1. Daneels, Mary Ellen and Ratway, Beth. Performance Assessments in the Social Sciences Workshop. DuPage Regional Office of Education. July 18, 2019.
2. Daneels, Mary Ellen. "How Should We Measure Students in the Social Sciences?" Midwest Assessment Workshop, July 2018 in partnership with the American Institutes for Research, the Midwest Comprehensive Center, WestEd, the Florida Joint Center for Citizenship and the Illinois, Wisconsin, Iowa, and Minnesota Departments of Education.
3. Daneels, Mary Ellen. "The Inquiry Design Model and Assessment." Elmhurst Curriculum Development Team. April 2018.
4. Daneels, Mary Ellen. "Thermometers to Thermostats: Designing and Assessing Informed Action" Social Education 80(6), pp 370– 374 ©2016 National Council for the Social Studies

Creation and Implementation of Professional Development to Disseminate Proven Practices of Civic Education

1. Daneels, Mary Ellen, Healy, Shawn, and Kawashima-Ginsberg, Kei. "From Paper to Practice: Lessons from the #CivicsIsBack Campaign." Journal for Success in High-Needs Schools - Volume 15, Number 1, pp 57-67.
2. Empowering Civic Engagement through GamePlay: PolitiCraft: National Council for the Social Studies Annual Conference, November 2017.
3. ALL Students Can Make Work! Constitutional Rights Foundation Law-Related Teacher Institute, Oakbrook, IL 2013 & National Council on Social Studies, St. Louis, MO, 2013
4. Students Engaged in the Democratic Process: How We Manage to Get Kids Talking Civilly about Politics. Civic Learning and Community Engagement Conference, DePaul University Campus-Naperville, IL, 2012
5. Congressional Caucus on Civic Education and 21st Century Skills, Rayburn House Building, Capitol Hill, Washington D.C., 2012
6. Daneels, Mary Ellen. "The Power of Dialogue." What! Another New Mandate: What Award Winning Teachers Do When School Rules Change. Editor, Dr. Randi Stone. Thousand Oaks: 2002. pgs125-126.



Harvard University

University Place
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Suite 520N
Cambridge, MA 02138
617-495-1336

Edmond J. Safra

CENTER FOR ETHICS

Danielle Allen

Director

*Professor, Department of Government and
Graduate School of Education*

August 9, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve, as co-Principal Investigator, on the Steering Committee for iCivics' proposal "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

I pledge my commitment to this initiative, along with Tufts University, Arizona State University, and iCivics. I look forward to joining with you on the Steering Committee to add my expertise and input in preparation for the convenings and the concluding Forum, as well as for the review of the report and its roadmap.

Sincerely,

Danielle S. Allen



COLLEGE OF HUMANITIES & SOCIAL SCIENCES
Department of Political Science

August 1, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé:

On behalf of the Eric Voegelin Institute, I am honored to be invited to host one of the national convenings in the iCivics proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*," for the "American History and Civics: National Convenings" grant supported by the National Endowment for the Humanities Division of Education Programs, in partnership with the US Department of Education's American History and Civics Education – National Activities program. I accept the invitation. Should you be awarded the grant, I look forward to working with you and your team to organize a successful convening event in this important national project.

I am impressed that you have gathered a comprehensive set of leaders for the proposed project, encompassing more traditional and more progressive approaches to civic education – from the Safra Center for Ethics at Harvard to the School of Civic & Economic Thought and Leadership at Arizona State University.

At Louisiana State University, I direct the Eric Voegelin Institute, a humanities and social sciences research institute devoted to the revitalization of teaching and understanding of the "great books" of Western civilization, in dialogue as well with other traditions. The institute's principal activities involve seminars and conferences, research, publications, and teaching focused on the ideas and questions that animated Voegelin's thought. Our experience running conferences at LSU assures me that we can readily meet the challenges involved in hosting such an event. LSU is located in Baton Rouge, Louisiana, the capital of the state and so a focus of civic activity. The city is home as well to Southern University, an HCBU, a representative of which institution I will involve in planning should the grant be awarded.

I already have pledged my commitment to this initiative by joining the Political Science and Civics Task Force as an expert scholar. I also look forward to participating in the convening proposed for Arizona State University and the larger forum in fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Specifically regarding the proposed convening at Louisiana State University, my understanding is that the national grant would cover the major expenses – travel expenses for participants (flights, hotel, ground transportation), catering, special a/v needs, printing programs, and signage. The Voegelin Institute will cover any costs relating to the venue, normal a/v needs, and local logistical arrangements for the conference participants.

Sincerely,

A handwritten signature in blue ink, which appears to read "James R. Stoner, Jr.", is written over the word "Sincerely,".

James R. Stoner, Jr.
Hermann Moyse, Jr., Professor and Director
Eric Voegelin Institute

Dr. Paul Carrese, Director and Professor

August 1, 2019

Louise Dubé
Executive Director
iCivics, Inc.

*Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics
Education for All Learners*

Dear Ms. Dubé,

On behalf of the School of Civic & Economic Thought and Leadership, and the Center for Political Thought and Leadership within it, I am honored to host one of the national convenings in the iCivics proposal “*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*,” for the “American History and Civics: National Convenings” grant supported by the National Endowment for the Humanities Division of Education Programs, in partnership with the US Department of Education’s American History and Civics Education – National Activities program. I look forward to working with you and your team to organize a successful convening event in this important national project.

You have separate Letters of Commitment from me as a co-Principal Investigator for the grant proposal and a member of the Steering Committee; and from the Associate Director of our School, Dr. Adam Seagrave, as the co-chair of the Political Science and Civics Task Force. Adam also is the Associate Director of our Center for Political Thought and Leadership, which would be an important partner in planning and hosting this convening. We are delighted to part of the comprehensive and balanced set of leaders for the proposed project, encompassing more traditional and more progressive approaches to civic education.

Arizona State University is a great locale for a convening, having been consistently recognized in recent years a national leader in innovation in higher education; and Phoenix is the state capital, which provides further opportunities to include many voices concerned with civic education. Our new trans-disciplinary department, focused on reconnecting liberal education and civic education in higher education and in the broader community, is one example of such innovation. ASU and the Phoenix offer rich partnerships and local participants for this convening on civic education and re-connecting K-12 and higher education, and doing so with support from many civic and government entities. These include fellow departments and schools at ASU, the Center for the Future of Arizona, the Arizona Department of Education, local school leaders and teachers participating in the Department of Education task force on civics and social studies, the Joe Foss Institute, the O’Connor Institute, members of the state legislature deeply concerned with civic education, and the governor and members of his senior staff.

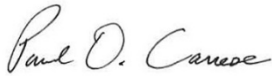
Specifically regarding the convening at Arizona State University, hosted by our School and the Center: in preliminary discussions with your staff and you, I already have committed the

School and Center to underwrite some significant expenses of a convening that is expected to include 100 participants. This includes local lodging costs for those traveling from beyond the Phoenix area; catering and food costs; venue costs; a/v needs; printing programs; signage; and local logistical arrangements for participants. My understanding is that the NEH grant would cover, for the Arizona State University convening, two main travel expenses for participants: airline flights, and ground transportation (both for those flying from out of town, and reimbursement of mileage for those driving within Arizona).

I should add this commitment by our School and Center to cover very substantial costs for the ASU convening is intended to allow the NEH grant funds to more substantially underwrite the costs of the convening proposed for Louisiana State University, hosted by the Eric Voegelin Institute there – so that there is less of a burden expected upon the Voegelin Institute.

Again, our School and the Center look forward to being a part of the entire *Educating for American Democracy* team, working on all aspects of this significant national effort, and we are particularly honored to be hosting one of the convenings proposed.

Sincerely,

A handwritten signature in cursive script that reads "Paul O. Carrese".

Paul O. Carrese



NATIONAL ARCHIVES
FOUNDATION

August 8, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in
History and Civics Education for All Learners

Dear Ms. Dubé,

The National Archives Foundation would be honored to collaborate with iCivics on its proposal “Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners” for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities in partnership with the US Department of Education.

The Charters of Freedom – the original Declaration of Independence, the Constitution, and the Bill of Rights – form the framework for our country’s democracy. The government’s subsequent decisions and the records that document the evolution of our country are all found in the National Archives. These revolutionary and inspirational documents, coupled with billions of ordinary and predictable government records, are what teachers draw on to shape civics and history curriculum in their classrooms each year.

The group of partners you have organized and the proposal seek to strike directly at what current and future teachers need: a roadmap for teachers on how to better teach civics in a historical arc to ensure a well-informed citizenry. Educators need innovative and pragmatic classroom strategies to provide students a vital lifelong roadmap of historical context and understanding to apply to modern civic life.

The National Archives Foundation is committed to this initiative by co-hosting the national forum for 300 attendees in Washington, DC with the Smithsonian and National Museum of American History. The Foundation will also provide content expertise to the effort and support the national distribution of the report.

Sincerely,

Patrick M. Madden
Executive Director

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Founding President

Patrick M. Madden
Executive Director



Smithsonian Institution

Office of the Associate Provost for Education and Access

Date: August 1, 2019

To: iCivics, Inc.

Attn: Louise Dubé, Executive Director

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

We write to voice our enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

Our democracy is facing great challenges at this time. We believe this collaboration amongst some of the nation's most respected history and civics organizations is uniquely positioned to meet the stated goals of the program. Each of the collaborators has innovated the teaching of American civics and government in K-12 education and become national leaders. We have confidence that given your groundbreaking work spearheading the CivXNow Coalition and proven ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity, root causes, and pedagogy, iCivics is well suited to lead this effort. We share your conviction that diversity, equity, inclusion, and coalition-building are critical components of a modern approach to social studies education.

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. We will provide experts to the steering committee and task forces and host the program's national forum for 300 participants at the Smithsonian. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation.

Once again, this initiative carries our full support.

Sincerely,

Patricia L. Bartlett
Associate Provost for Education and Access



August 8, 2019

Louise Dubé, Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

We write to voice our enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

As the National Museum of American History, we explore the infinite richness and complexity of American history to help people understand the past, make sense of the present, and shape a more humane future. We view this collaboration amongst some of the nation's most respected history and civics organizations as uniquely positioned to meet the stated goals of the program. Each of the collaborators has innovated the teaching of American civics and government in K-12 education and become national leaders. We have confidence that given your groundbreaking work spearheading the CivXNow Coalition and proven ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity, root causes, and pedagogy, iCivics is well suited to lead this effort. We share your conviction that diversity, equity, inclusion, and coalition-building are critical components of a modern approach to social studies education.

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. We will provide experts to the steering committee and task forces and, in collaboration with our colleagues at the National Archives Foundation, will host the program's national forum for 300 participants at the Smithsonian in Washington, DC.

Once again, this initiative carries our full support.

Sincerely,

Anthea M. Hartig, Ph.D.
Elizabeth MacMillan Director

Peter Levine
Associate Dean for Academic Affairs
Lincoln Filene Professor of Citizenship & Public Affairs



JONATHAN M. TISCH
COLLEGE OF CITIZENSHIP
AND PUBLIC SERVICE

Lincoln Filene Hall
Medford, MA 02155
TEL: 617.627.2302
FAX: 617.627.3401

July 29, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé:

I would be very pleased to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the "American History and Civics: National Convenings" grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

American schools must integrate civics and history. These disciplines are inextricably linked. Our civic institutions have histories; many of our current debates are about the past; and the study of history can make people wiser today. By developing a roadmap for teachers that puts civics in a historical arc, we can strengthen the republic and better prepare millions of American students to participate in it. This goal is especially important and challenging at a time of demographic change and political polarization.

I have been deeply involved in civic education for two decades, as one of the founders of CIRCLE (The Center for Information & Research on Civic Learning & Engagement), one of the two organizers of the *Civic Mission of Schools* report that launched the Campaign for the Civic Mission of Schools and then the CivXNow Coalition, the lead author of the civics components of the *College, Career, and Citizenship (C3) Framework* for State Social Studies Standards, a member of the Civics committee of the National Assessment of Educational Progress (NAEP), author of books and articles about civic education, and a board member or advisory board member of Discovering Justice, iCivics, the Charles F. Kettering Foundation, Street Law, and other such initiatives. This proposal represents an important next step--timely and with very high potential.



I pledge my commitment to this initiative and look forward to joining with you as a member of the steering committee and by helping to draft reports and plan meetings.

Sincerely,

A handwritten signature in black ink that reads "Peter Levine". The script is fluid and cursive, with the first letter of each word being capitalized and prominent.

Peter Levine



THE CENTER FOR INFORMATION & RESEARCH ON CIVIC LEARNING & ENGAGEMENT | www.civicyouth.org

July 29, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It is my pleasure to work closely with you and the iCivics team as a Co-PI for the proposal “*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*” for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education’s American History and Civics Education – National Activities program.

We share a conviction that American education leaders have a responsibility of charting the course toward educating all learners, regardless of their backgrounds and learning needs, for American Democracy. I am thrilled to co-lead this effort to integrate civics education and history education as I believe that this is one way to realize the civic mission of school. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. In a constantly changing society like ours, we must hold ourselves accountable to develop and implement educational interventions that are well-embedded in historical, cultural and social contexts. Thus, facilitating this intentional collaboration among nation’s top scholars and practitioners concerned with preparation of students for American Democracy is both timely and essential for future of American education, and the Republic.

As an institution that has been a core part of the K-12 civic education field for the past twenty-years, CIRCLE is committed to asking critical questions about our field and explore promising solutions. Research on impact of civic education by numerous scholars shows that we must improve how we conceptualize and practice civic education, so that all students are fully prepared to participate in civic life. We believe that core of a great citizenship and usable civic knowledge comes from an identity of a citizen with deep affection and commitment to our nation, and that identity can be formed only after students understand historical contexts that led

to the systems of government and institutions of civil society we have today and learn about how these systems are designed to work.

I pledge my commitment to this initiative. Specifically, I look forward to working closely with you as a Co-PI of this initiative by planning and facilitating all aspects of this initiative with other Co-PIs and co-chairing the Practice Task Force. I will dedicate my time to stay in close communications with you and others who participate in this initiative and contribute my expertise to the collective work of the group. I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Kei', followed by a long, horizontal, slightly wavy line that extends to the right.

Kei Kawashima-Ginsberg, Ph.D.

Director

Center for Information and Research on Civic Learning and Engagement (CIRCLE)

Jonathan M. Tisch College of Civic Life at Tufts University



HARVARD UNIVERSITY
DEPARTMENT OF HISTORY

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29 July 2019

Louise Dubé
Executive Director
iCivics, Inc.
1035 Cambridge Street, Suite 21B
Cambridge, MA 02141

Dear Ms. Dubé,

I am honored with this letter to confirm my participation on the Steering Committee for iCivics' proposal, "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*," to be submitted in competition for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities in partnership with the US Department of Education. In addition to serving on the project Steering Committee, I am also very happy to co-chair the History subject-area task force.

As a scholar of the American past, and as the director of a special collections library that delivers to researchers the raw materials of history, I am eager to work with you to develop highly usable strategies to integrate civics education and history education at the K-12 level. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that stands to benefit millions of diverse learners across the country. Our future rests on their civic capacities; to bolster those capacities is to strengthen our nation. I am also hopeful that the convenings and committees you outline will have the corollary effect of strengthening historical scholarship at the university level, by re-engaging historians like myself and my colleagues with the utility of our work to the smooth working of our fragile democracy.

I am grateful to you and to your partners at Tufts, Harvard, and ASU for involving me in this important initiative. I hope my particular expertise as a historian of the era of the American Revolution, and as the co-author of the venerable U.S. History textbook *A People and a Nation* (Cengage) will be useful to the effort. I look forward working with my practitioner co-chair to assemble the History taskforce, and to joining my colleagues on the Steering Committee in

robust discussions and our several convenings in 2020. I look forward to hearing of your success in the NEH competition, and then to rolling up my sleeves and getting to work.

Sincerely,

A handwritten signature in black ink, appearing to be 'Jane Kamensky', with a long horizontal stroke extending to the right.

Jane Kamensky

Jonathan Trumbull Professor of American History, kamensky@fas.harvard.edu

Pforzheimer Foundation Director, Schlesinger Library on the History of Women in America,
kamensky@radcliffe.harvard.edu



August 1, 2019

To: iCivics, Inc.

Attn: Louise Dubé, Executive Director

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I agree that American education needs to develop highly usable strategies that integrate civics and history learning. Our museum's mission is to help people understand the past in order to make sense of the present and shape a more humane future. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. We must do better to teach the civics and history fields in an integrated manner in the classroom, and bring best practices from academia, museums, and groundbreaking practitioners to educators in clear and actionable ways.

The social studies provide a framework that empowers learners with the skills necessary to be active and informed citizens. Museums and historic sites play a crucial role in helping learners ask big questions, critically evaluate sources, and use primary source evidence to take informed action. As stewards of the nation's material culture and historic places we play a unique and multifaceted role in the nation's civic and historical learning.

I pledge my commitment to this initiative, and look forward to joining with you as a member of the effort's steering committee and participating fully in all meetings and convenings during the period of performance.

Sincerely,

Carrie C. Kotcho

A. James Clark Director of Education & Impact
Deputy Associate Director, Audience Engagement

BILL *of* RIGHTS INSTITUTE

August 7, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the U.S. Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle—to set out a roadmap for teachers on how to better teach civics in a historical arc—is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

This initiative is much needed, and I am excited to pledge my personal commitment to it. Specifically, I look forward to joining with you on the Steering Committee during the bi-weekly meetings, building up to the convenings, and all communications in between. Most importantly, I look forward to participating in the convenings to occur at Louisiana State University and Arizona State University, as well as the larger forum in the fall of 2020, to take place at the Smithsonian Institution in Washington, D.C.

Sincerely yours,



David J. Bobb, Ph.D.
President



August 8, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Pedagogy Task Force for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

This initiative aligns with the focus of my own research exploring alternative methods of instruction for children that stimulates them intellectually, incites their creativity, and challenges them to apply the social studies to their lives as civic participants in a democratic society. I co-authored the Policy Statement on Early Childhood Social Studies for the National Council for the Social Studies (NCSS) as well as the position statement on Elementary Social Studies. As PI on a multinational collaborative research funded by the Spencer Foundation, I have explored how early childhood curriculum and pedagogy reflect conceptions of the dispositions and behaviors expected of citizens within different national contexts. Moreover, as co-PI of *KidCitizen Expandable Mobile and Online Apps for Elementary grades on Congress and Civic Participation*, a project funded by the Library of Congress, I have explored the implementation of research-informed strategies to infuse primary sources into early childhood and primary grade instruction and foster emergent visual literacy and historical inquiry with young children.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution and the National Archives in Washington D.C.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ilene R. Berson".

Ilene R. Berson
Professor of Early Childhood Education
iberson@usf.edu
(813) 974-7698

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Department of Teaching and Learning
University of South Florida • 4202 E. Fowler Avenue, EDU105 • Tampa, Florida 33620-5650
(813) 974-3533 • FAX (813) 974-3837

August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

As member on this Steering Committee for iCivics, I will be able to bring my own experience of teaching and learning and working with students of color from a low socioeconomic background for the past ten years. I have extensive experience in planning and creating student centered, real life, relevant lessons and activities to increase student engagement and learning in a social studies course.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on the Steering Committee to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the convenings, to occur at Louisiana State University and Arizona State University, as well as the larger forum in the fall 2020 in Washington D.C.

Sincerely,

Averill D. Kelley

Averill D. Kelley



INTERNATIONAL COMMUNITY HIGH SCHOOL

UNITED THROUGH LANGUAGE & LEARNING

345 BROOK AVENUE, BRONX, NEW YORK 10454
OFFICE 718.665.4128 FAX 718.665.4547

BERENA CABARCAS, PRINCIPAL
TAMMY NIN & EVA SIEVERT-SCHILLER, ASSISTANT PRINCIPALS

Alhassan Susso
2019 New York State Teacher of the Year
International Community High School

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

The goal of civic education should be to empower students with the tools to become informed citizens, and to use their knowledge to contribute to making a difference in their community. I am reminded of this power when my students and I discovered the prevalence of teen pregnancy in the South Bronx. During our "Role of Government in the Economy" unit, my students were able to discover the impact of intergenerational poverty. They used their knowledge to contribute to reducing a crucial element that leads to the perpetual cycle of intergeneration poverty: teen pregnancy. We partnered with an organization in the community that focuses on women's health and did a project on combating teen pregnancy. My students worked with the organization to conduct focus-groups, and interviews with parents, health officials and experts in this field. They produced 9 educational video series on healthy relationships and ways to avoid teen pregnancy. These materials have been used to educate at least 350 families over the past 18 months. Projects as such contribute not only to deepening the students' knowledge of the issues, but to empower them to be problem solvers in their communities.

I pledge my commitment to this initiative, and look forward to joining the Steering Committee to offer my expertise on working with low income children on the importance of civic education.

Sincerely,

Alhassan Susso
US History, Government and Economics Teacher

Aisha Vásquez Jackson
Elementary Teacher
Hillsborough County Public Schools

August 8, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Political-Science Task Force for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

As the primary social studies and history teacher, I notice my students enter the school year curious and open to discussing their role in our nation's political landscape. They recognize the importance of creating and upholding a supportive community while breaking down the barriers that fuel inequality, injustice, and inferiority in our country. My students' collective urgency to rewrite American history and transform civic engagement to their levels of accountability is what makes the iCivics proposal critical to the education system for years to come.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most importantly, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution and the National Archives Foundation in Washington D.C.

Kind regards,

Aisha Vásquez Jackson



7/30/2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

The reality is that the educational opportunity gaps that we see across the K-12 and higher ed system are as true in the field of civics as they are in any other discipline. Despite having one of the biggest increases in NAEP civic outcomes in 2014 among any group, there was not only a large remaining gap between students with and without disabilities, but students with disabilities scored lower than every other subgroup including race, English learner status, and Free and Reduced Priced Lunch status on NAEP civic outcomes. This reality underlies remaining challenges for students with disabilities and the civic mission of schools that we at the National Center for Learning Disabilities are eager to tackle.

I pledge my commitment to this initiative, and look forward to joining with you to attend meetings, provide relevant guidance, and engage in other tasks as relevant.

Sincerely,

A handwritten signature in blue ink that reads "A. Parsi". The signature is fluid and cursive, with a large initial "A" and a stylized "Parsi".

Ace Parsi
Director of Innovation
National Center for Learning Disabilities



COLLEGE OF HUMANITIES & SOCIAL SCIENCES
Department of Political Science

August 1, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé:

It would be my honor to serve on the Task Force for Political Science as part of the iCivics proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*," for the "American History and Civics: National Convenings" grant supported by the National Endowment for the Humanities Division of Education Programs, in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I am impressed that you have gathered a comprehensive set of leaders for the proposed project, encompassing more traditional and more progressive approaches to civic education – from the Safra Center for Ethics at Harvard to the School of Civic & Economic Thought and Leadership at Arizona State University. I share your belief that American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation.

At Louisiana State University, I direct the Eric Voegelin Institute, a humanities and social sciences research institute devoted to the revitalization of teaching and understanding of the "great books" of Western civilization, in dialogue as well with other traditions. The institute's principal activities involve seminars and conferences, research, publications, and teaching focused on the ideas and questions that animated Voegelin's thought. A refugee from Nazi Germany who taught for many years at LSU, Voegelin understood from personal experience how a politics that abandons its grounding in genuine education can go terribly wrong, and he wrote knowledgeably about the political life of his adoptive home.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings proposed for Arizona State University and Louisiana State University, and all communications in between. In addition, I look forward to participating in the larger forum in fall 2020, to take place at the Smithsonian Institution in Washington, D.C.

Sincerely,

A handwritten signature in blue ink, which appears to read "James R. Stoner, Jr.", is written over the word "Sincerely,".

James R. Stoner, Jr.
Hermann Moyse, Jr., Professor and Director
Eric Voegelin Institute

August 11, 2019

Louise Dubé
Executive Director
iCivics, Inc.
via email

*Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics
Education for All Learners*

Dear Ms. Dubé:

Thank you for inviting me to serve on the Steering Committee for iCivics' NEH proposal, "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*." I have read a draft of the proposal and agree on the imperative of better integrating history and civics education at the K-12 level (as well as in higher ed, a more difficult task I suspect. Given the work I have done in this area, including considerable relevant publication, I am confident that my participation in the work of iCivics can contribute to that integration. I was also pleased to learn during our telephone conversation that the initiative will consider not only histories of relevant institutions and documents, but also the social and cultural contexts in which a national citizenry has evolved.

I hope that this initiative can provide a strong foundation for a reconsideration of social studies education as the site of the multidisciplinary collaboration essential to the education of an engaged and informed. Its consortium of civics organizations offers historians an opportunity to work with people who complement what we can bring to the table, and I look forward to participating in, and learning from, the bi-weekly meetings, the convenings, the major forum in 2020, and all communications in between.

Sincerely,



James Grossman
Executive Director



31 July 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

I believe that the Ashbrook Center's commitment to civics education through the use of original documents and thoughtful conversation, and our ongoing nationwide work with teachers and students, positions me well to contribute to this project.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on the Steering Committee to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the convenings, to occur at Louisiana State University and Arizona State University, as well as the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Jeremy Jypton

ASU School of Historical, Philosophical
and Religious Studies
Arizona State University

August 1, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

For the last eight years, I have directed an undergraduate certificate Program in Political History and Leadership (PHL) at Arizona State University, the largest certificate program in the Humanities. The mission of this program is civic education through courses that rely on debate and historical simulation exercises. We have taught hundreds of undergraduates and high school students in our courses. This Fall 2010, for example, over three hundred students have enrolled in PHL affiliated courses taught by three History faculty members and two post-doctoral fellows, supported by the program. In addition, our program sponsors a High School Leadership Academy in which hundreds of students have participated. This August, we partnered with the Truman Presidential Library for a historical simulation focused on President Truman's decision to use nuclear weapons to end the Pacific war.

With this commitment to civic education, I am pleased to serve on the Task Force for History in the iCivics proposed program, "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program. I accept all responsibilities that incur if the grant is awarded.

Thank you for the opportunity to be involved in this important effort.

Sincerely,



Donald T. Critchlow
Katzin Family Professor
Faculty of History, Arizona State University



August 4, 2019

Ms. Louise Dubé, Executive Director
iCivics, Inc.
1035 Cambridge Street, Suite 21B
Cambridge, MA 02141

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

Profs. Jane Kamensky and Paul Carrese have written to me concerning your iCivics proposal, "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*," to the National Endowment for the Humanities, soliciting my interest in serving on the History Task Force which will help guide the development of that proposal.

I was pleased to see that you have already recruited a comprehensive set of academic leaders for the proposed project, ranging from the Safra Center at Harvard to the School of Civic & Economic Thought and Leadership at Arizona State University. Moreover, I have lamented with growing passion the abandonment of history and civics education across broad swaths of American education, and believe that the organizing principle of your proposal – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Speaking as both a former member of the National Council for the Humanities and a member of history faculties at several different institutions over nearly four decades, I can well see both the extent of the neglect and the hope for a remedy described in your proposal.

Let me say, then, that I would be pleased to serve as part of the task force as described by Profs. Kamensky and Carrese, with a view toward reading, evaluating and commenting upon those aspects of your proposal to which my expertise will allow me to speak, and at the times and places your proposal has identified, and especially in the Fall 2020 forum scheduled for the Smithsonian Institution in Washington D.C. In so doing, I would hope to play one scholar's role in rebuilding the teaching of American history in American schools as a contribution to the making of American citizens.

Yours very sincerely,

Allen C. Guelzo

(Dr) Allen C. Guelzo
Senior Research Scholar in the Council of the Humanities &
Director of the Initiative on Politics and Statesmanship in the James Madison Program
In American Ideals & Institutions
209 Bobst Hall
83 Prospect Avenue
Princeton, NJ 08540
aguelzo@princeton.edu

THE GILDER LEHRMAN
INSTITUTE *of* AMERICAN HISTORY

August 12, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

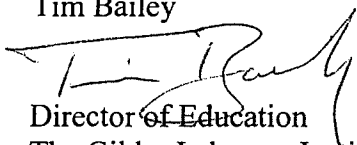
It would be my honor to serve on both the Steering Committee and the Practitioner Task Force for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

The Gilder Lehrman Institute is dedicated to increasing the knowledge and understanding of American history and history's role in illustrating the ideals that are the foundation of American civic life. Thomas Jefferson wrote, "A self-governed society has to be educated and free thinking." That is why this work is so important.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution and the National Archives in Washington D.C.

Tim Bailey



Director of Education

The Gilder Lehrman Institute of American History

Jane Kamensky
Jonathan Trumbull Professor of American History
Pforzheimer Foundation Director of the Schlesinger Library on the History of Women in
America,
Radcliffe Institute for Advanced Study
Harvard University
Cambridge, MA 02138

Aug. 4, 2019

Dear Professor Kamensky,

Thank you for sharing the proposal for the NEH-DoE grant on American History and Civics Education being submitted by primary investigators Danielle Allen, Kei Kawashima-Ginsberg, and Peter Levine along with Paul Carrese and Louise Dubé, executive director of the non-profit iCivics which is the applying institution.

My expertise in immigration history and experiences in teacher training workshops and programs is aptly housed in your proposed project, "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners" which focuses on integrating the teaching of civics with history (and history with civics) in the context of the changing demographics of our schools and in a polarized country. I would be able to serve productively in the History Task Force that you are co-chairing.

Best regards,

A handwritten signature in black ink, appearing to read 'Madeline Y. Hsu', with a stylized flourish at the end.

Madeline Y. Hsu, Ph.D.
Professor, Department of History
Core faculty, Center for Asian American Studies
Affiliated faculty, Department of Asian Studies and Center for Mexican American Studies

August 13, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics
Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the History Task Force for the iCivics' proposal "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution and the National Archives in Washington D.C.

Sincerely,

A handwritten signature in dark ink, reading "Erica Armstrong Dunbar", followed by a long horizontal flourish line.

Erica Armstrong Dunbar
Charles and Mary Beard Professor of History
Rutgers University
erica.dunbar@rutgers.edu



August 9, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

In my various contexts as a civic educator in large suburban school districts and currently in DC Public schools, I have witnessed firsthand the widening civic opportunity gap between students of privilege and minority students. Further, there is a disconnect between research and practice as the practical applications of research do not always find a strong foothold in education policy at the school system level. In my current role I work to bridge the equity gap and support partnerships and policies that allow for students furthest from opportunity to experience learning that helps form their civic identities. The CivXNow movement has been a catalyst for bringing together research, practice, and policy so that we can begin to make systemic change that supports the most authentic, robust, and agentic civic learning. As program coordinator for the MD Council for Civic and History Education I continue to bring resources and opportunities to schools and teachers in DC and Maryland.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on the Steering Committee to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the convenings, to occur at Louisiana State University and Arizona State University, as well as the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Donna Phillips, PhD

Donna Phillips



FACING HISTORY AND OURSELVES

July 30, 2019

People make choices. Choices make history.

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Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

At Facing History and Ourselves, we have long believed that the study of U.S. history helps young people understand that our country, in all its contention and complexity, is the product the choices of people in the past—and discover the power of their own choice to participate today.

I pledge my commitment to this initiative, and look forward to joining with you as a member of the Steering Committee.

Sincerely,

Laura Tavares
Program Director,
Organizational Learning and Thought Leadership
Facing History and Ourselves



HARVARD
GRADUATE SCHOOL OF EDUCATION

August 5, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

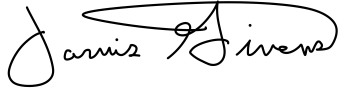
I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

As a scholar of the history of African American education, I am deeply interested in these issues. My research and teaching, as an assistant professor at the Harvard Graduate School of Education, has analyzed the content of alternative curricula developed by black schoolteachers during the period of Jim Crow and their efforts to cultivate strong civic identities in their students. Students in my courses, most of whom were, are, or plan to be teachers, regularly comment on the lessons to be gleaned from the educational models of these African American teachers, who taught students to be engaged citizens despite their collective civic estrangement. I have also supported the work of the Civic and Moral Education special interest group at the Harvard Graduate School of Education, a space where the questions at the heart of this proposal are regularly engaged by faculty and students.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on the Steering Committee to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the convenings, to occur at Louisiana State

University and Arizona State University, as well as the larger forum in the fall 2020, to take place at the Smithsonian Institution and the National Archives in Washington D.C.

Sincerely,

A handwritten signature in black ink that reads "Jarvis R. Givens". The signature is fluid and cursive, with the first name "Jarvis" and last name "Givens" clearly legible.

Jarvis R. Givens, Ph.D.

jarvis_givens@gse.harvard.edu

Assistant Professor of Education, Harvard University

African & African American Studies, Affiliate Faculty

Suzanne Young Murray Assistant Professor, Radcliffe Institute for Advanced Study

August 2, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Task Force for Political Science for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, to better contextualize it for modern learners who are diverse in the backgrounds, beliefs, and contexts. I hope that the research and school reform work done by the Civic Engagement Research Group, which I lead, can help inform pursuit of these fundamentally important priorities.

I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Sincerely,



Joe Kahne
Ted and Jo Dutton Professor of Educational Policy and Politics
Graduate School of Education
University of California, Riverside

July 29, 2019

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Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

Since our founding in 1990, NCHE has advocated for historical thinking as a fundamental element of engaged citizenship. We are honored to contribute to the work of the Steering Committee.

I pledge my commitment to this initiative, and I look forward to joining with you to establish a practical roadmap to enhance the teaching of history, civics, and political thought in our nation's classrooms.



Sarah Drake Brown, Ph.D.
Chair, Board of Directors
National Council for History Education

August 5, 2019

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MARSHALL CRODDY, PRESIDENT

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Political Science Task Force for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.


Constitutional Rights Foundation has deep experience in civics and history. We successfully implemented numerous successful federally funded Teaching American History projects at the K-12 levels, have always integrated history and civics in our curricular products, and have participated in research and advocacy to promote an integrated perspective of civics and history in the classroom.

I pledge my commitment to this initiative, and look forward to joining with you as a member of the Political Science Task Force.

Sincerely,



Marshall Croddy
President
Constitutional Rights Foundation

	<p>Adrienne M. Stang K-12 History and Social Studies Coordinator 159 Thorndike Street Cambridge, MA 02141 astang@cpsd.us</p>
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6 August 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

I write to voice my enthusiastic support for iCivics’ ambitious and timely proposal “*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*” for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education’s American History and Civics Education – National Activities program.

Our democracy is facing great challenges at this time. I believe iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Since 2009, iCivics has innovated the teaching of American civics and government in K-12 education and become a national leader. In addition, your groundbreaking work spearheading the CivXNow Coalition is a testament to your ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity and pedagogy. Your emphasis on both diversity/ equity/inclusion and coalition building – to include both those emphasizing core civic knowledge about the United States as well as student engagement and awareness of current issues – is just what the civic education sector needs today.

It is especially important to see this range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard

University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

Once again, this initiative carries my full support.

Sincerely,

Adrienne M. Stang



Arizona Department of Education

K-12 Standards

August 2, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on the Steering Committee to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the convenings, to occur at Louisiana State University and Arizona State University, as well as the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Tammy Waller
Tammy Waller

Kathy Hoffman, Superintendent of Public Instruction

1535 West Jefferson Street • Phoenix, Arizona 85007 • (602) 542-5460 • www.azed.gov



National School Boards Association
1680 Duke St. FL2, Alexandria, VA 22314-3493
Phone: (703) 838.6722 • Fax: (703) 683.7590
www.nsba.org

August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for the iCivics proposal to the National Endowment Humanities, entitled “*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*.” As a longtime advocate of robust civic education in our schools, I am very happy to learn of the “American History and Civics: National Convenings” grant supported by the NEH Division of Education Programs, in partnership with the US Department of Education’s American History and Civics Education – National Activities program.

I am impressed that you have gathered a comprehensive set of leaders for the proposed project, encompassing more traditional and more progressive approaches to civic education – from the Safra Center for Ethics at Harvard to the School of Civic & Economic Thought and Leadership at Arizona State University. I also believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated, civic perspective in the classroom, and better contextualize the ideas and debates for modern learners.

I pledge my commitment to this initiative. Specifically, I look forward to joining with the Steering Committee to add my expertise and input during the bi-weekly meetings, building up to the convenings proposed for Arizona State University and Louisiana State University, and all communications in between. Most important, I look forward to participating in the larger forum in fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Sincerely,

A handwritten signature in dark ink, appearing to read "Tom Gentzel", written in a cursive style.

Thomas J. Gentzel
Executive Director and CEO



The leading advocate for public education



Department of History and Art History

4400 University Drive, MS 3G1, Fairfax, Virginia 22030
Phone: 703-993-1250; Fax: 703-993-1251

August 2, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Dear Ms. Dubé:

It would be my honor to serve on the Task Force for History for iCivics' proposal "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education—National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle—to set out a roadmap for teachers on how to better teach civics in a historical arc—is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners. I would be happy to contribute my expertise as an American historian, specifically of U.S. religion.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Regards,

A handwritten signature in black ink that reads "L. Mullen".

Lincoln A. Mullen



DEPARTMENT OF GOVERNMENT
THE UNIVERSITY OF TEXAS AT AUSTIN

1 University Station A1800 • Austin, TX 78712

Office: (512) 471-5121 • Fax: (512) 471-1061 • www.utexas.edu/cola/depts/government

August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

I am happy to serve on the Political Science Task Force for iCivics' proposal "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the U.S. Department of Education's American History and Civics Education – National Activities program.

Civics and American history are crucial topics at all times and particularly so in the current moment. The goal of this project, to better integrate them, has the potential to help teachers to more effectively teach and students to more comprehensively learn about our nation's history and values.

I look forward to joining the Political Science Practitioners Task Force.

Best,

A handwritten signature in blue ink, appearing to read "D. L. Leal".

David L. Leal
Professor of Government



UNIVERSITY OF CENTRAL FLORIDA

Lou Frey Institute

12443 Research Parkway
Suite 406
Orlando, FL 32826-3297

August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Practitioner Task Force for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

The Lou Frey Institute, which I have had the privilege of directing for the past 15 years has been intimately concerned with these issues in Florida since the passage of the state's Justice Sandra Day O'Connor Civics Education Act in 2010. Florida presently requires both Civics and U. S. History with high stakes examinations reaching 400,000 students each year. A practical framework for teaching civics in an historical arc could have significant and immediate implications for the way students are taught in one of the most diverse – and divided – states in the Union.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution and the National Archives in Washington D.C.

Sincerely,

L. Douglas Dobson, Senior Fellow
Lou Frey Institute, University of Central Florida



University of Pennsylvania
Department of Political Science
133 W. 36th St.
Philadelphia, PA 19104-6377
Tel 215.898.7662
rogerss@sas.upenn.edu

Rogers M. Smith
Christopher H. Browne Distinguished Professor of Political Science
President, American Political Science Association

August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

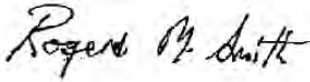
It would be my pleasure as well as a privilege to serve on the Political Science Task Force for iCivics' proposal, "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*." This proposal is to for an American History and Civics: National Convenings grant, supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

Having worked extensively with K-12 teachers as well as higher education faculty in civic education programs, and now reinforced by my experiences as president of the American political science association, I am convinced that American education needs to develop new, effective strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast, in ways that many find unsettling; and political polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize them for modern learners.

Here in Philadelphia, I have worked on civic education programs for teachers with the Freedoms Foundation of Valley Forge, the National Constitution Center, and the Teachers Institute of Philadelphia, which I co-founded over a dozen years ago. Nationally, I have participated in civic education initiatives of the American Bar Association as well as the American Political Science Association. But the main lesson I have learned from all this work: there is much more to be done. I pledge my commitment to this initiative, and look forward to joining with you as a member of the Political Science Practitioners Task Force.

I

All best wishes,

A handwritten signature in black ink that reads "Rogers M. Smith". The signature is written in a cursive style with a large, stylized 'R' and 'S'.

Rogers M. Smith
Christopher H. Browne Distinguished Professor of Political Science
University of Pennsylvania
President, American Political Science Association



August 5, 2019

Ms. Louise Dubé
Executive Director
iCivics, Inc.
1035 Cambridge Street
Suite 21B
Cambridge, MA 02141

Dear Ms. Dubé,

It would be an honor for the National Coalition for History (NCH) to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

The NCH is a consortium of more than 50 organizations that advocates and educates on federal legislative and regulatory issues affecting historians, archivists, political scientists, teachers, students, genealogists, and other stakeholders. As professional historians, educators, and conservators of American history and culture, we care deeply about these subjects and the impact they have on all citizens, most especially students. The diversity of our member organizations will allow us to bring broad perspectives to assessing the current state of the field and development of the final recommendations and report.

American History and Civics Education provide K-12 students with the critical thinking skills and historical context to appreciate and understand our democratic heritage, and how our government functions, so that they can grow up to be informed citizens and voters. In addition, improving K-12 American history and civics education will be an important part of preparing for the commemoration of our Nation's upcoming 250th anniversary in 2026.

NCH pledges its commitment to this initiative. We look forward to serving on the steering committee and providing historians and other subject matter experts to the effort.

Sincerely,

Lee White
Executive Director

Sacramento Office of Education County

MAILING: P.O. Box 269003, Sacramento, CA 95826-9003
PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA
(916) 228-2500 • www.scoe.net

David W. Gordon
Superintendent

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Karina Talamantes

Louise Dubé
Executive Director
iCivics, Inc.

August 8, 2019

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Political Science Task Force for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

As director of the statewide project focused on supporting implementation of California's History-Social Science Framework through an inquiry-based approach to teaching and learning, I am excited to lend my expertise to this task force.

I pledge my commitment to this initiative and look forward to joining with you as a member of the Political Science Task Force.



Director, History-Social Science
Sacramento County Office of Education





**NATIONAL
RURAL
EDUCATION
ASSOCIATION**
ESTABLISHED 1907

National Rural Education Association
University of Tennessee at Chattanooga
Hunter Hall 205
615 McCallie Ave
Chattanooga, TN 37403
423-425-4539

Allen Pratt, Ed.D.
Executive Director
423-667-2165 cell

July 31, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

We feel it is vital to the successes of rural communities, that are future civic leaders understand the importance of civic responsibilities. NREA will support and promote the work to better serve the future of rural schools and communities.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on the Steering Committee to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the convenings, to occur at Louisiana State University and Arizona State University, as well as the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Dr. Allen Pratt
Executive Director



**PRIMARY
SOURCE**

Educating global citizens

63 Pleasant Street, Suite 220
Watertown, MA 02472

August 1, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Practitioner Task Force for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

We at Primary Source are dedicated to improving the quality of education throughout the United States by promoting multicultural and culturally responsive approaches to curriculum and pedagogy. The world is interconnected and a democratic society benefits when classrooms are inclusive and students are exposed to a diverse range of perspectives. We believe in equity of representation and that this vision of teaching and learning enhances the development of critical thinking and the participatory skills necessary for students to engage in civic life with empathy, compassion, and purpose.

I pledge my commitment to this initiative. Specifically, I look forward to joining with you on this Task Force to add my expertise and input during the bi-weekly meetings, building up to the convenings, and all communications in between. Most important, I look forward to participating in the larger forum in the fall 2020, to take place at the Smithsonian Institution in Washington D.C.

Sincerely,

Daniel Osborn, Ed.D.
Program Director
Primary Source

Louise Dubé
Executive Director
iCivics, Inc.

August 1st, 2019

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

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A handwritten signature in black ink, appearing to read 'P. Rodriguez', with a stylized flourish at the end.

Prisca Rodriguez, Ph.D.



Office of Academics and Professional Learning

Natacha Scott

Director of History and Social Studies K-12

2300 Washington St.

Boston, Massachusetts 02109

ntorres2@bostonpublicschools.org

(cell) (b) (6)

August 9, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

As we develop a comprehensive and effective civic education, it is essential to collaborate with community organizations to provide opportunities that deepen our students' civic learning by building civic knowledge, critical thinking skills, participatory skills, and civic dispositions. Our students need to be empowered to examine how their individual and collective identity influences decision-making that leads to taking informed actions across local, national, and global levels.

I pledge my commitment to this initiative, and look forward to joining with you to engage in the steering committee.

Sincerely,

Natacha Scott
Director of History & Social Studies K-12



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators

July 29, 2019

Debra Duardo, M.S.W., Ed.D.
Superintendent

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Alex Johnson

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Thomas A. Saenz

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

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The Los Angeles County Office of Education has demonstrated a long-standing commitment to promoting and supporting high quality civic learning in the 80 school districts across Los Angeles County and policy initiatives at state and national levels. The California Democracy School Initiative, Annual Civic Learning Student Showcase at Presidential Libraries, and civic learning professional development opportunities are led and continue to be strengthened by our office.

I pledge my commitment to this initiative, and look forward to joining with you as Co-Chair of the Political Thought Task Force.

Sincerely,

Michelle M. Herczog, Ed.D.
Coordinator III, History-Social Science
Los Angeles County Office of Education

July 30, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

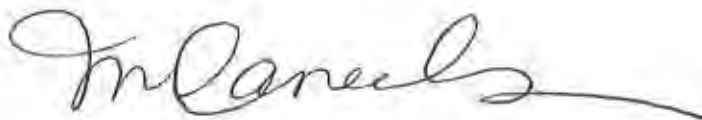
It would be my honor to serve on the Steering Committee for iCivics' proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

I believe American education needs to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast and polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

Over the past three years, I have provided workshops to over 8000 educators in Illinois and beyond to translate policy supporting proven practices in civics into classroom practice. My unique experiences as a classroom teacher, a professional development provider, and as a subject for scholarly research will provide valuable insight on this project as to what is happening on the ground to support students to be "guardians of democracy."

I pledge my commitment to you in this endeavor through service on the Steering Committee.

Yours in Civics,



Mary Ellen Daneels, NBCT
Lead Teacher Mentor, Robert R. McCormick Foundation

Board of Counselors

Kathleen Kennedy Townsend and Jon Kyl, Co-chairs

August 9, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

On behalf our fellow members of the Board of Counselors for the School of Civic and Economic Thought and Leadership, we write to voice enthusiastic support for iCivics' ambitious and timely NEH grant proposal entitled "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*." As long-time advocates for robust civic education in our several roles in American civic and political life, we are delighted that the NEH has announced the "American History and Civics: National Convenings" grant and that the US Department of Education is partnering with the Endowment for this grant project.

A word about our Board and its role in supporting the School at ASU. We formed at the request of the School's Director, Dr. Paul Carrese, to advise the School and its Center for Political Thought and Leadership on their joint mission to develop a renewed understanding of America's civic principles. Our ten members encompass a range of experienced leaders in America's civic and political life – from federal, state, and local office holders to leaders in civil society – and span a range of political and philosophical views. Dr. Carrese approached the two of us to serve as co-chairs in order to clearly signal a bi-partisan commitment to mending or revivifying two dimensions of America's civic fabric: improving civil discourse and constructive disagreement in our democratic republic; and increasing America's engagement in and learning about the shared fundamental civic principles that should inform robust debate on political and economic issues. All of our Board colleagues share these commitments, and we have enjoyed our discussions about how to help the School with its innovative work. Among the nationally known colleagues on the Board, we are glad to have both the head of the National Urban League and the editor of *National Review*; also the former publisher of the *Washington Post* and the current head of the National School Boards Association. The full list of our members follows our signatures, below.

We applaud iCivics for leading a balanced team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. We appreciate your innovative efforts about the teaching American civics and government in K-12 education. We have supported Dr. Carrese's plans to have the School (SCETL) partner with the national coalition, CivXNow, that iCivics recently has formed. The common concern of SCETL and CivXNow is to unite the efforts of those emphasizing core civic

knowledge about America with those emphasizing student engagement and awareness of current issues. We hope this union is a force multiplier in improving civic education on a national scale.


The entire Board therefore strongly endorses the design of your *Educating for American Democracy* proposal, which encompasses just such a range of views in the co-principal investigators assembled – with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, this innovative School on civic thought and leadership at ASU, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

We further support the proposal's main focus, to develop highly usable strategies through which teachers actually can integrate American civics education and history education. One of us served in a leadership role in Maryland's school system and worked on practical measures and curricula to improve civics and history education in schools; the other helped to launch an institute in Arizona focused on renewed attention to core American civic knowledge and development of new materials useful for teachers and students in our schools.

We, therefore, would be very interested to support the national conference that SCETL is scheduled to host in early 2020 at ASU if this proposal is successful, and our Board colleagues share our enthusiasm. On their behalf, we hope to have conveyed that this national initiative from the NEH and Department of Education – and the *Educating for American Democracy* proposal in particular – carries our full support.

Sincerely,


Kathleen Kennedy Townsend


Jon Kyl

Members, SCETL Board of Counselors

Co-chairs:

Kathleen Kennedy Townsend — former Lieutenant Governor of Maryland

Jon Kyl — former U.S. Representative and Senator from Arizona

Members:

Dan Cardinali — president and CEO, Independent Sector

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Grace Leatherman
Executive Director

August 7, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

We write to voice our enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

Our democracy is facing great challenges at this time. We believe iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Since 2009, iCivics has innovated the teaching of American civics and government in K-12 education and become a national leader. In addition, your groundbreaking work spearheading the CivXNow Coalition is a testament to your ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity and pedagogy. Your emphasis on both diversity/ equity/inclusion and coalition building – to include both those emphasizing core civic knowledge about America as well as student engagement and awareness of current issues – is just what the civic education sector needs today.

It is especially important to see this range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

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David McCullough
Author (MA)

Mary Beth Norton
Cornell University (NY)

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Grace Leatherman
Executive Director

Since our founding in 1990, the National Council for History Education has advocated for historical thinking as a fundamental element of engaged citizenship. NCHÉ's Habits of Mind articulate the concepts that organize history as a discipline and that contribute to history's ability to integrate the federation of disciplines that comprise the field of social studies. Our mission – to support teachers and their students as they investigate the past and engage in the present while empowering them to shape the future – aligns strongly with the civic mission and goals outlined by the co-principal investigators spearheading this proposal.

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

Once again, this initiative carries our full support.

Sincerely,



Grace Leatherman
Executive Director
National Council for History Education

August 11, 2019

Louise Dubé
Executive Director
iCivics, Inc.
1035 Cambridge Street, Suite 21B
Cambridge, MA 02141

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

There is a great opportunity now to explore in our communities and schools the rights and responsibilities of U.S. citizenship. Civics is a foundational element of a public education with relevance for understanding our rapidly evolving culture. Therefore, I endorse iCivics' timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*." The proposal is being submitted to "American History and Civics: National Convenings", a program supported by the National Endowment for the Humanities Division of Education Programs in partnership with the U.S. Department of Education's American History and Civics Education – National Activities program.

Since its inception in 2009, iCivics has become a national leader in the teaching of American civics and government in K-12 education. In addition, the CivXNow Coalition, designed to accelerate the adoption of a new curriculum, is a testament to the ability of its leadership to convene thought leaders and changemakers in the field. As a result, iCivics has made significant progress in creating relevance of core civic knowledge to student engagement and literacy of current issues.

iCivics has convened an important group of institutions and co-principal investigators for this proposal, with iCivics joined by the School of Civic & Economic Thought and Leadership at Arizona State University, the Edmond J. Safra Center for Ethics at Harvard University, and CIRCLE (The Center for Information and Research on Civic Learning) at Tufts University.

ASU's innovative new School of Civic and Economic Thought and Leadership is a co-leader, and will be an ideal host for a national convening, should the team be selected for NEH award. Therefore, I support this proposal to develop highly usable strategies that integrate American civics education and history education.

Sincerely,

A handwritten signature in blue ink that reads "Michael Crow".

Michael M. Crow
President



COLLEGE OF HUMANITIES & SOCIAL SCIENCES
Department of Political Science

August 1, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé:

We write to voice our enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the "American History and Civics: National Convenings" grant supported by the National Endowment for the Humanities Division of Education Programs, in partnership with the US Department of Education's American History and Civics Education – National Activities program.

The American republic is facing great challenges at this time. We believe iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Since 2009, iCivics has innovated the teaching of American civics and government in K-12 education and become a national leader. In addition, your groundbreaking work spearheading the CivXNow Coalition is a testament to your ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity and pedagogy. Your emphasis on both core civic knowledge about America and student engagement and awareness of current issues is just what the civic education sector needs today.

It is especially important to see the range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning). We hope to be able to add to that diversity of perspective, as we represent two universities with complementary missions in Louisiana: Louisiana State University, the state's principal research campus, and Southern University, the state's largest HBCU.

We therefore support your proposal to develop highly usable strategies that integrate American civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated, civic perspective in the classroom,

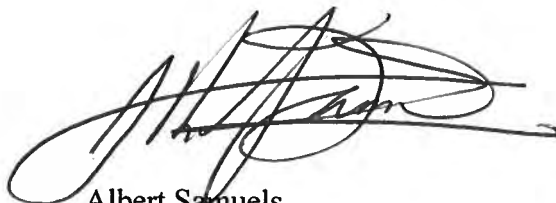
and better contextualize these great ideas, debates, and historical moments for modern learners.

Once again, this initiative carries our full support.

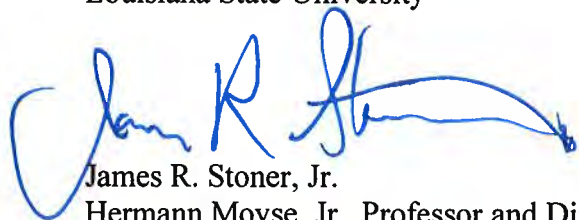
Sincerely,



Robert E. Hogan
R. Downs Poindexter Professor and Chair
Department of Political Science
Louisiana State University



Albert Samuels
Professor and Chair
Department of Political Science and History
Southern University



James R. Stoner, Jr.
Hermann Moyse, Jr., Professor and Director
Eric Voegelin Institute
Louisiana State University

HARVARD UNIVERSITY
DEPARTMENT OF HISTORY
201 ROBINSON HALL • CAMBRIDGE, MA 02138
TEL (617) 495-2556/2545
FAX (617) 496-3425

August 5, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

I write to voice my enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program. I am delighted to learn of the NEH's initiative and can imagine no better proposal than the one put forward by iCivics.

As a prize-winning professor of American history and author of *These Truths: A History of the United States* and *This America: The Case for the Nation*, I have long and strenuously called for a renewal of American history and civics education. I have engaged as well in curricular development to this end, especially through [The Democracy Project](#), a U.S. history and civics curriculum through structured debate. It is from this vantage that I heartily endorse your proposal (indeed, were I not on sabbatical this year, I'd have been happy to be more closely involved in this vital work, and hope to participate in another year).

Few public-minded projects at this moment are as urgent as the celebration, cultivation, and renewal of the nation's democratic traditions; iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Since 2009, iCivics has innovated the teaching of American civics and government in K-12 education and become a national leader. In addition, iCivics's groundbreaking work spearheading the CivXNow Coalition is a testament to its ability to convene leaders in this field and succinctly report on findings. Yet the greatest strength of this proposal lies in the coalition of institutions that stand alongside iCivics: the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership

at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

Once again, I strongly support this proposal. I also entirely endorse its organizing principle, to set out a roadmap for teachers on how to better teach civics by way of history. The American experiment rests on political ideas—not on birth, not on pedigree, not on wealth, but on ideas. These are ideas whose origins American need to know, to question, and to debate. As I wrote in *These Truths*,

It has often been said, in the twenty-first century and in earlier centuries, too, that Americans lack a shared past and that, built on a cracked foundation, the Republic is crumbling. Part of this argument has to do with ancestry: Americans are descended from conquerors and from the conquered, from people held as slaves and from the people who held them, from the Union and from the Confederacy, from Protestants and from Jews, from Muslims and from Catholics, and from immigrants and from people who have fought to end immigration. Sometimes, in American history—in nearly all national histories—one person's villain is another's hero. But part of this argument has to do with ideology: the United States is founded on a set of ideas, but Americans have become so divided that they no longer agree, if they ever did, about what those ideas are, or were.

The proposal presented by iCivics to the NEH aspires to provide educators with curricular structures with which to help Americans, all of us, study those ideas, embrace our differences, and find agreement by recommitting ourselves to the nation's democratic traditions, renewed for the twenty-first century.

Once again, this initiative carries my full support.

Sincerely,



Jill Lepore
David Woods Kemper '41 Professor of American History



August 1, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

We write to voice our enthusiastic support for iCivics' exciting proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

Our democracy is facing great challenges at this time – the Institute which we are building now at Johns Hopkins University, the SNF Agora Institute, was created to tackle this very issue. We believe iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. For a decade, you all have been leaders at the forefront of innovation in the K-12 civic education space. In addition, you have demonstrated commitment to collaboration through the CivXNow Coalition, convening thought leaders and change-makers in this field – and succinctly reporting on findings as well as disseminating key findings related to equity and pedagogy. And we feel that your emphasis on both diversity/ equity/inclusion and coalition building is critically important for today's civic education sector - emphasizing both core civic knowledge about America as well as student engagement and awareness of current issues.

We also appreciate the range of views represented in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap

for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. I might add that we, the SNF Agora Institute, would also hope to engage with this project should it be funded, as civic education is one of the areas we are contemplating organizing some meetings around this coming year. I have no doubt that this project would complement and augment the content of those meetings, advancing the field in important ways.

We believe, like you, that we must do better to teach the critical social studies and history fields our students need as part of an overall effort to begin addressing the polarization that is settling across our country. This knowledge, as part of an integrated and more contextualized perspective in the classroom, will help to prepare these students to be the next generation of leaders.

I am pleased to send this letter of support for your initiative.

Signed,

A handwritten signature in cursive script, appearing to read 'Hahrie Han', written in black ink.

Hahrie Han, Inaugural Director
Stavros Niarchos Foundation Agora Institute at Johns Hopkins University
Professor, Department of Political Science, Krieger School of Arts and Sciences

Jay H. O'Connor

7/31/2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Louise,

As a member of the iCivics Board of Directors, and on behalf of my mother and iCivics' founder, Justice Sandra Day O'Connor, I am writing to lend the O'Connor family's full support for iCivics' robust proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

My mother has long understood the importance of education to our democracy. As she often said, "The practice of democracy is not passed down through the gene pool. It must be taught and learned anew by each generation of citizens." Recently, my mother announced that she was stepping back from public life. At the heart of her public letter to her fellow Americans was a call to action for a national commitment to greater civic education and civic engagement. My mother believes that there is no more important work than deepening young people's knowledge about and engagement in our country.

She founded iCivics ten years ago to ensure that every young American is informed and enthusiastic for citizenship, and I am proud to carry on her work on iCivics' Board of Directors. Today, iCivics is ideally positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. iCivics now the largest and most trusted provider of quality, engaging and non-partisan civic education resources in the country – reaching more than 6.2 million students nationwide each year. In addition, iCivics is also leading a strong and growing movement to prioritize civic education in America, the CivXNow Coalition.

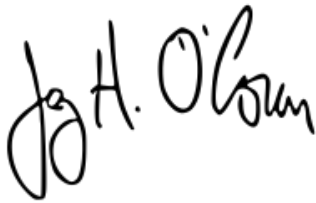
My fellow Board members share my great pride in the amazing strides that iCivics has made and continues to drive under your leadership. Your focus on diversity, equity, inclusiveness and coalition building is specifically vital to the realization of my mother's

Jay H. O'Connor

vision of quality civic education for *all* students – regardless of race, socio-economic status or point-of-view.

I applaud this ambitious effort to provide detailed and practical strategies to support the integration of the teaching of social studies and history, and teach civics within its historical context. I have no doubt this will deepen the learning for countless American students for generations to come, and better prepare them for their professional and civic life.

Once again, this initiative carries my full support.

A handwritten signature in black ink, reading "Jay H. O'Connor". The signature is written in a cursive style with a large, stylized "J" and "O".

Jay O'Connor



FORMER MEMBERS OF CONGRESS THE CONGRESSIONAL STUDY GROUPS

1401 K STREET NW, SUITE 901 WASHINGTON, DC 20005
202.222.0972 | www.usafmc.org

August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

We write to voice our enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

Our democracy is facing great challenges at this time. We believe iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Since 2009, iCivics has innovated the teaching of American civics and government in K-12 education and become a national leader. Since its inception our organization, FMC, has followed iCivics' and have been incredibly impressed with the outstanding work and impact that it has had on students as well as the importance that good civic education has on our democracy.

As a member of the CivXNow Task Force, we have had the opportunity to work collaboratively with you and see firsthand your groundbreaking efforts spearheading the CivXNow Coalition. Your vision and leadership of CivXNow is a testament to your ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity and pedagogy. Your emphasis on both diversity/equity/inclusion and coalition building – to include both those emphasizing core civic knowledge about America as well as student engagement and awareness of current issues – is just what the civic education sector needs today.

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EXECUTIVE TEAM:

Peter Weichlein, Esq., Chief Executive Officer | Sabine Schleidt, Chief Operating Officer
Sharon West Witw, Director of Community Outreach | Paul Kincaid, Director of Congressional Outreach



FMC
1401 K Street NW, Suite 901, Washington, DC 20005
202.222.0972 | www.usafmc.org

It is especially important to see this range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

Once again, this initiative carries our full support.

Sincerely,

Sharon West Witiw /s/
Director of Community Outreach
FMC (Former Members of Congress)

HARVARD UNIVERSITY



August 6, 2019

Louise Dube
Executive Director
iCivics, Inc.

Dear Ms. Dube:

I am pleased to write in enthusiastic support of iCivics' important proposal, "Educating for American Democracy" as a candidate for grant support from the NEH and the US Department of Education. Since 2009, iCivics has become a national leader in civics education in K-12 settings. In this current proposal I am especially impressed by the engagement of outstanding co-principal investigators and by the integration of history and civics. In this time of national polarization, emphasis on our shared past and common values is imperative. This exceptional proposal, its innovative approaches and its distinguished participants offers a unique opportunity to advance this valuable work.

Sincerely,

A handwritten signature in black ink, reading "Drew Gilpin Faust".

Drew Gilpin Faust
President Emerita and
Arthur Kingsley Porter University Professor

DGF/ket



DAVID E. SKAGGS

FORMER MEMBER OF CONGRESS

(b) (6)

July 7, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: Educating for American Democracy: A Roadmap for Excellence in History
and Civics Education for All Learners

Dear Ms. Dubé,

As someone who's long sought to improve instruction in civics and history in our public schools, I want to add my strong support for your excellent proposal "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners." I hope it gains the attention and support it deserves for an American History and Civics: National Convenings grant.

While in elected office and since working on this issue as a "civilian," it's become ever clearer that the future of American democracy depends on a citizenry better educated in the tools, skills, responsibilities and sensibilities of our Republic and its representative democracy. I am greatly impressed with the work being done by iCivics. You are in an ideal position to lead the team of institutions submitting the Educating for Democracy proposal. CivXNow, under your leadership, has demonstrated the ability to convene leaders in the field to collaborate and advance key findings related to equity and pedagogy. I applaud your attention to inclusion and coalition-building, all in the cause of core civic knowledge and student engagement.

In these difficult time, we must do better to teach the social studies and history in an integrated manner. I have had the pleasure of working with the team at CIRCLE at Tufts University (The Center for Information and Research on Civic Learning) and am glad to see them involved with you. I'm sure they will be especially helpful in developing strategies that integrate civics education and history education. Achieving your goal of a roadmap for teachers on how to better teach civics in a historical perspective will help give millions of American students the grounding they need to be effective citizens and so strengthen our nation.

With all good wishes for this important endeavor,

Sincerely yours,

A handwritten signature in black ink that reads "David E. Skaggs".

David E. Skaggs



AMERICAN ACADEMY OF ARTS & SCIENCES

August 7, 2019

Louise Dubé
Executive Director
iCivics, Inc.
1035 Cambridge Street, Suite 21B
Cambridge, MA

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

I write to voice the enthusiastic support of the American Academy of Arts and Sciences for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

At the American Academy of Arts and Sciences, we understand that apathy and disillusionment menace our democracy. Our Commission on the Practice of Democratic Citizenship has met with civic groups and citizens across the country, learning about how our fellow Americans conceive of the idea of citizenship and what barriers to its practice they identify. Overcoming these barriers will require greater attention to, and scrutiny of, existing institutions, policies, and values. Schools can play a valuable role in instructing the next generation of citizens, and thus I was excited to hear about the "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" proposal to better integrate history and civics instruction.

As an innovator in the teaching of American civics and government in K-12 education, iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Your groundbreaking work spearheading the CivXNow Coalition is a testament to your ability to convene thought leaders and change-makers in this field –

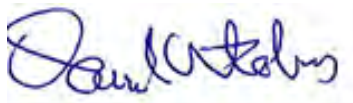
and succinctly report on findings as well as disseminate key findings related to equity and pedagogy. Your emphasis on building diverse and inclusive coalitions – to include both those emphasizing core civic knowledge about America as well as student engagement and awareness of current issues – is just what the civic education sector needs today.

It is especially important to see this range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

Once again, this initiative carries our full support.

Best,



David W. Oxtoby
President, American Academy of Arts and Sciences
Signature

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August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

We write to voice our enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

Our democracy is facing great challenges at this time. We believe iCivics is uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Since 2009, iCivics has innovated the teaching of American civics and government in K-12 education and become a national leader. As a member of the CivXNow Working Group, we have had the opportunity to work collaboratively with you and see firsthand your groundbreaking efforts spearheading the CivXNow Coalition. Your vision and leadership of CivXNow is a testament to your ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity and pedagogy. Your emphasis on both diversity/equity/inclusion and coalition building – to include both those emphasizing core civic knowledge about America as well as student engagement and awareness of current issues – is just what the civic education sector needs today, and I would welcome the chance to lend my talents to this project should additional advisors be helpful to your efforts.

It is especially important to see this range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

We therefore support your proposal to develop highly usable strategies that integrate civics education and history education. Your organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

Once again, this initiative carries our full support.

Thank you,

A handwritten signature in black ink, appearing to read "Julie Silverbrook", with a stylized flourish at the end.

Julie Silverbrook
Executive Director
The Constitutional Sources Project

HARVARD UNIVERSITY

OFFICE OF THE PRESIDENT
(617) 495-1502

MASSACHUSETTS HALL
CAMBRIDGE, MASSACHUSETTS 02138

August 7, 2019

Ms. Louise Dubé
iCivics, Inc.
1035 Cambridge Street, Suite 21B
Cambridge, MA 02141

Dear Ms. Dubé:

I am writing to share my enthusiastic support for iCivics' proposal, "Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners," for the American History and Civics Education: National Convenings grant supported by the National Endowment for the Humanities (NEH)'s Division of Education Programs in partnership with the US Department of Education's American History and Civics Education—National Activities program.

The nation's demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom and to better contextualize it for modern learners. Since 2009, iCivics has become a national leader in innovative teaching of American civics and government in K-12 education. Your groundbreaking work spearheading the CivXNow Coalition is a testament to your ability to convene thought leaders and change-makers in this field—and to succinctly report on and disseminate key findings related to equity and pedagogy. Your emphasis on both diversity and coalition building—to include those emphasizing core civic knowledge about America as well as those encouraging student engagement and awareness of current issues—is just what the civic education sector needs today.

It is especially important to see this range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning).

I am pleased to support your proposal to develop highly usable strategies that integrate civics education and history education. Your organizing principle—to set out a roadmap for teachers on how to better teach civics in a historical arc—would benefit millions of American students and would strengthen our nation.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lawrence S. Bacow". The signature is fluid and cursive, with a long horizontal stroke at the end.

Lawrence S. Bacow



The UNIVERSITY of OKLAHOMA®
Center for the History of Liberty

August 11, 2019

Louise Dubé
Executive Director
iCivics, Inc.
1035 Cambridge Street, Suite 21B
Cambridge, MA 02141

Re: Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners

Dear Ms. Dubé,

I am delighted to express my strong support for iCivics' proposal "Educating for American Democracy" for the "American History and Civics: National Convenings" grant supported by the Division of Education Programs at the NEH, in partnership with the U.S. Department of Education's American History and Civics Education program.

Given the strains on civil society and the polarization of public discourse and political opinions that we are now experiencing in the United States this country, it has become urgent that we find ways to improve the quality of our civic education. Hence the importance of this program. I especially applaud iCivics for assembling together such a politically and ideologically balanced group of institutions in this Educating for Democracy proposal, including the Safra Center at Harvard, the School of Civic & Economic Thought and Leadership at Arizona State, and CIRCLE at Tufts. But I am not surprised that you've done so well, given the fact that since 2009, your organization has become a national leader in the teaching of American civics and government in K-12 education. In addition, through your groundbreaking work spearheading the CivXNow Coalition, iCivics has demonstrated an ability to convene thought-leaders and change-makers in

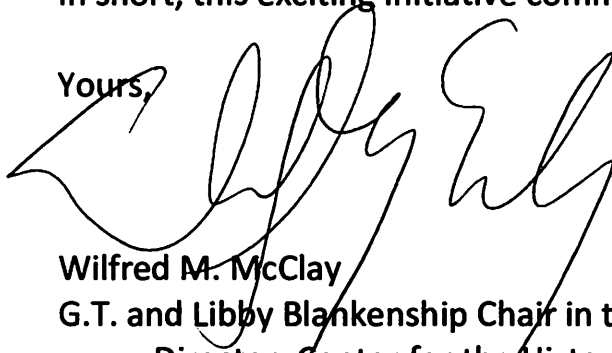


this field, while including cultivation of student engagement and awareness in the process. You're doing important work, and doing it very well indeed.

I therefore heartily support your proposal to develop practical strategies for improving American civics education and history education. Moreover, I am delighted that ASU's robust and innovative new School on civic thought and leadership (SCETL) is a co-leader, and will be hosting one of the national convenings if your team is awarded the NEH grant.

In short, this exciting initiative commands my full and enthusiastic support.

Yours,

A large, stylized handwritten signature in black ink, likely belonging to Wilfred M. McClay, written over the typed name and title.

Wilfred M. McClay

G.T. and Libby Blankenship Chair in the History of Liberty, and

Director, Center for the History of Liberty

The University of Oklahoma

August 6, 2019

Louise Dubé
Executive Director
iCivics, Inc.
Via Email

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Louise:

I'm writing to voice our enthusiastic support for iCivics' ambitious and timely proposal "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*" for the American History and Civics: National Convenings grant supported by the National Endowment for the Humanities Division of Education Programs in partnership with the US Department of Education's American History and Civics Education – National Activities program.

You and iCivics are uniquely positioned to lead the team of institutions submitting the *Educating for Democracy* proposal, to meet the stated goals of the NEH and Department of Education programs. Since 2009, iCivics has innovated the teaching of American civics and government in K-12 education and become a national leader. As a member of the CivXNow Working Group, I have had the opportunity to work collaboratively with you and see firsthand your groundbreaking efforts spearheading the CivXNow Coalition. You and iCivics have superbly organized numerous thought leader type convenings, including the September 2017 Summit with Philanthropy and the January 2019 Assessment event at Facebook headquarters. Your vision and leadership of CivXNow is a testament to your ability to convene thought leaders and change-makers in this field – and succinctly report on findings as well as disseminate key findings related to equity and pedagogy. Your emphasis on both diversity/equity/inclusion and coalition building – to include both those emphasizing core civic knowledge about America as well as student engagement and awareness of current issues – is just what the civic education sector needs today, and I would welcome the chance to lend my talents to this project should additional advisors be helpful to your efforts.

It is especially important to see this range of views in the co-principal investigators assembled for this proposal, with iCivics joined by the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and CIRCLE at Tufts University (The Center for Information and Research on Civic Learning). I'm particularly pleased to see the involvement of the History Education Community in this proposal, through the National Coalition for History. These two subjects are inexorably linked and we must do a better job of teaching them in an integrative manner.

Louise Dubé

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Page Two

I wholeheartedly support your proposal to develop highly usable strategies that integrate civic education and history education. The organizing principle – to set out a roadmap for teachers on how to better teach civics in a historical arc – is one that would benefit millions of American students across the country and strengthen our nation. Our demographics are evolving fast; polarization is our modern reality. We must do better to teach the social studies and history fields in an integrated perspective in the classroom, and better contextualize it for modern learners.

This initiative has our full support. Please let me know of anyway we might be helpful in this important endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read "Ted McConnell". The signature is fluid and cursive, with the first name "Ted" and last name "McConnell" clearly distinguishable.

Ted McConnell
Executive Director



August 8, 2019

Louise Dubé
Executive Director
iCivics, Inc.

Re: *Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*

Dear Ms. Dubé,

Please accept this enthusiastic letter of support for the bold proposal from iCivics called "*Educating for American Democracy: A Roadmap for Excellence in History and Civics Education for All Learners*." It would be difficult to imagine a more compelling response to the "American History and Civics: National Convenings" grant, recently put forward by the NEH's Division of Education Programs in partnership with the US DOE's American History and Civics Education – National Activities program.

Like any democratic republic, the United States depends on the sound education, good judgment and civic responsibility of its citizens, people who understand the facts and implications of their history and the strengths and vulnerabilities of their government and civic institutions. To this end, the grant wisely seeks a group ready to "assess the current teaching of American history and civics across the country," to identify and share innovative best practices and to make it easy for teachers across the country to adopt them. It also calls for "an emphasis on activities and programs that benefit low-income and underserved populations."

As a national leader in developing innovative approaches for teaching American civics and government to K-12 students, iCivics is ideally positioned to lead the remarkable team of institutions submitting the *Educating for Democracy* proposal.

iCivics brings to the project a demonstrated capacity to convene thought leaders and those with the power to drive real change, crystallize and disseminate key findings, and develop outstanding programs tuned to serve students from diverse backgrounds. I have been particularly impressed by the power of your twin emphasis on building core knowledge of history and civics, and on applying those lessons by actively engaging students in current events.

Given the scope of the challenge that the grant defines and its immense importance to the nation, I am also delighted that the co-principal investigators joining iCivics in this proposal — the Edmond J. Safra Center for Ethics at Harvard University, the School of Civic & Economic Thought and Leadership at Arizona State University, and the Tufts University Center for Information and Research on Civic Learning (CIRCLE) — represent a broad range of perspectives, approaches and expertise.

I have every confidence that, with iCivics in the lead, this team will develop outstanding practical strategies and tools for integrating the teaching of American history and civics. Offering teachers fresh, proven ways to make history come alive while grounding current events in an accurate understanding of the past is exactly the formula for helping today's young Americans prepare for the responsibilities of citizenship. By helping teachers across the country inspire millions of American students to cherish and protect their democracy and its institutions, your proposal will ultimately serve the nation as a whole.

Once again, I offer my enthusiastic support for "*Educating for American Democracy*."

Sincerely,

L. Rafael Reif

LRR/mes

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

iCivics

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Louise Middle Name:

* Last Name: Dube Suffix:

* Title: Executive Director

* SIGNATURE: Louise Dube

* DATE: 07/23/2019
