**CCSS COMMITTEE MEETING DAY - AUGUST 25, 2018**

**GOVERNMENTAL RELATIONS COMMITTEE – AGENDA**

1. Introductions and Welcome (Cricket Kidwell, chair)
	1. Choose a recorder to take meeting notes
	2. NOTE: Ideas or activities that will require funding will need to be itemized with estimated amounts;
2. Review Confab notes of March 24, 2018
3. Legislative Report (Fred Jones)
	1. Status of HSS in Sacramento and pending legislation
	2. Discuss legislative focus areas for CCSS for the coming year
	3. Other news
4. CCSS Website – Governmental Relations Committee Page
	1. Review Committee goals and purpose (from the CCSS Website)
	2. Brainstorm clarifications, ideas, and goals for this committee
	3. Identify critical information that will need to be posted and/or updated;
5. Review Resources for this Committee – Any changes/revisions/edits/additions?
	1. The LCAP Toolkit Talking Points paper
	2. SSR Editions, including the SSR 2015-16 edition, *Measuring Student Performance in Social Studies*
	3. The CCSS Position Papers
	4. CDE Publications
	5. Others?
6. Solicit ideas for the 2019 Confab meeting (March 16, 2019) and other committee tasks
7. Closure Items
	1. Please submit nominations for a deserving awardee of the **CCSS Civic Action Legislative Award** (Legislative Breakfast 2019) to Cricket Kidwell **by Sept. 15** - typically individuals outside the CCSS organization with whom we can build on-going support and advocacy for HSS
	2. Committee Chair position
	3. To all committee members - feel free to contact me at any time with ideas, suggestions, questions, or concerns at **cfkidwell84@gmail.com**
	4. Meeting notes will be sent shortly after this meeting and also posted on the CCSS website;

**Thank you to all who have contributed and participated - you are very appreciated!**

***Frances L. (Cricket) Kidwell, Committee Chair, CCSS Governmental Relations Committee***

***Fred Jones, CCSS Legislative Analyst***

**Governmental Relations Committee – Goals and Responsibilities (CCSS 2018)**

* Develop and recommend strategies and procedures by which CCSS can advocate for high-quality HSS instruction and policy;
* Advise and assist the CCSS Board of Directors on issues related to legislation and public policy impacting social studies education;
* Support our members with information, resources, and tools for advocacy of high-quality social studies at the local, state, and federal levels.
* Establish, enhance, maintain, and support the dissemination of legislative information to the CCSS membership;
* Plan the Legislative Breakfast during the annual conference;
* Select a recipient for the public policy leadership award recognizing the actions by a government leader having a positive impact on social studies education.

**CCSS Confab Meeting and Collaboration 2018**

**Town & Country Conference Center, San Diego**

**March 24, 2018**

Frances (Cricket) Kidwell, Ed.D., CCSS Governmental Relations Committee Chair

Katherine Rand, Board Liaison

Fred Jones, CCSS Legislative Analyst

1. Introductions

 CCSS Governmental Relations Chair, Dr. Frances (Cricket) Kidwell, opened the meeting by welcoming the group and reviewing the agenda that focused on collaboration and information sharing. An official welcome to the CCSS Confab session was extended by CCSS President Natalie Wojinski. Other distinguished members included:

* Jim Hill, CCSS Governmental Relations Chair Emeritus
* Fred Jones, CCSS Legislative Analyst
* Allysunn Walker- Williams California Council on Economics Education
* Jim Charkins, California Council on Economics Education
* Joshua Mitton, California Council on Economics Education
* Peg Hill, California 3Rs Project
* Janet Mann – Consultant, California Dept of Education
* Frank Pisi, Sacramento COE
* John Hale, Center for Civic Ed
* Beth Slutsky -- Calif History Project, UC Davis
* Anthony Pennay -- Reagan Library
* Janeen Zambo -- Region 6
* Cheryl Cook Kallio, Center for Civic Education
* Sarah Badawi, Constitutional Rights Foundation
* Michele Herzcog, CCSS Vice President
* Liz Ramos – ALHS
* Cindy Crawford, CTA Liaison to CCSS
* Katherine Rand, CCSS Board of Directors

**NOTE:** If you attended this meeting and your name is not listed, please send an email to Cricket FL Kidwell to let me know. Thank you!

1. CCSS Updates
2. CCSS Governmental Relations Committee (Cricket FL Kidwell)

 Cricket Kidwell mentioned resources that are available on-line including the *CCSS Governmental Relations Committee LCAP Talking Points,* the CCSS Position Statements, and past committee reports. Jim Hill emphasized the purpose and goals of the *Social Studies Review* Issue (2016-17) on Accountability and Assessment in HSS;

1. California Dept. of Education (J. Mann)
* California HSS Framework Rollout events still occurring
* Materials adoption happening across the state
* Ken McDonald and the department are in the planning stages to have the *Ethnic Studies* proposed curriculum ready for 2020
* Stay tuned for Janet Mann’s HSS newsletter which is also posted on the CDE website;
* Current Legislation:
	+ AB Bill 761- died in committee so there will be no assessment performance task
	+ SB 830 - media literacy: model curriculum
	+ SB 985 - Vietnamese Refugee Experience model - referred to committee on Jan 24th - no action has been taken since then
	+ AB 2015 - Economics -- completion of applications for stud. Fin, aid introduced on Feb 12th 2018
	+ AB 24 - civic seal on diplomas and the criteria for qualifications needs to be developed but it is on hold as of now due to lack of funding;
1. CCSS Legislative Liaison (F. Jones)

**NOTE:** See the Governmental Relations Committee page on the CCSS website for a comprehensive list of current and pending legislation regarding HSS;

* Fred Jones is currently tracking about 20 legislative bills. We are in the second year of two-year session.
* There are many concerns about how to teach about media/digital literacy/fake news and some bills are pending. Requests have come to the State Board to develop model curriculum
* One of the current bills on economic education includes AB 2015 which is an effort to open college to disadvantaged kids, perhaps as a single semester course. This would include filling out the FAFSA as a part of the course. This bill is in progress and not yet fully developed.
* There is a bill on Voter Education - Youth Leadership Civics;
* AB 2772 (Medina) Ethnic Studies Bill - as of last week would have required a full year ethnic studies course as a grad requirement but a full year is a concern as opposed to a one semester course as it may impact on other social studies electives such as psychology. Many districts already have a 9th grade social studies requirement as class such as World Cultures, Human Geography, World Geography, etc. At this point, it will be required by 2020 as a semester class. An amendment may recognize English classes who teach Ethnic Literature courses as satisfying this requirement.
* AB 2002 Hmong – pending;
* AB 761 -- Fred is disappointed in outcome as HSS is not in the assessment and HSS does need to be included in some way with assessment; State sentiment is that locals can create their own HSS assessments as performance tasks;
1. Jim Hill – HSS Accountability and LCAP
* Described the *Social Studies Review* issue on HSS Accountability and Assessment (LCAP). The issue provides nine rubrics for various activities to provide comparable qualitative measurements for consistent scoring across schools/districts;
* Presented the issue of testing development over time within the state and how the lack of teaching when accountability is not required (“What is not tested, is not taught.”); It appears that the state legislature does not value civic education or social studies but school administrators are frightened of too many accountability requirements which could ultimately threaten job security if test scores are the measure;
* The LCAP dashboard implementation may see schools/districts getting in trouble, particularly when we can expect 50% of the districts to be below the median on a bell curve. Next year and the year after will probably begin to be an issue;
* Our best option at this point is to convince administrators that they can do performance assessment tasks (debate, mock trials, We The People, NHD, DBQs, etc.) to show local communities what they are learning. Project-oriented activities, regardless of dashboard colors, can help to show what the students are actually doing. The LCAP process can survey parents on what they think about schools. School climate, right before/after these performance activities, should measure this;
	+ Common core skills (problem solving, collaboration, participatory skills) are very effectively taught in HSS, perhaps more so than in traditional ELA courses, provide a deeper, richer sense of applied knowledge;
	+ The CCSS Governmental Relations Committee LCAP Talking Points toolkit on the website (a product of the CCSS Governmental Relations Committee Confab 2016-17) will provide guidance and support and language on how you can approach your LEA to promote HSS instruction, implementation, and accountability;
1. County Offices of Education/CISC (Curriculum & Instruction Steering Committee) – Frank Pisi and Michelle Herczog
* County offices have been working to continue the 2016 HSS Framework rollouts and there are a few more to come;
* There are planned Phase 2 roll-outs (Rollout 2.0) for implementation. This will guide HSS education to:
	+ Design, implement, and maintain a coherent course study to teach content
	+ Develop inquiry-based critical thinking skills (common inquiry process)
	+ Improve reading comprehension & expository writing ability
	+ Promote an engaged & knowledgeable citizenry in history & related social sciences

As COEs become more aware and trained in this process, it is expected that they will convene regional and local communities of practice. We will see more specialized topics such as LGBT, Civil Ed. Bracero Program, Armenian Genocide, Philippino contributions to the labor movement, etc. The process will include working to develop resources that will eventually be available as online resources;

* Resources specific to administrators are also in the works for the purpose of supporting teachers and creating an environment that fosters growth;
* Another aspect of the project that is being developed are evaluation tools including a sampling of the regional level in terms of implementing the framework; At this point, the TPAs do not address C3 inquiry/C3 directly. There are lesson planning and unit planning templates available on-line (check out Kathy Swan’s on-line templates that she developed for New York);
* Training is essential for University Teacher Preparation programs. Some are not teaching student teachers about the C3 inquiry process and it may be helpful to work with CSU faculty to provide support on how to teach these practices; Cricket will be contacting some of the CCSS member that teach HSS methods classes to begin to develop a network;
* Michele Herczog described her spreadsheet template for LCAP that supports local accountability for HSS;
1. Updates from Confab Partners

Reagan Presidential Library/Annenberg Foundation (Anthony Pennay) – The center will again be a part of a regional partnership for the Constitution Day event that occurs in September each year. At the national level, the foundation will be holding an educational event in Washington D.C. (April 11-12) that will include non-profit organizations, museums, and civic education programs;

The California History Project (Beth Slutsky) – The main project has been the development of framework and implementation rollouts. Over 4000 teachers have been trained. Beth reported that districts are looking for creative options with materials, implementation of framework. To this end, the state has awarded a grant to develop a new program, *Teaching California*, that will develop curriculum with questions of significance, yearlong questions, and collaboration of working with California Historical Societies and museums. The goal is to have this online next year;

Center for Civic Education (John Hale) - The Center is in full development of the James Madison Legacy Project with a 3rd and 4th year teacher cohort. The program uses intensive teacher training with pre/post testing of students. Teachers were taught face-to-face in the first cohort and half face-to-face in the second cohort. The 47 different sites have registered statistically significant gains teacher & student knowledge. The Center is currently analyzing data for Cohort 3 and working with scholarly videos. All programs are showing statistically significant gains. There are over 2000 teachers involved in this program. On another note, National Geographic used the Center’s *Project Citizen* model to produce a national environmental program as a performance-based project. Cheryl Cook-Kalio, a member of the board of Center for Civic Education become the state coordinator of the *We the People* program state coordinator.

Constitutional Rights Foundation (Sarah Badawi) – The CAP Civic Action Project is going strong and a workshop was given yesterday with good attendance. The project allows students to choose a public policy issue to work on in their local community and engage with local public officials. Students develop a video portfolio and demonstrate progress and their process. Lessons and rubrics are on website. A Teacher-to-Teacher Collaborative that is managed by West Ed and Bill & Melinda Gates Foundation comprises an on-line cohort with 8 cohorts in CA as well as 3 cohorts in North Carolina and 4 cohorts in Florida. The Cops & Kids program had an event at the LAPD Academy where students role-played in an effort to help develop increased understanding and perspective. The program also helps schools in other communities to partner with their local police departments. The California State Mock Trial competition has had another successful year. Civics on Call is a resource with lesson plans and on-line resource with the latest one just published on guns/schools. CRF is currently working on a grant from LOC with cross-curricular lessons to infuse civic learning based on C3 indicators. CRF has a booth at CCSS;

California 3Rs Project (Peg Hill) – Peg reiterated the purpose of the 3Rs Project and the focus on religion in public education. The goal is to help schools and regions stay out of trouble, to understand the First Amendment, and by applying the principles of the 3Rs. Religion is one of the major themes throughout the framework including the consideration of impact, culture, and the development of societies over time as outlined in the Framework. Support is needed for teachers to understand the role of religion through the perspective of historians and civic education. The current website has resources to support teachers. The First Amendment Center is working to develop on-line university level courses. The next 3Rs event will be the annual planning meeting and advisory council on April 9. County reps from COEs will meet 10am – noon and the advisory board will meet in the afternoon. Funding for the California 3Rs Project continues to remain an issue and has been since the recession.

California Council on Economic Education (Allysunn Walker-Williams, Josh Mitton, Jim Charkins) - CCEE is sponsoring a state economics competition and the state finals will be soon. CCEE economic certification program for California teachers is under development that includes a one-week residential training program based on the framework. The institute for teachers in San Diego is ready for June. Jim Charkins emphasized the need for solid economic reasoning, how economies work, and applied principles that frequently is not being taught as it should. They are recruiting 30 teachers to be certified as Superior Econ Teachers.  Part 1 will provide certificates and Part 2 will demonstrate implementation and a portfolio. The key to this program is relevance to the students. CCEE was part of a bi-annual policy luncheon that included discussion and information on a survey of the states, economics and personal finance, and legislation. California is one of 17 states that requires economics and promotes the policy that economics should be tested. Fred Jones will be there. A research conference is planned for every other year and the first should be in 2019.

1. Collaborative Conversations

1. Common Themes
* Performance assessment needs to be recognized as the key measure of student understanding and application. We can use this approach as leverage at the state and local levels to move the HSS agenda forward;
* Professional development in the state and our partner organizations is alive and well! Take advantage and help to promote!
* Focus groups and committee group activities need to continue to monitor policies, current research, and the development of new resources to refine focus areas and use for advocacy;
* Student PRODUCTS (mock trial, students electronic portfolios, community policy projects) need more visibility and promotion as student outcomes that can serve as authentic assessment measures for local (and state) accountability;
1. Ideas and Suggestions
	* Use Janet Mann’s newsletter for current information on professional development, resources, and HSS program events;
	* Use CCSS resources (*Social Studies Review,* CCSS Position Papers, etc.)
	* Shift to focus on education of the courts (Janet)
	* CCSS rep on Power of Democracy…??
	* Use CCSS web pages more effectively
	* CCSS could be more inclusive to our partners such as making an effort.to include them in the board meetings

1. TO DO – CCSS Governmental Relations Committee
* Need for us to communicate with each other to align overlapping activities and work together more as collaborative organizations.
* Monthly (or quarterly) legislative report to be posted on the website (Fred Jones)
* Develop more of a network with CSU and UC Teacher Preparation programs and student teachers (Cricket Kidwell)
* Check with other organizations and Geographic Alliance and International Studies Project for participation (Cricket Kidwell)
* Strengthen this group and go beyond the once a year meeting – Quarterly? Semi-Annual? By Zoom? (to discuss at next Committee Meeting – May or Aug)

**REPORT by Frances (Cricket) Kidwell, Ed.D. NOTES by Katherine Rand April 4, 2018**