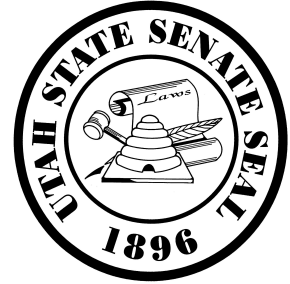




## **Performance Note HB0327 - School for Civics and Economic Thought and Leadership**

Sponsor: Rep. Burton, Jefferson S.



### **Performance Note Report**

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Author: David Pulsipher

Agency: Utah Board of Higher Education

Funding For:

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New Services or Benefit

Public Benefit:

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**Purpose:** The aim of HB 327 is to raise civics literacy in the state by creating the UVU Department of Civic Thought and Leadership (DCTL), a civics literacy program in Higher Education that will educate students on civics and the science of government in a three-fold manner: Civic Knowledge: Students will gain a basic understanding of governmental processes to include the design and purpose of the three branches of government, political ideologies, civic and constitutional rights, and the history and heritage of the republican form of Government. Civic Values: Students will gain an appreciation for civil discourse, free speech, respectful debate, and engagement with those who have different views and perspectives. Civic Behaviors: Students will develop sufficient civics literacy to confidently vote, volunteer and lead in their communities, and engage in public meetings and discussions within the democratic process.

**Services:** DCTL will provide educational opportunities related to the points expanded on in question 1 for K-12 and Higher Education. This bill will fund a myriad of services in the areas of education opportunities and resources, scholarly contributions, and civic engagement. These services are as follows: Educational Opportunities & Resources. Classroom instruction this funding will enable UVU to build out a program of study including bachelors degrees, minors, certificates, and, perhaps in time, a graduate degree. Teacher development legislative funding will serve the states K-12 teachers by offering opportunities such as: Quarterly teacher training seminars and summer workshops hosted by UVU; Competitive scholarships for K-12 faculty for further educational pursuits (masters degrees, certificate programs, etc.). Curriculum development DCTL will provide a web-based suite of tools for teaching and engaging students in K-12, including enhanced curriculum for UVUs General Education concurrent enrollment courses. Student programs UVU students will enjoy access to short term study opportunities related to points raised in question 1, including: Experiential learning at U.S. historical sites and in culturally and socioeconomically diverse communities; Study exchanges with the University of Oxford. Scholarly Contributions. Research HB 327 will facilitate DCTL faculty research in support of the areas described in question #1. Academic publications funding will lead to the publication of scholarship in civics and related subfields (politics, economics, history, education, philosophy, etc.). Community Engagement. Community action programs this bill will fund programs that enable increased civic engagement among Utah citizens through service to and interaction with local communities: Public conferences community members will be able to examine and discuss civics issues at UVU-hosted conferences and lectures featuring scholars and public officials.

Expected Outcome: A few examples of the issues faced in our state and nation are: Americans participation in civic life is essential to sustaining our democratic form of government (Brookings Institute). For the past several decades, there has been a significant decline in the level of civics engagement nationwide. Today, per Pew Research polling, 1 in 4 adults cannot correctly name the 3 branches of government. Just 19% of citizens 45 or younger can pass the U.S. citizenship test. According to a 2019 Pew Research poll, only 17% have trust in our government in Washington. While our focus on STEM has shown increases in science and math scores, we have seen corresponding decreases in civics literacy. Preparing our youth to compete and win in the 21st century requires a multi-disciplined approach that includes civics literacy. DCTL will directly address the issues at the heart of these shortcomings and deficiencies: civics illiteracy and civic apathy. Thus, broadly speaking, the expected outcomes of this program are 1) increased understanding of the rights and duties of citizens and of the structures and functions of government; 2) increased awareness of civics issues in the state and nation; 3) increased engagement in civic affairs and the democratic process and a commitment to civility in that engagement. Additional key outcomes will be the measurement and analysis of these increases and the dissemination of the research generated by this new program. Ultimately this will position Utah as a national leader in civics education and citizen engagement.

Implementations and Resources: To create the robust, high impact civics literacy program needed to sustainably deliver the outcomes listed above, \$3 million in ongoing annual funding will be needed. These resources will fund program operations including faculty, leadership, support staff, university activities, K-12 programs, community engagement, and administrative expenses. Should \$3 million not be appropriated, UVU would need to scale the program and the outcomes. With the investment of appropriated funds, UVU would also seek private and institutional donors to enhance the program.

How: UVU will utilize traditional program assessment models which are extensively utilized in evaluating all of our programs of study. This will then inform future actions and directions of the program in consultation with our Trustees and an advisory board that will be established for the program. At the K-12 level, DCTL programming includes a taskforce of K-12 teachers and administrators who will collect qualitative and quantitative data on civics literacy and engagement. This data will be analyzed by the taskforce and DCTL to determine the efficacy of DCTL programs and refine programs to continually improve performance. Also, performance over time should be reflected in student performance on the citizenship test, which all Utah students are required to take in high school. Assessment is more challenging at the community level, but some data from a number of national surveys can be segmented at the state level. UVU will also develop and administer its own evaluations of DCTLs impact. This data will be analyzed by DCTL to understand the effects of DCTL programming on civic awareness generally. Youth civics camps and community action programs conducted by UVUs Community Outreach and Economic Development department are assessed internally for participation and efficacy. This bill requires an annual performance report to the legislature, so all of these data points will be gathered, analyzed, and presented each year.

## Performance Measures

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## Goal

Title: See descriptions below.

Description: The goals for DCTL are to: Increase the civic awareness and civic engagement of Utah citizens. Increase constitutional literacy among university students. Generate original scholarship on civics, civic engagement, and civics education. Increase the ability of K-12 teachers to educate students on civics by better equipping teachers with the training and curricular materials needed to effectively engage students in the thought, study, and discussion of civics and civic engagement. Develop the knowledge, skills, and dispositions in civics among K-12 students. Establish Utah as a national leader in the spaces associated with this bill. Measure the effects listed below.

Collection Method: We anticipate that DCTL will lead to the following effects: Increased civic awareness among university and K-12 students, K-12 educators, and interested members of the general public. Increased participation in government and civic life by the above-mentioned population segments. Greater awareness amongst students both in K-12 and higher education of the responsibility they have to good government and civil society. Development of future leaders and of civic leadership abilities among university and K-12 students. Enhanced K-12 civics education through teacher training and the creation, collation, and curation of K-12 civics curriculum. Increased knowledge of and appreciation for 1) the founding and history of the United States and its governing institutions; 2) the structures and functions of federal, state, and local government; and 3) the democratic process. Greater awareness of what careers in teaching and public service look like and the opportunities that exist. Generation of academic publications on civics and related subfields. Production of community-focused publications from DCTL faculty including web-based materials. Utah will have a central voice in civics education and disseminate our programs into the broader U.S. conversation around the issues supported by this legislation.

	2021	2022	2023
Target	0.00	0.00	0.00
Baseline	0.00	0.00	0.00

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By rule, performance notes are provided by the governmental entity that will supervise the new agency or administer the new program. Performance notes are not written by the Office of the Legislative Fiscal Analyst.