

Testimony in support of HB6619
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Senator McCrory, Representative Sanchez, Senator Berthel, Representative, McCarty,
distinguished members of the Education Committee:

I am pleased to submit testimony on behalf of the Connecticut Democracy Center in support of HB6619, An Act Concerning the Development of a Kindergarten to Eighth-Grade model curriculum, and to offer my recommendation for the Committee's consideration that a strong civics component be incorporated into that model curriculum. Our understanding is that there may be other legislative proposals – HB6139 among them – that would establish a task force to enhance the teaching of civics, citizenship and government. While no such measure is yet up for hearing I would submit that such a concept would be complimentary to HB6619.

Our organization's mission is to inspire people of all ages to engage in civic life and strengthen their communities, and our approach has been to develop what we refer to as a "lifetime pathway" of interconnected programming for audiences of all ages. As part of that pathway, we have long been engaged in developing programming tailored to school-based learning, beginning with the introduction of CT-N's *State Civics Toolbox* in 2003. Since 2008 we have offered a variety of school-group programming at the Old State House, including our most popular *Connecticut's Three Branches of Government* for 4th-grade classes. For more than 10 years, *Connecticut History Day's* junior division has worked with teachers statewide to afford middle-school students the opportunity to engage in historical inquiry, primary research, and critical thinking: all of which we believe are crucial civic skills for the engaged citizen. And scarcely two months ago, Connecticut inaugurated its sixth Kid Governor, elected by her peers as part of a hands-on learning experience in elections, voting and public service that thousands of Connecticut 5th graders participate in every year. The Connecticut Democracy Center has been privileged to work closely with Education Commissioners Wentzell and Cardona over the past several years to support civics and social studies instruction statewide, and two members of our leadership team serve on the Secretary of the State's Civic Health Advisory Group. In short, we have long recognized the opportunity and the imperative to have a robust program of civics education imparted to our students at every possible grade level.

I imagine I would not be the first nonprofit employee, and certainly not the first nonprofit CEO to tell you that the work we do is more calling than career. For my part, I can trace my calling to be leader of my organization back to the two most important civics teachers I have ever had. Taking them out of order, the second one was Mr. Parker, who taught my half-year U.S.

Government course when I was a senior at Trumbull High School. It was one of the few classes in my high school career that I wished had been longer. That is directly attributable the influence of my first civics teacher: my father, who is among other things a former member of the Connecticut House of Representatives, and spent most of his 50-year career as either an elected official, political appointee or government relations professional, as well as mentor for more than one aspiring politician. I won't belabor what dinner table conversations were like growing up, but suffice to say he was the reason I was reading the newspaper every night by 6th grade, watching C-SPAN out of sheer fascination by middle school, and why I was "ready" for Mr. Parker by the time I walked into his classroom as a high school senior.

Obviously not every kid in Connecticut has the advantage of a having a state representative for a father, and my own experience reinforces that just as with any other subject, early intervention in the civics education space is crucial to a successful outcome. This is why I feel it is imperative that the Committee give strong consideration to including guidelines for teaching government fundamentals – state and local as well as federal – in any proposed model curriculum, as well as introduction to media literacy, critical thinking and discourse that we feel are foundational to good civic behavior.

At the same time the Committee is considering this proposal, Congresswomen DeLauro is co-sponsoring the Civics Secures Democracy Act of 2021, whose bill text I am appending to my testimony for your edification. If enacted, this measure would provide grants to states, ultimately reaching local school districts, that would provide dedicated resources to civics instruction. This speaks not only to the timeliness of HB6619, but the imperative to have a framework for civics as part of a comprehensive model curriculum that that will allow resources – whether they are state or federal – to be put to their best use. The track should be laid before the train arrives.

Perhaps better than anyone, this body understands the absolute necessity for a well-informed citizenry, and for robust, productive debate in the shaping of public policy. I hope you will agree that the instruction and guidance of the next generation of voter, leader and public servant destined to succeed us cannot begin early enough. For that reason, I reiterate the Connecticut Democracy Center's support of HB6619 and urge the committee to include requirements for civics education within. Thank you for your consideration.

.....
(Original Signature of Member)

117TH CONGRESS
1ST SESSION

H. R.

To authorize the Secretary of Education to make grants to support educational programs in civics and history, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

Ms. DELAURO introduced the following bill; which was referred to the Committee on _____

A BILL

To authorize the Secretary of Education to make grants to support educational programs in civics and history, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Civics Secures Democ-
5 racy Act of 2021”.

6 **SEC. 2. PURPOSES; RULE OF CONSTRUCTION.**

7 (a) PURPOSES.—The purposes of this Act are—

1 (1) to support local educational agencies, ele-
2 mentary schools, and secondary schools in selecting
3 and making available to all students innovative, en-
4 gaging curricula and programs in civics and history
5 that prepare them to understand American Govern-
6 ment and engage in American democratic practices
7 as citizens and residents of the United States;

8 (2) to provide resources to institutions of higher
9 education for the purposes of offering effective pro-
10 fessional development opportunities to enable and
11 encourage teachers to deliver instruction that en-
12 gages students in learning civics and history;

13 (3) to provide resources to nonprofit organiza-
14 tions that have developed, or are developing, pro-
15 grams in civic education that incorporate practices
16 that are proven to be effective in engaging students,
17 and to assist in making such curricula and programs
18 more widely available to schools and students, par-
19 ticularly in rural and inner-city urban areas that
20 have traditionally been underserved by civic learning
21 programs;

22 (4) to provide resources to continue and expand
23 research into practices, methods, and approaches
24 that are effective in instructing elementary and sec-
25 ondary school students in civics and history; and

1 (5) to diversify the civics, history, and govern-
2 ment education workforce by offering targeted incen-
3 tives and honoring those who commit to the profes-
4 sion;

5 (6) to encourage participation in the National
6 Assessment of Educational Progress assessments in
7 civics and history in grades 4, 8, and 12, using a
8 methodology sufficient to provide accurate State-
9 level data on student proficiency in civics and history
10 disaggregated so as to have statistical significance
11 for every State;

12 (7) to reauthorize and modernize the existing
13 Federal civics education grant program for institu-
14 tions of higher education, including by strengthening
15 academic independence and supporting partnerships
16 between academic centers and local educational
17 agencies; and

18 (8) to strengthen and make independently sus-
19 tainable the Harry S. Truman Scholarship Founda-
20 tion Trust Fund and the James Madison Memorial
21 Fellowship Trust Fund, which respectively support
22 exceptional Americans who aspire to careers in pub-
23 lic service and as secondary school history, govern-
24 ment, and civics educators.

1 (b) RULE OF CONSTRUCTION.—Nothing in this Act
2 shall be construed to authorize the Secretary of Education
3 to prescribe a civics and history curriculum.

4 **TITLE I—GRANT PROGRAM**

5 **SEC. 101. DEFINITIONS.**

6 In this Act:

7 (1) The term “civics”, when used with respect
8 to an educational program, means a program that
9 addresses the following:

10 (A) Acquisition of civic knowledge, includ-
11 ing an understanding of the history, heritage,
12 civic life, and civic institutions of the United
13 States.

14 (B) Acquisition of civic skills, such as the
15 ability to analyze text and determine the reli-
16 ability of sources and an understanding of the
17 ways in which civic institutions operate and how
18 individuals may be involved in civic life.

19 (C) Acquisition of civic dispositions, values
20 such as appreciation for free speech, civil dis-
21 course, tolerance and inclusion, and under-
22 standing perspectives that differ from one’s own
23 as well as a disposition to be civically engaged.

24 (D) Development of civic behaviors, includ-
25 ing civic habits and practices such as voting,

1 serving on juries, engagement in deliberative
2 discussions, volunteering, attending public
3 meetings, and other activities related to civic
4 life.

5 (2) The term “eligible entity” means—

6 (A) with respect to grant program under
7 section 103, a State;

8 (B) with respect to the grant program
9 under section 104, a qualified nonprofit organi-
10 zation;

11 (C) with respect to the grant program
12 under section 105, an institution of higher edu-
13 cation; and

14 (D) with respect to the grant program
15 under section 106, a qualified researcher.

16 (3) The term “evidence-based practices” means
17 practices proven to contribute to the effectiveness of
18 educational programs in civics, including—

19 (A) innovative and engaging classroom in-
20 struction in civics, Government, and history;

21 (B) service learning and student civic
22 projects linked to classroom learning;

23 (C) learning through participation in mod-
24 els and simulations of democratic processes and
25 experiential learning;

1 (D) guided classroom discussion of current
2 issues and events;

3 (E) meaningful participation in school gov-
4 ernance; and

5 (F) instruction in media literacy.

6 (4) The term “institution of higher education”
7 has the meaning given that term in section 101 of
8 the Higher Education Act of 1965 (20 U.S.C.
9 1001).

10 (5) The term “National Assessment of Edu-
11 cational Progress” means the National Assessment
12 of Educational Progress carried out under section
13 303(b) of the National Assessment of Educational
14 Progress Authorization Act (20 U.S.C. 9622(b)).

15 (6) The term “qualified nonprofit organization”
16 means an organization that—

17 (A) is described in section 501(c)(3) of the
18 Internal Revenue Code of 1986 and which is ex-
19 empt from taxation under section 501(a) of
20 such Code; and

21 (B) has experience developing curricula, in-
22 structional models, and other educational pro-
23 grams for students in elementary schools and
24 secondary schools.

25 (7) The term “qualified researcher” means—

1 (A) a nonprofit organization that has abil-
2 ity and capacity to carry out scientifically valid
3 research; or

4 (B) an individual affiliated with such an
5 organization.

6 (8) The terms “English learner”, “elementary
7 school”, “local educational agency”, “secondary
8 school”, and “State” have the meanings given those
9 terms in section 8101 of the Elementary and Sec-
10 ondary Education Act of 1965 (20 U.S.C. 7801).

11 **SEC. 102. GENERAL PROVISIONS.**

12 (a) IN GENERAL.—From amounts made available
13 under section 107 the Secretary of Education is author-
14 ized to carry out the civics education grant programs de-
15 scribed in sections 103 through 106.

16 (b) APPLICATION.—To be considered for a grant
17 under this Act, an eligible entity shall submit to the Sec-
18 retary of Education an application at such time, in such
19 manner, and containing such information as the Secretary
20 may require.

21 (c) GRANT DURATION.—Each grant under this Act
22 shall be awarded for a period of not less than 3 years.

23 (d) PRIORITY.—Except as otherwise provided in this
24 Act, the Secretary shall prioritize the award of grants to

1 eligible entities that demonstrate the greatest potential
2 to—

3 (1) improve knowledge and engagement among
4 students traditionally underserved by comprehensive
5 civic education and American history programs, in-
6 cluding rural and inner-city urban students, English
7 learners, students who have not completed high
8 school, and other such students;

9 (2) close gaps in civic knowledge and achieve-
10 ment among students of different income levels, ra-
11 cial and ethnic groups, and native languages;

12 (3) improve performance on the National As-
13 sessment of Educational Progress assessments in
14 civics and history among students in grades 4, 8,
15 and 12;

16 (4) integrate evidence-based practices for pro-
17 moting student proficiency and engagement in civics;
18 and

19 (5) provide cost-effective, scalable delivery of
20 programs and services.

21 **SEC. 103. GRANTS TO STATES.**

22 (a) PROGRAM AUTHORIZED.—The Secretary of Edu-
23 cation is authorized to make grants to States, on a com-
24 petitive basis, to support educational programs in civics
25 and history in accordance with this section.

1 (b) GRANT AMOUNT.—The amount of each grant to
2 a State under this section shall be proportional to the
3 amount received by all local educational agencies in the
4 State under part A of title I of the Elementary and Sec-
5 ondary Education Act of 1965 (20 U.S.C. 6311 et seq.)
6 for the previous fiscal year relative to the total such
7 amount received by all local educational agencies in every
8 State that receives a grant under this section.

9 (c) STATE RESERVATION.—A State that receives a
10 grant under this section may reserve not more than 5 per-
11 cent of the amount of the grant for—

12 (1) administrative costs of carrying out the
13 State’s responsibilities under this section; and

14 (2) monitoring and evaluating programs and
15 activities supported with the grant.

16 (d) SUBGRANTS TO LOCAL EDUCATIONAL AGEN-
17 CIES.—A State that receives a grant under this section
18 shall use not less than 95 percent of the amount of the
19 grant to make subgrants, on a competitive or formula
20 basis, to local educational agencies within the State to as-
21 sist such agencies in carrying out programs to improve
22 the achievement of elementary and secondary school stu-
23 dents in the fields of civics and history.

24 (e) SUPPLEMENT NOT SUPPLANT.—A State shall use
25 a grant under this section only to supplement the level

1 of Federal, State, and local public funds that would, in
2 absence of such grant, be made available for the activities
3 supported by the grant, and not to supplant such funds.

4 (f) CONTENTS OF APPLICATION.—As part of the ap-
5 plication required under section 102(b), a State shall in-
6 clude a plan describing how the State intends to use the
7 grant under this section. Each State plan shall include,
8 at a minimum, the following:

9 (1) An explanation of how the State will use the
10 grant to supplement, and not supplant, other public
11 funds provided for educational programs in civics
12 and history.

13 (2) Plans to address civics and history achieve-
14 ment gaps among students of different income lev-
15 els, racial and ethnic backgrounds, and native lan-
16 guages.

17 (3) Plans to improve civics and history achieve-
18 ment among traditionally underserved students, in-
19 cluding rural and urban students and English learn-
20 ers.

21 (4) Plans for making subgrants to local edu-
22 cational agencies as required under subsection (d),
23 including—

24 (A) details of how the State intends to dis-
25 tribute funding to local educational agencies,

1 whether by competition or through a formula-
2 based system;

3 (B) how the State's approach to distrib-
4 uting funds to local educational agencies will
5 take into account requirements of paragraphs
6 (1) through (3);

7 (C) criteria by which local educational
8 agencies' applications for funding will be evalu-
9 ated, including how such applications will take
10 into account the requirements of paragraphs
11 (1) through (3);

12 (D) how the State will ensure that local
13 educational agencies will use grant funds to
14 supplement, and not supplant, other public
15 funding for educational programs in civics and
16 history; and

17 (E) how the State will evaluate and hold
18 local educational agencies accountable for im-
19 proved student knowledge and achievement in
20 civics and history.

21 (5) An assurance that the State will participate
22 in the National Assessment of Educational Progress
23 assessments in civics and history in grades 4, 8, and
24 12.

1 (6) In the case of a State applying to renew a
2 grant previously received under this section, an eval-
3 uation of the effectiveness of the activities carried
4 out using the previous grant, which shall be based
5 on the results of the most recent National Assess-
6 ment of Educational Progress assessment in civics
7 and history, to the extent the results of such assess-
8 ment are available at the time of the State's applica-
9 tion.

10 **SEC. 104. GRANTS TO NONPROFIT ORGANIZATIONS.**

11 (a) PROGRAM AUTHORIZED.—The Secretary of Edu-
12 cation is authorized to make grants to qualified nonprofit
13 organizations, on a competitive basis, to assist such orga-
14 nizations in developing or expanding access to evidence-
15 based curricula, instructional models, and other edu-
16 cational programs to enhance student knowledge and
17 achievement in civics and history in elementary schools
18 and secondary schools.

19 (b) CONTENTS OF APPLICATION.—As part of the ap-
20 plication required under section 102(b), a qualified non-
21 profit organization shall include a proposal that dem-
22 onstrates how the activities proposed to be carried out
23 with the grant under this section will enhance student
24 knowledge and achievement in civics and history in ele-
25 mentary schools and secondary schools.

1 (c) PRIORITY OF AWARDS.—In awarding grants
2 under this section, the Secretary shall give priority to
3 qualified nonprofit organizations that propose to use the
4 grant to develop or expand access to curricula, instruc-
5 tional models, and other educational programs that—

6 (1) address the learning needs of traditionally
7 underserved students, including rural and inner-city
8 urban students and English learners; and

9 (2) incorporate evidence-based practices to en-
10 hance student learning and engagement in civics and
11 history.

12 **SEC. 105. GRANTS TO INSTITUTIONS OF HIGHER EDU-**
13 **CATION.**

14 (a) PROGRAM AUTHORIZED.—The Secretary of Edu-
15 cation is authorized to make grants to institutions of high-
16 er education, on a competitive basis, to assist such institu-
17 tions in developing and implementing programs to train
18 elementary and secondary school teachers in methods for
19 instructing and engaging students in civics and history.

20 (b) CONTENTS OF APPLICATION.—As part of the ap-
21 plication required under section 102(b), an institution of
22 higher education shall include a proposal demonstrating
23 that the institution—

1 (1) has the ability to train elementary and sec-
2 ondary school teachers to provide comprehensive
3 civics education;

4 (2) is familiar with research on practices that
5 are proven to contribute to effective instruction in
6 civics and history and will incorporate such research
7 into the training provided to teachers using the
8 grant; and

9 (3) will use the grant to make training in civics
10 education available to elementary and secondary
11 school teachers in the State or geographic region
12 served by the institution.

13 (c) PRIORITY OF AWARDS.—In awarding grants
14 under this section, the Secretary shall give priority to in-
15 stitutions of higher education that propose to use the
16 grant to carry out training programs for teachers that—

17 (1) address the specific needs of teachers work-
18 ing with traditionally underserved students, includ-
19 ing rural and inner-city urban students and English
20 learners; and

21 (2) incorporate evidence-based practices for im-
22 proving the ability of teachers to provide effective in-
23 struction in civics and history.

24 (d) RESERVATION OF FUNDS.—From the amounts
25 made available to carry out this section, 35 percent shall

1 be reserved to award grants, on a competitive basis, to
2 institutions of higher education that are eligible to receive
3 funds under—

4 (1) part A or part B of title III of the Higher
5 Education Act of 1965 (20 U.S.C. 1057 et seq.,
6 1060 et seq.);

7 (2) part A or part B of title V of such Act (20
8 U.S.C. 1101 et seq., 1102 et seq.); or

9 (3) subpart 4 of part A of title VII of such Act
10 (20 U.S.C. 1136a et seq.).

11 **SEC. 106. RESEARCH GRANTS.**

12 (a) PROGRAM AUTHORIZED.—The Secretary of Edu-
13 cation is authorized to make grants, on a competitive
14 basis, to qualified researchers to research and evaluate—

15 (1) elementary and secondary school students'
16 knowledge of civics and history; and

17 (2) effective instructional practices and educa-
18 tor professional development in the fields of civics
19 and history.

20 (b) CONTENTS OF APPLICATION.—As part of the ap-
21 plication required under section 102(b), a qualified re-
22 searcher shall include a description of the project to be
23 funded with the grant under this section. The description
24 of the project shall include a separate section that de-
25 scribes how the project may directly or indirectly affect

1 civics education generally, which may include effects such
2 as—

3 (1) achieving the full participation of women,
4 persons with disabilities, and underrepresented mi-
5 norities in civics and history education;

6 (2) increasing public civic literacy and civic en-
7 gagement;

8 (3) developing a diverse educator workforce; or

9 (4) other such effects.

10 (c) PRIORITY OF AWARDS.—In awarding grants
11 under this section, the Secretary shall give priority to
12 qualified researchers who propose to carry out activities
13 that will benefit historically underserved communities, in-
14 cluding rural and inner-city urban communities and com-
15 munities of English learners.

16 **SEC. 107. AUTHORIZATION OF APPROPRIATIONS.**

17 There are authorized to be appropriated—

18 (1) for fiscal year 2022 and for each of the 5
19 succeeding fiscal years—

20 (A) \$585,000,000 to carry out section 103;

21 (B) \$200,000,000 to carry out section 104;

22 and

23 (C) \$50,000,000 to carry out section 106;

24 and

1 (2) \$150,000,000 for fiscal year 2022 and for
2 each of the 5 succeeding fiscal years to carry out—

3 (A) section 105; and

4 (B) section 805 of the Higher Education
5 Act of 1965 (20 U.S.C. 1161e).

6 **TITLE II—AMENDMENTS TO**
7 **OTHER LAWS**

8 **SEC. 201. PRINCE HALL CIVICS FELLOWSHIP PROGRAM.**

9 The James Madison Memorial Fellowship Act (20
10 U.S.C. 4501 et seq.) is amended—

11 (1) in section 802, by inserting “, and to estab-
12 lish the Prince Hall Civics Fellowship Program
13 which is designed to diversify the civics and history
14 education workforce” after “development”;

15 (2) in section 807—

16 (A) by striking “this title” and inserting
17 “section 804” each place the term appears; and

18 (B) by striking “this Act” and inserting
19 “section 804” each place the term appears; and

20 (3) by inserting after section 810 the following
21 new section:

22 **“SEC. 810A. PRINCE HALL CIVICS FELLOWSHIP PROGRAM.**

23 “(a) IN GENERAL.—Notwithstanding sections 804
24 through 810—

1 “(1) the Foundation is authorized to award
2 scholarships under an additional fellowship program
3 to be administered by the James Madison Fellowship
4 Program, which shall be known as the ‘Prince Hall
5 Civics Fellowship Program’; and

6 “(2) the terms and conditions under this sec-
7 tion shall apply with respect to the Prince Hall
8 Civics Fellowship Program.

9 “(b) PURPOSE.—The purpose of the Prince Hall
10 Civics Fellowship Program is to diversify the civics and
11 history education workforce.

12 “(c) APPLICATIONS.—In order to be eligible to re-
13 ceive a scholarship under the Prince Hall Civics Fellow-
14 ship Program, an individual shall submit an application
15 to the Foundation, containing an assurance that the appli-
16 cant meets the following requirements:

17 “(1) The applicant holds a valid teaching cre-
18 dential in the applicant’s home State and a bacca-
19 laureate degree or higher degree in the subject of
20 humanities, political science, government, or Amer-
21 ican history, or a dual degree in one of those sub-
22 jects and education.

23 “(2) The applicant will commit to 5 years of
24 teaching in kindergarten through grade 12 and will
25 provide verification for each year of employment.

1 “(d) SELECTION.—The Foundation shall, either di-
2 rectly or by contract, provide for the conduct of a nation-
3 wide competition for the purpose of selecting recipients of
4 fellowships under the Prince Hall Civics Fellowship Pro-
5 gram (referred to as ‘fellows’). The Foundation shall
6 adopt selection procedures which shall assure that—

7 “(1) the number of recipients selected from
8 each State is in proportion to each State’s share of
9 funding under part A of title I of the Elementary
10 and Secondary Education Act of 1965 (20 U.S.C.
11 6311 et seq.); and

12 “(2) in selecting fellows, priority is given to in-
13 dividuals—

14 “(A) who are teaching in communities to
15 which the individual has ties at the time of the
16 individual’s application for the fellowship; or

17 “(B) are from populations underrep-
18 resented in the civics and history education
19 workforce.

20 “(e) AMOUNT OF FELLOWSHIP.—Each fellow shall
21 receive a stipend of \$5,000 for each year, not to exceed
22 a total of 5 years, that the fellow is employed as a teacher
23 in kindergarten through grade 12 and submits employ-
24 ment verification to the Foundation in the manner pre-
25 scribed by the Foundation.”.

1 **SEC. 202. NATIONAL ASSESSMENT OF EDUCATIONAL**
2 **PROGRESS.**

3 Section 303(b) of the Education Sciences Reform Act
4 of 2002 (20 U.S.C. 9622(b)) is amended—

5 (1) in paragraph (2)—

6 (A) by redesignating subparagraphs (D)
7 through (H) as subparagraphs (E) through (I)
8 respectively;

9 (B) by inserting after subparagraph (C)
10 the following:

11 “(D) conduct a national assessment, using
12 a methodology sufficient to provide accurate,
13 disaggregated, statistically significant State-
14 level data on student proficiency for every
15 State, on student academic achievement in pub-
16 lic and private elementary schools and sec-
17 ondary schools at least once every 2 years, in
18 grades 4, 8, and 12 in civics and history;”;

19 (C) in subparagraph (E), as so redesi-
20 gnated, by striking “history, geography, civics”
21 and inserting “geography”; and

22 (2) in paragraph (3)(A)—

23 (A) in clause (i), by striking “(2)(E)” and
24 inserting “(2)(F)”;

25 (B) by redesignating clauses (iii) and (iv)
26 as clauses (iv) and (v), respectively;

1 (C) by inserting after clause (ii) the fol-
2 lowing:

3 “(iii) shall conduct biennial State aca-
4 demic assessments of student achievement
5 in civics and history in grades 4, 8, and
6 12, as described in paragraph (2)(D)”;

7 (D) in clause (iv), as so redesignated, by
8 striking “(2)(D)” and inserting “(2)(E)”.

9 **SEC. 203. USA CIVICS ACT.**

10 Section 805 of the Higher Education Act of 1965 (20
11 U.S.C. 1161e) is amended—

12 (1) in the section heading, by striking “**HIS-**
13 **TORY FOR FREEDOM**” and inserting “**CIVICS**
14 **EDUCATION PROGRAM**”;

15 (2) in subsection (a)—

16 (A) by striking “subsection (f)” and insert-
17 ing “subsection (g)”;

18 (B) by striking “the Secretary is author-
19 ized to award three-year grants, on a competi-
20 tive basis,” and inserting “the Secretary is au-
21 thorized to award grants, once every 3 years
22 and on a competitive basis,”;

23 (C) by striking paragraph (1) and insert-
24 ing the following:

25 “(1) American political thought and history;”;

1 (D) in paragraph (2) by striking “or” after
2 the semicolon;

3 (E) by striking paragraph (3) and insert-
4 ing the following:

5 “(3) the history, achievements, and impact of
6 American representative democracy and constitu-
7 tional democracies globally; or”; and

8 (F) by adding at the end the following:

9 “(4) the means of participation in political and
10 civic life.”;

11 (3) in subsection (b)—

12 (A) in paragraph (1), by striking “as de-
13 fined in section 101.” and inserting “, or a
14 partnership that includes an institution of high-
15 er education and one or more nonprofit organi-
16 zations, whose missions and demonstrated ex-
17 pertise are consistent with the purpose of this
18 section.”;

19 (B) in paragraph (2), by striking “that
20 emerged” and all that follows through the pe-
21 riod at the end and inserting “founded on the
22 principles of representative democracy, constitu-
23 tional government, individual rights, market ec-
24 onomics, religious freedom and religious toler-

1 ance, and freedom of thought and inquiry.”;

2 and

3 (C) by striking paragraph (3) and insert-
4 ing the following:

5 “(3) AMERICAN POLITICAL THOUGHT AND HIS-
6 TORY.—The term ‘American political thought and
7 history’ means—

8 “(A) the significant constitutional, polit-
9 ical, intellectual, economic, social, and foreign
10 policy trends and issues that have shaped the
11 course of American history; and

12 “(B) the key episodes, turning points,
13 texts, and figures involved in the constitutional,
14 political, intellectual, diplomatic, social, and
15 economic history of the United States.”;

16 (4) in subsection (c)(2)—

17 (A) in subparagraph (A), by striking “tra-
18 ditional” and all that follows through the semi-
19 colon and inserting “American political thought
20 and history, free institutions, the impact of
21 American representative democracy and con-
22 stitutional democracies globally, or the means of
23 participation in political and civic life;”; and

24 (B) in subparagraph (B), by inserting “,
25 which may include the creation or use of open

1 educational resources” after “subsection
2 (e)(1)(B)”;

3 (5) in subsection (d)—

4 (A) by striking paragraph (1) and insert-
5 ing the following:

6 “(1) increase access to quality programming
7 that expands knowledge of American political
8 thought and history, free institutions, the impact of
9 American representative democracy and constitu-
10 tional democracies globally, or the means of partici-
11 pation in political and civic life;”; and

12 (B) in paragraph (2), by striking “tradi-
13 tional American history, free institutions, or
14 Western civilization” and inserting “American
15 political thought and history, free institutions,
16 the impact of American representative democ-
17 racy and constitutional democracies globally, or
18 the means of participation in political and civic
19 life.”;

20 (6) by striking subsection (e) and inserting the
21 following:

22 “(e) USE OF FUNDS.—

23 “(1) REQUIRED USE OF FUNDS.—Funds pro-
24 vided under this section shall be used—

1 “(A) for collaboration with local edu-
2 cational agencies for the purpose of providing
3 elementary school and secondary school teach-
4 ers an opportunity to enhance their knowledge
5 of American political thought and history, free
6 institutions, the impact of American representa-
7 tive democracy and constitutional democracies
8 globally, or the means of participation in polit-
9 ical and civic life; and

10 “(B) to carry out one or more of the fol-
11 lowing:

12 “(i) Establishing or strengthening
13 academic programs or centers focused on
14 American political thought and history,
15 free institutions, the impact of American
16 representative democracy and constitu-
17 tional democracies globally, or the means
18 of participation in political and civic life,
19 which may include—

20 “(I) design and implementation
21 of programs of study, courses, lecture
22 series, seminars, and symposia;

23 “(II) development, publication,
24 and dissemination of instructional ma-
25 terials;

1 “(III) research;

2 “(IV) support for faculty teach-
3 ing in undergraduate and, if applica-
4 ble, graduate programs; or

5 “(V) support for graduate and
6 postgraduate fellowships, if applicable.

7 “(ii) For teacher preparation initia-
8 tives that stress content mastery regarding
9 American political thought and history,
10 free institutions, the impact of American
11 representative democracy and constitu-
12 tional democracies globally, or the means
13 of participation in political and civic life.

14 “(iii) To conduct outreach activities to
15 ensure that information about the activi-
16 ties funded under this section is widely dis-
17 seminated—

18 “(I) to undergraduate students
19 (including students enrolled in teacher
20 education programs, if applicable);

21 “(II) to graduate students (in-
22 cluding students enrolled in teacher
23 education programs, if applicable);

24 “(III) to faculty;

1 “(IV) to local educational agen-
2 cies; and

3 “(V) within the local community.

4 “(2) ALLOWABLE USES OF FUNDS.—Funds
5 provided under this section may be used to sup-
6 port—

7 “(A) collaboration with entities such as—

8 “(i) nonprofit organizations whose
9 missions and demonstrated expertise are
10 consistent with the purpose of this section,
11 for assistance in carrying out activities de-
12 scribed under subsection (a); and

13 “(ii) Federal or State humanities pro-
14 grams, which may include those funded by
15 the National Endowment for the Human-
16 ities;

17 “(B) the creation and use of open edu-
18 cational resources on American political thought
19 and history, free institutions, or the impact of
20 American representative democracy and con-
21 stitutional democracies globally, or the means of
22 participation in political and civic life; and

23 “(C) other activities that meet the pur-
24 poses of this section.”;

1 (7) by redesignating subsection (f) as sub-
2 section (g);

3 (8) in subsection (g), as redesignated by para-
4 graph (7), by striking “2009” and inserting “2022”;
5 and

6 (9) by inserting after subsection (e) the fol-
7 lowing:

8 “(f) **RULE OF CONSTRUCTION.**—Nothing in this sec-
9 tion shall be construed to authorize the Secretary to pre-
10 scribe an American political thought and history cur-
11 riculum.”.

12 **SEC. 204. SUSTAINING THE TRUMAN FOUNDATION.**

13 Section 10(b) of Public Law 93–642 (20 U.S.C. 2001
14 et seq.) is amended to read as follows:

15 “(b)(1) It shall be the duty of the Secretary of the
16 Treasury to invest in full the amounts appropriated to the
17 fund.

18 “(2) Investments of amounts appropriated to the
19 fund shall be made in public debt securities of the United
20 States with maturities suitable to the fund. For such pur-
21 pose, such obligations may be acquired—

22 “(A) on original issue at the issue price; or

23 “(B) by purchase of outstanding obligations at
24 the market price.

1 “(3) The purposes for which obligations of the United
2 States may be issued under chapter 31 of title 31, United
3 States Code, are hereby extended to authorize the issuance
4 at par of special obligations exclusively to the fund. Such
5 special obligations shall bear interest at a rate equal to
6 the average rate of interest, computed as to the end of
7 the calendar month next preceding the date of such issue,
8 borne by all marketable interest-bearing obligations of the
9 United States then forming a part of the public debt, ex-
10 cept that where such average rate is not a multiple of $\frac{1}{8}$
11 of 1 percent, the rate of interest of such special obligations
12 shall be the multiple of $\frac{1}{8}$ of 1 percent next lower than
13 such average rate. Such special obligations shall be issued
14 only if the Secretary determines that the purchases of
15 other interest-bearing obligations of the United States, or
16 of obligations guaranteed as to both principal and interest
17 by the United States or original issue or at the market
18 price, is not in the public interest.”.

19 **SEC. 205. SUSTAINING THE MADISON FOUNDATION.**

20 Subsection (b) of section 811 of the James Madison
21 Memorial Fellowship Act (20 U.S.C. 4510) is amended to
22 read as follows:

23 “(b)(1) It shall be the duty of the Secretary of the
24 Treasury to invest in full the amounts appropriated to the
25 fund.

1 “(2) Subject to paragraph (3), investments of
2 amounts appropriated to the fund shall be made in public
3 debt securities of the United States with maturities suit-
4 able to the fund. For such purpose, such obligations may
5 be acquired (A) on original issue at the issue price, or
6 (B) by purchase of outstanding obligations at the market
7 price. The purposes for which obligations of the United
8 States may be issued under chapter 31 of title 31, United
9 States Code, are hereby extended to authorize the issuance
10 at par of special obligations exclusively to the fund. Such
11 special obligations shall bear interest at a rate equal to
12 the average rate of interest, computed as to the end of
13 the calendar month next preceding the date of such issue,
14 borne by all marketable interest-bearing obligations of the
15 United States then forming a part of the public debt, ex-
16 cept that where such average rate is not a multiple of $\frac{1}{8}$
17 of 1 percent, the rate of interest of such special obligations
18 shall be the multiple of $\frac{1}{8}$ of 1 percent next lower than
19 such average rate. Such special obligations shall be issued
20 only if the Secretary determines that the purchases of
21 other interest-bearing obligations of the United States, or
22 of obligations guaranteed as to both principal and interest
23 by the United States or original issue or at the market
24 price, is not in the public interest.

1 “(3)(A) Notwithstanding paragraph (2), upon receiv-
2 ing a determination of the Board described in subpara-
3 graph (B), the Secretary shall invest up to 40 percent of
4 the fund’s assets in securities other than public debt secu-
5 rities of the United States, provided that the securities
6 are traded in established United States markets.

7 “(B) A determination described in this subparagraph
8 is a determination by the Board that investments as de-
9 scribed in subparagraph (A) are necessary to enable the
10 Foundation to carry out the purposes of this title without
11 any diminution of the number of fellowships provided
12 under section 804.

13 “(C) Nothing in this paragraph shall be construed to
14 limit the authority of the Board to increase the number
15 of fellowships provided under section 804, or to increase
16 the amount of the fellowship authorized by section 809,
17 as the Board considers appropriate and is otherwise con-
18 sistent with the requirements of this title.”.

19 **SEC. 206. AUTHORIZATION OF APPROPRIATIONS.**

20 There are authorized to be appropriated—

21 (1) for fiscal year 2022 and for each of the 5
22 succeeding fiscal years, \$15,000,000 to carry out
23 section 201;

24 (2) for fiscal year 2022, \$300,000,000 for the
25 Harry S. Truman Scholarship Foundation Trust

1 Fund, established by section 10 of Public Law 93–
2 642 (20 U.S.C. 2009); and
3 (3) for fiscal year 2022, \$20,000,000 for the
4 James Madison Memorial Fellowship Trust Fund,
5 established by section 811 of the James Madison
6 Memorial Fellowship Act (20 U.S.C. 4510).