NEW JERSEY SOCIAL STUDIES EDUCATION SURVEY

A SURVEY OF SOCIAL STUDIES IN THE NEW JERSEY SCHOOLS
WAVE I: 2019-2020 ACADEMIC YEAR

SUMMARY RESULTS

November 2021

CONFIDENTIAL SUMMARY

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INTRODUCTION AND METHODS

In January of 2020, Quadrant Research & Bedrock Research, on behalf of the New Jersey Historical Commission and the New Jersey Department of Education, began a study of the level of Social Studies education in New Jersey schools. An online survey of New Jersey schools was conducted from January 2020 through June 2020.

The principals of 2,531 public schools were asked to complete an on-line survey to provide detailed information on Social Studies education in his or her school. The on-line survey captured numerous details on Social Studies education, more specifically:

- Types of Social Studies courses (curricular and extra-curricular) offered, by grade level
- Number of students enrolled in Social Studies extra-curricular activities;
- Number of hours in a year dedicated to Social Studies education;
- Certification level of teachers providing Social Studies education;
- Non-salary budgets allocated to Social Studies education;
- Use of outside groups/individuals for performances/exhibits and field trips to support Social Studies instruction;
- Use of Social Studies & New Jersey History integration;
- Professional development offerings to art and general classroom teachers;
- Policies in place regarding Social Studies education (adoption of standards, high school arts graduation requirements, etc.);
- Facilities and resources available for Social Studies instruction.

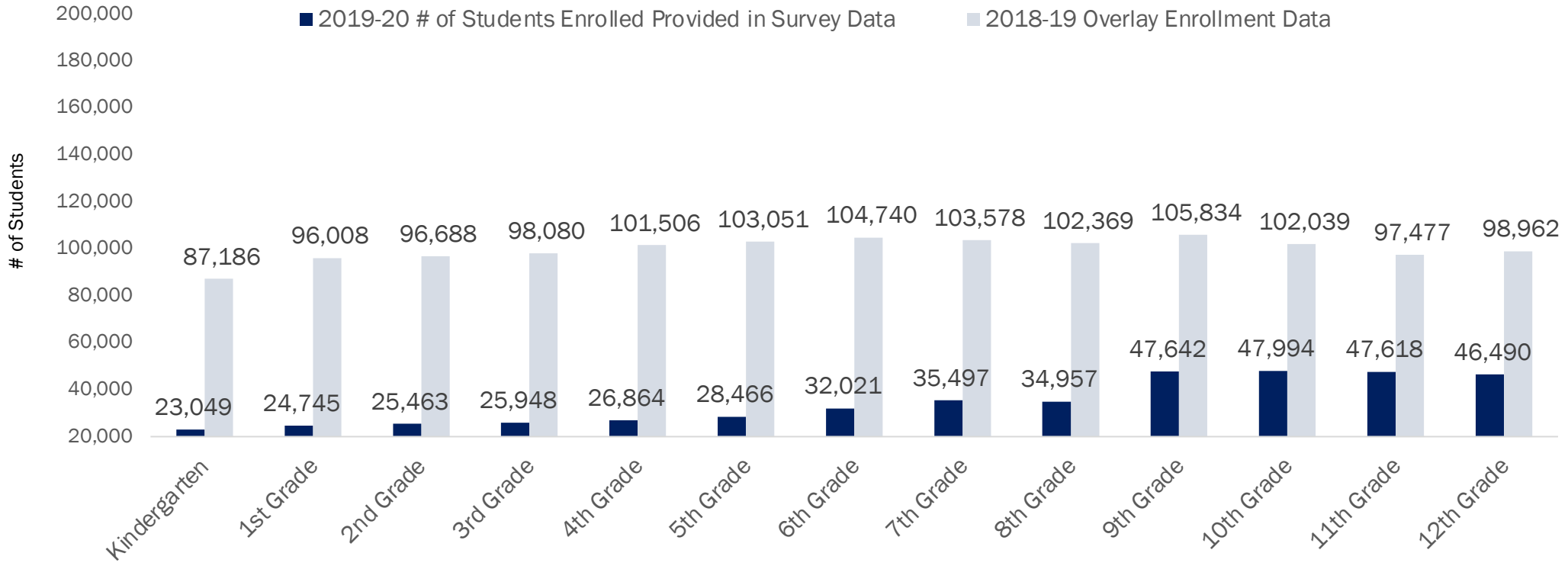
A total of 607 public schools completed a questionnaire, which is a 24% response rate. A total of 446,754 students were represented by responding public schools (34% of all New Jersey students in schools that qualified to participate).

Because of the COVID-19 pandemic restrictions, the data for this study was limited to sample of schools in New Jersey, as opposed to an enumeration, which was the original goal. In studies like this, the norm is to use a sample and not an enumeration, as a sample is sufficient in order to draw conclusions about the total group of schools. A sample is used in order to avoid unnecessarily using resources to collect the data. Given the number of schools, and the final number of schools in our sample, the margin-of-error is +/- 3.5% at the 95% confidence level. This was deemed more than sufficient to draw conclusions about the total group of schools in New Jersey.

PARTICIPATING SCHOOLS & SCHOOL DISTRICTS

GRADES IN SCHOOL

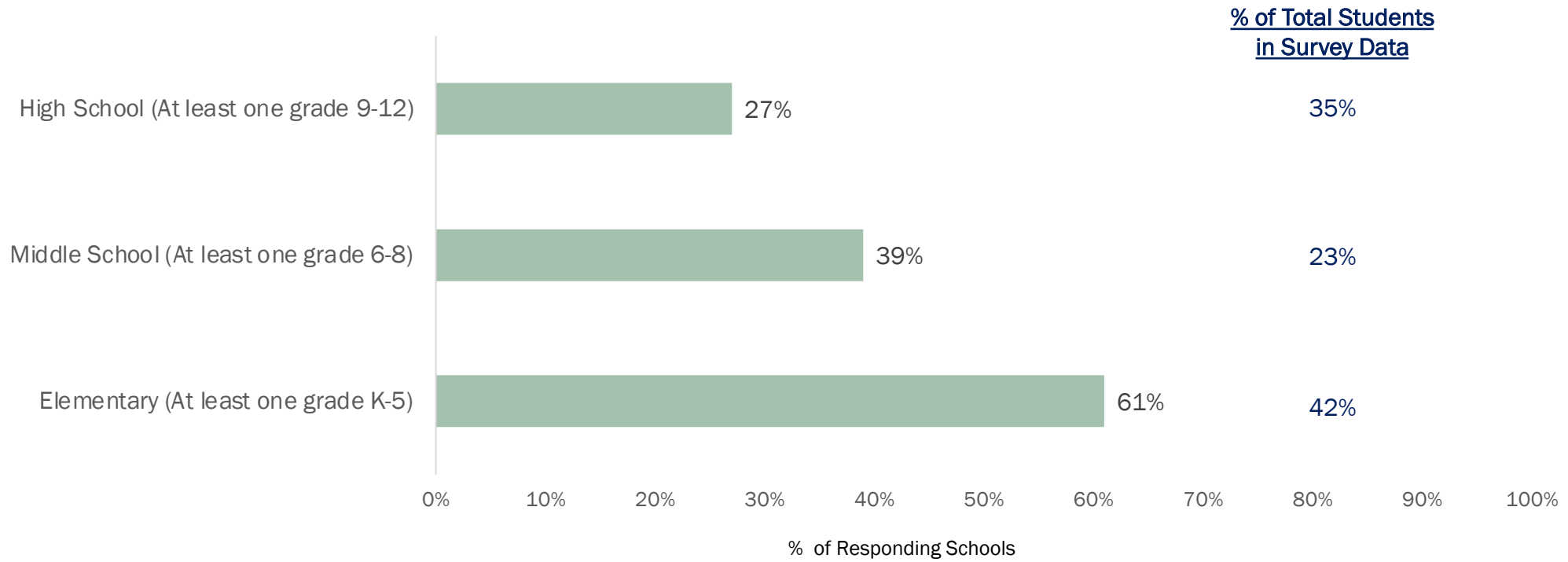
- A total of 446,754 students were represented by 607 responding public schools.
- The 607 responding schools represent 24% of all schools in New Jersey invited to participate in this study.
- The 446,754 students represent 34% of all New Jersey students in schools which qualified for this study.



A. Please indicate the enrollment by grade levels of your school for 2019-2020 school year. If your school does not include a particular grade, please enter '0' for that grade. [Base = All responding schools]

GRADE LEVELS

- Schools were asked to provide enrollment by grade level for the 2019-20 school year. Based on enrollment provided, schools were grouped as elementary (enrollment in at least one grade K to 5), middle (enrollment in at least one grade 6 to 8) and high (enrollment in at least one grade 9 to 12). Data are shown throughout the report by these designations.
- As noted below, school types shown here are <u>not</u> mutually exclusive. A single building could be counted as being multiple types based on grade enrollment figures provided.



*School types are <u>not</u> mutually exclusive; a single building could be designated as being an elementary school, a middle school, and/or a high school, depending on which grades they have enrollment in. Schools with elementary grades are those with at least one grade from kindergarten through fifth grade. Middle school grades are grades six, seven and eight. High school grades are grades nine through twelve.

A. Please indicate the enrollment by grade levels of your school for 2019-2020 school year. If your school does not include a particular grade, please enter '0' for that grade. [Base = All responding schools]

SCHOOL SIZE

- Schools represented in this study comprise a wide range of sizes.
- As noted below, school types shown here are not mutually exclusive. A single building could be counted as being multiple types based on grade enrollment figures provided.

School Type	Total # of Participating Schools	Total Enrollment of Participating Schools	Minimum Number of Students	Maximum Number of Students	Median Number of Students
Elementary (K-5)	371	154,535	33	3,557	358
Middle (6-8)	237	102,475	19	2,077	315
High (9-12)	165	189,744	184	3,412	1,043

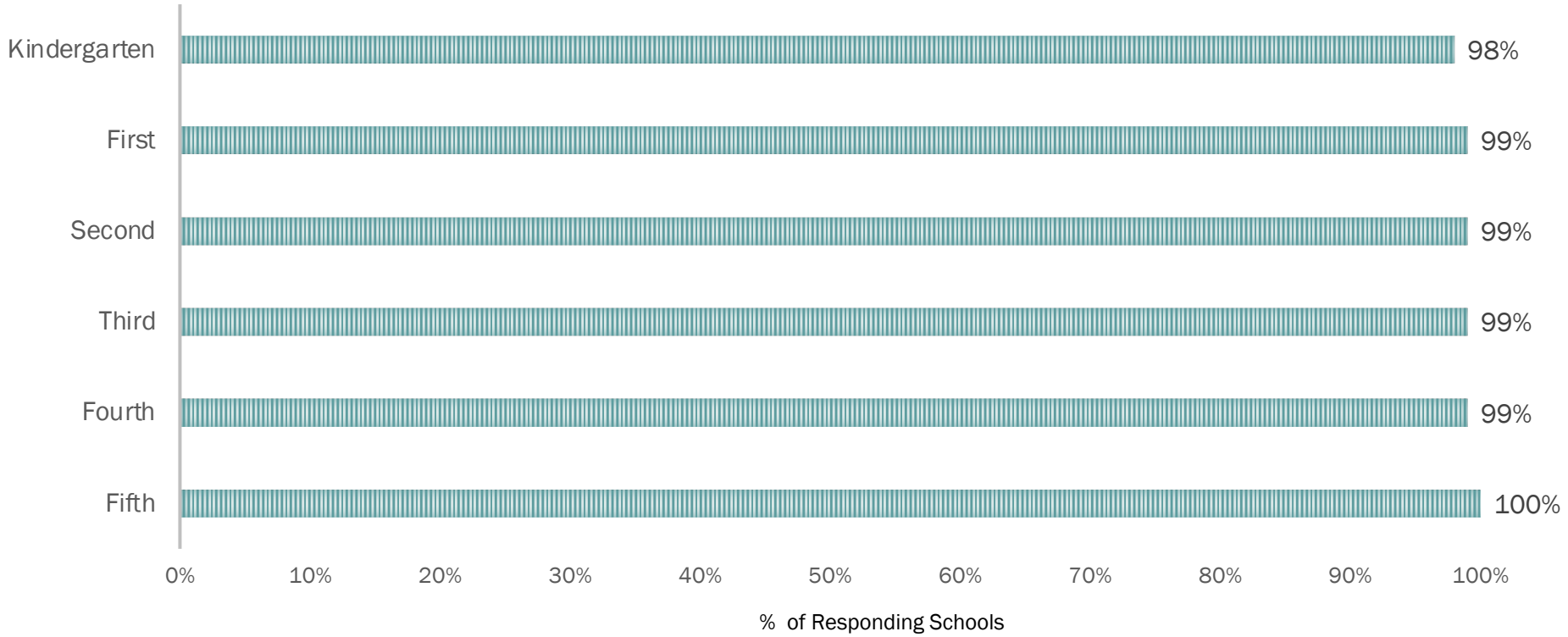
*School types are not mutually exclusive; a single building could be designated as being an elementary school, a middle school, and/or a high school, depending on which grades they have enrollment in. Schools with elementary grades are those with at least one grade from kindergarten through fifth grade. Middle school grades are grades six, seven and eight. High school grades are grades nine through twelve.

A. Please indicate the enrollment by grade levels of your school for 2019-2020 school year. If your school does not include a particular grade, please enter '0' for that grade. [Base = All responding schools]

PRESENCE OF SOCIAL STUDIES EDUCATION IN NEW JERSEY SCHOOLS

PRESENCE OF SOCIAL STUDIES AT ELEMENTARY LEVEL

- Only one school indicated that no grades, K to 5, receive social studies instruction.
- Seven schools that reported Kindergarten does not receive social studies instruction. Three schools reported no social studies instruction for first grade. Two schools reported no social studies instruction for second through fourth grade and one reported no social studies instruction for fifth grade.
- For those that are receiving instruction, all students in the grade are receiving instruction.



1A1: The presence of Social Studies in Elementary Grades:

a) Select all elementary school grades receiving social studies instruction

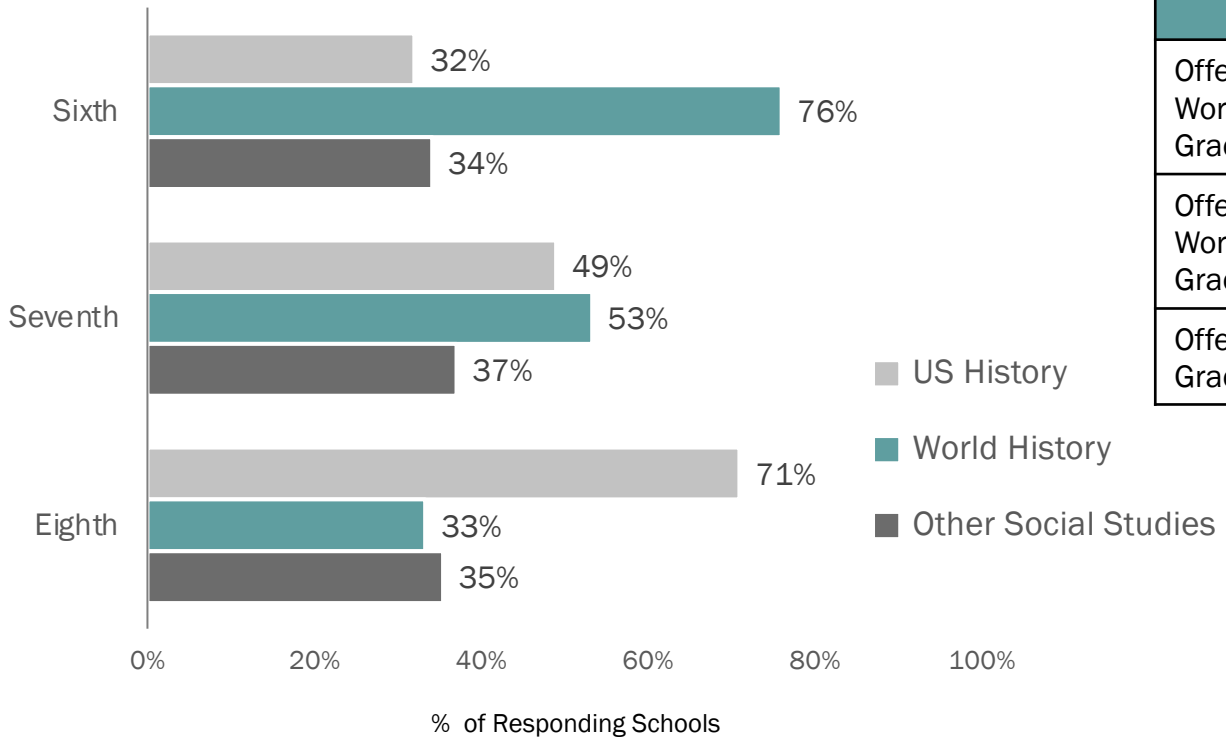
b) Select if every student in this grade receives social studies instruction

c) If not all students receive social studies, provide the total number of students who do not receive social studies instruction

[Base = Schools with enrollment grades K to 5 + providing SS at specified grade level]

MIDDLE SCHOOL SS INSTRUCTION

- Among survey respondents:
  - All schools with enrollment in a grade 6 to 8 provide social studies instruction, just not all provided US and/or World History instruction at these grade levels.
  - Twenty-two schools report no students in grades 6 to 8 are provided instruction in US History.
  - Nineteen schools report no students in grades 6 to 8 are provided instruction in World History.



	Sixth Grade	Seventh Grade	Eighth Grade
Offer Both US & World History at Grade Level	13%	9%	9%
Offer Only US or World (not both) at Grade Level	82%	85%	87%
Offer Neither At Grade Level	5%	6%	5%

1A1: Select all middle school grades in which instruction is provided in the following areas. (✓ all that apply)
[Base = Schools with enrollment grades 6 to 8]

MIDDLE SCHOOL SS INSTRUCTION – OTHER SOCIAL STUDIES OFFERED

• Middle schools provided the following responses when asked to provide other areas in which social studies instruction is provided.

Government (60 mentions)
- Civics & Government / Citizenship (54)
- Community Relations (1)
- History on Trial / US Law (1)
- Mock Trial (1)
- Model Congress (1)
- You & The Law (1)
- US Government (1)

History (39)
- Holocaust / World War II (11)
- World Cultures (7)
- Amistad (6)
- Ancient History, Civilizations (5)
- New Jersey History (5)
- Social Studies (2)
- Black History (1)
- Mysteries and Conspiracies (1)
- Westward Expansion (1)

STEM (34)
- Economics, Financial Literacy (31)
- Mathematics (1)
- Science (1)
- Technology (1)

Current Events (28)
- Current Events / Issues (25)
- 21st Century (3)

Arts (8)
- Cultural Events (2)
- Music (2)
- Art History (1)
- Dance (1)
- Film (1)
- Folklore, Myth and Legends (1)

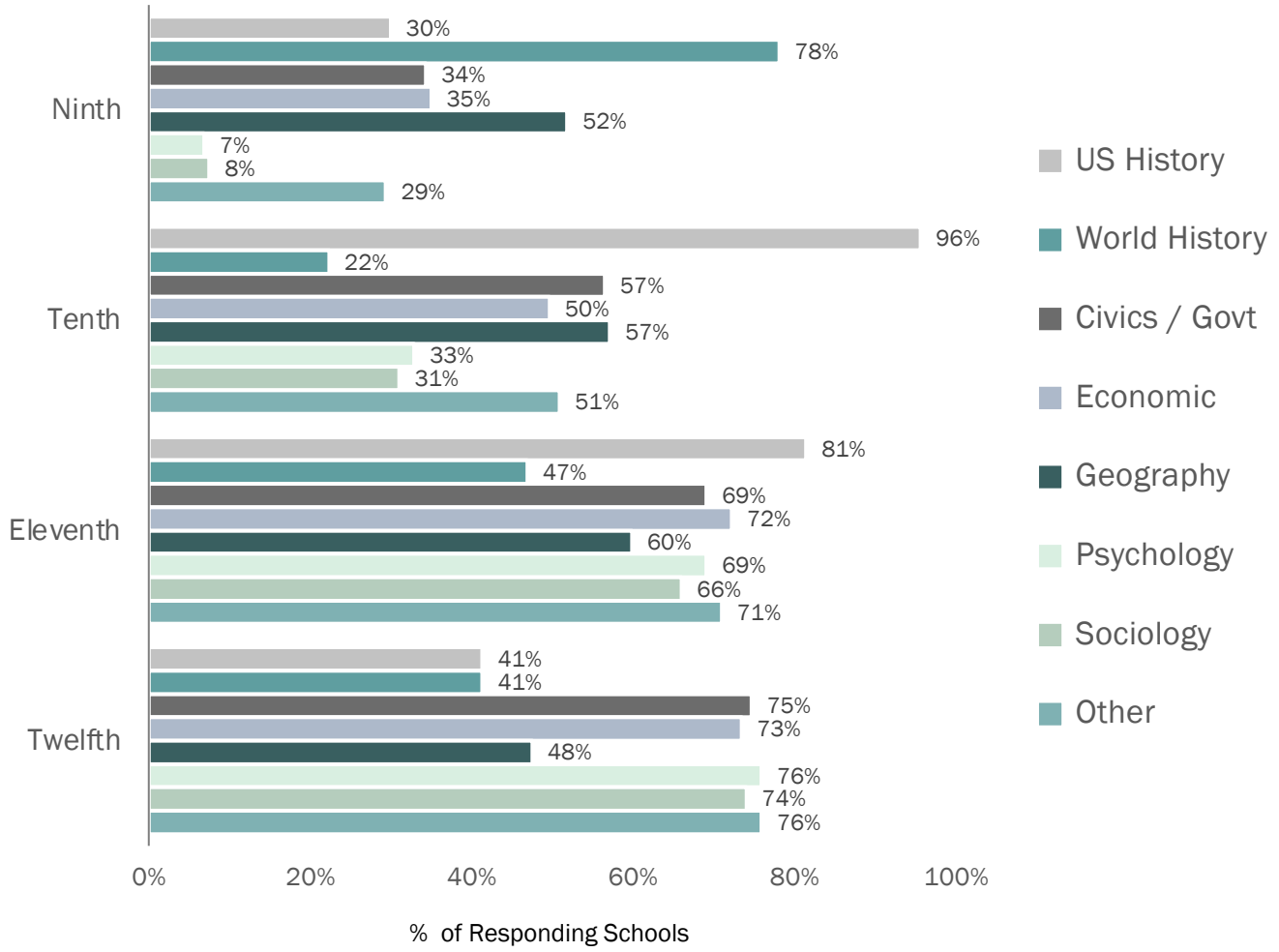
Humanities, Ethics (6)
- Social Justice / Human Rights (3)
- Social / Emotional (2)
- Sociology (1)

Other (43)
- Geography (35)
- English, Language Arts (2)
- Careers (2)
- Debate (2)
- ESL (2)

1A1: Select all middle school grades in which instruction is provided in the following areas. (✓ all that apply)
[Base = Schools with enrollment grades 6 to 8]

HIGH SCHOOL SS INSTRUCTION

- Among survey respondents, all schools with enrollment in a grade 9 to 12 provide social studies instruction, just not all provided instruction in these specific subjects at certain grade levels.



*Other not included in table counts	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Median # of Courses Offered	2	3	5	4.5
% Offering None of these Subjects	0%	1%	3%	3%
% Offering Only 1 of the 7 Subjects	32%	16%	3%	4%
% Offering 2 of 7	25%	18%	6%	9%
% Offering 3 of 7	20%	21%	16%	19%
% Offering 4 of 7	16%	14%	14%	15%
% Offering 5 of 7	5%	15%	16%	22%
% Offering 6 of 7	1%	12%	25%	15%
% of Schools That Offer All 7 Specific Subjects at Grade Level	1%	4%	16%	12%

1A1: Select all high school grades in which instruction is provided in the following areas. (✓ all that apply)
[Base = Schools with enrollment grades 9 to 12]

HIGH SCHOOL SS INSTRUCTION – OTHER SOCIAL STUDIES OFFERED

• High schools provided the following responses when asked to provide other areas in which social studies instruction is provided.

Government + Civics + Legal (159 mentions)
- Law / Criminal Justice (77)
- US Government (32)
- Political Science / Diplomacy (13)
- Financial Literacy / Economics (11)
- Leadership (8)
- Current Affairs (7)
- Homeland Security / American Conflict (3)
- Debate (3)
- Conflict Resolution (2)
- Public Policy (2)
- Community Service (1)

History (122)
- Holocaust (49)
- World Affairs / Global Studies-Issues (26)
- European History (16)
- Military History (12)
- Latino Studies, Latin America (4)
- NJ History (4)
- World Cultures (4)
- Vietnam (2)
- Western Civilization (2)
- Africa (1)
- Amistad (1)
- Medieval Studies, Medieval Ethics (1)

Humanities + Ethics (91)
- African American Studies (20)
- Genocide (18)
- Human Behavior (10)
- Fine / Performing Arts - Art History (8)
- Humanities / Ethics (8)
- Women's Studies (7)
- Gender Studies (6)
- Race Studies (6)
- Social Justice / Social Issues (4)
- Religions / World Religions (3)
- Human Rights (1)

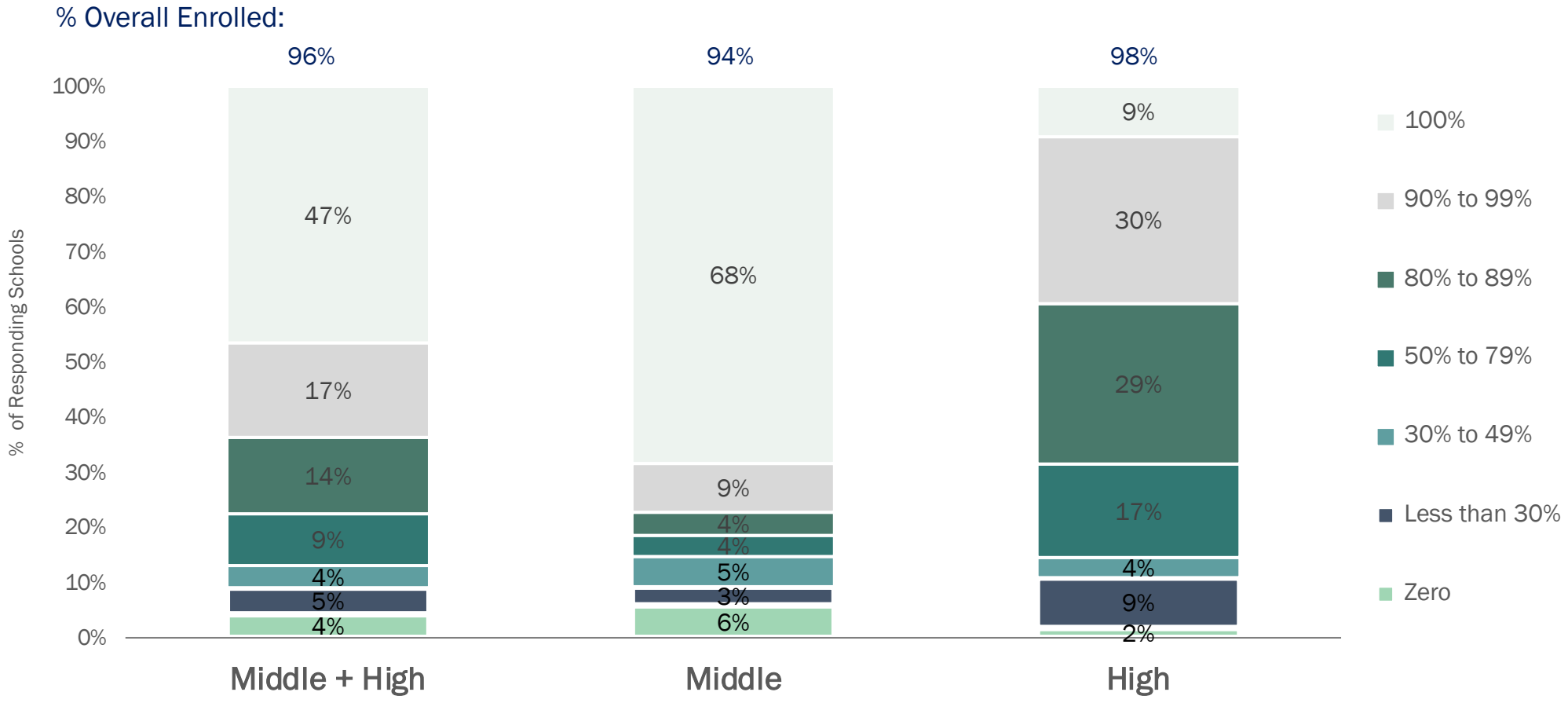
Modern + Pop Culture (45)
- Pop Culture / Modern America / American Cultures (20)
- Film / Media (14)
- Sports History / Sports in Modern Culture (11)

Other (20)
- Philosophy, Logic (6)
- Music, Dance (2)
- ESL (2)
- American Studies For LEP Students (1)
- AP Capstone (AP Seminar & AP Research) (1)
- Research (1)
- Child Development (1)
- CP Mythology (1)
- Elective Courses (1)
- Elective Courses in 11th & 12th Grade People Who Shape The World (1)
- Great Metropolis (1)
- Great Trials (1)
- VHS Courses in SS (1)

1A1: Select all high school grades in which instruction is provided in the following areas. (✓ all that apply)
[Base = Schools with enrollment grades 9 to 12]

PROPORTION OF STUDENTS ENROLLED (NON-DUPLICATED ENROLLMENT)

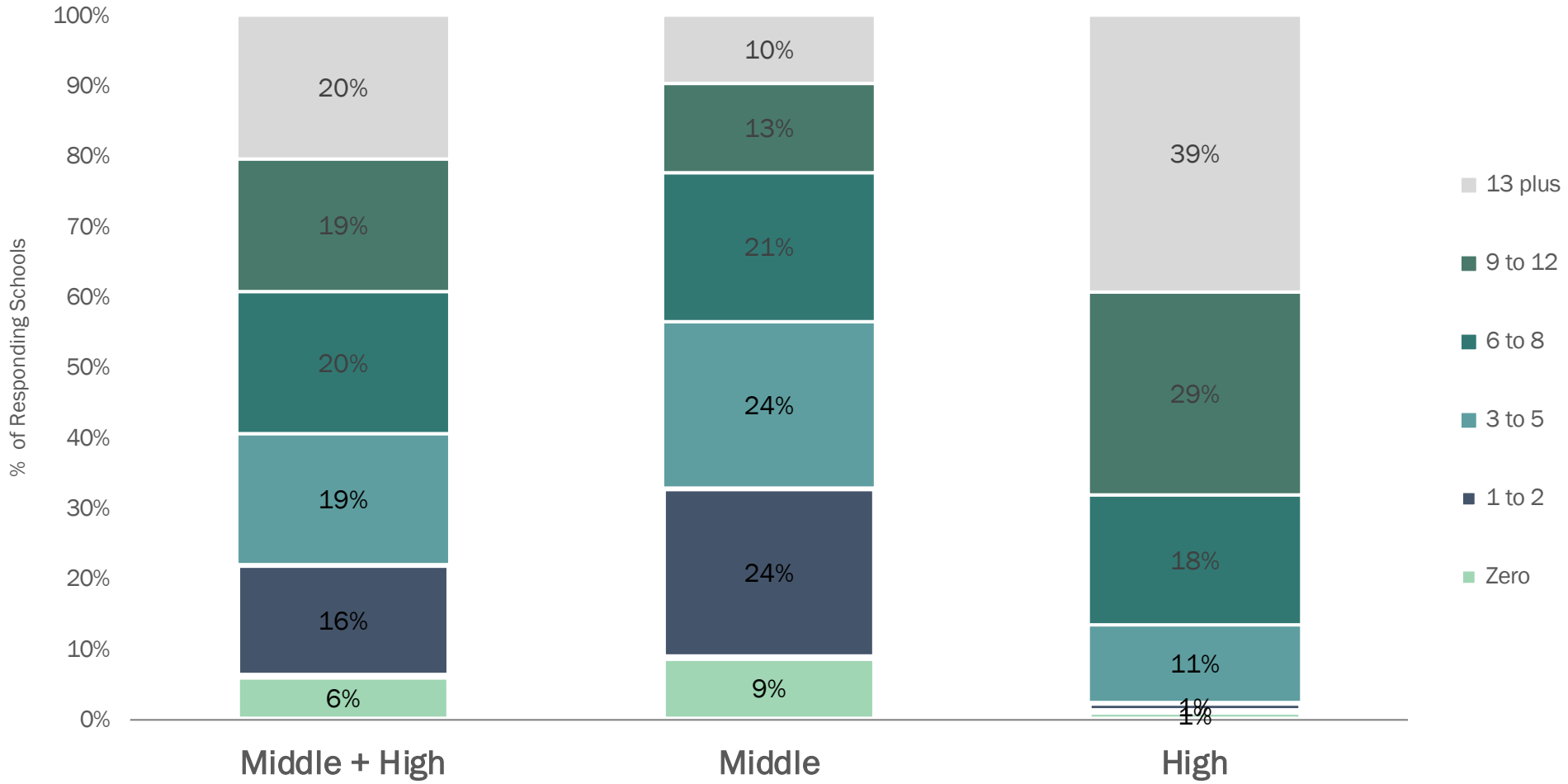
- Among schools with enrollment in grades 6 to 12, 64% of responding schools report that 90% or more of students are enrolled in one or more social studies courses; 77% of middle schools and 39% of high schools.



1A2: Enter the total number of students enrolled in one or more social studies classes (non-duplicated count for all social studies courses)
[Base = Schools offering SS instruction with enrollment in any grade 6 to 12]

OF CERTIFIED SOCIAL STUDIES TEACHERS (FTE) (NON-DUPLICATED COUNT)

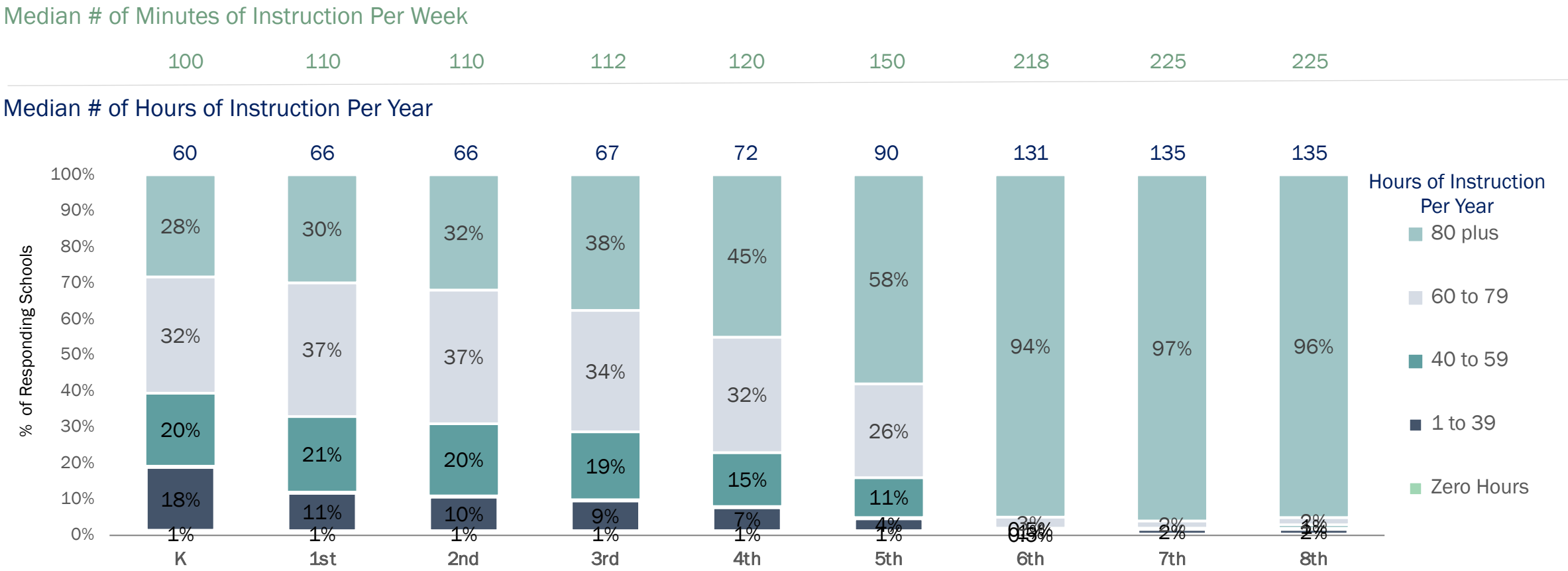
- Among schools with enrollment in grades 6 to 12, almost all (94%) have at least one FTE certified social studies teacher; 91% of middle schools have at least one and 99% of all high schools.



1A3: Enter the total number of certified social studies teachers (Full Time Equivalent) who provide instruction in each social studies area during 2019/2020 (this is a non-duplicated count). *[Base = Schools offering SS instruction with enrollment in any grade 6 to 12]*

TIME PROVIDED FOR SS INSTRUCTION (GRADES K TO 8) PER YEAR

- Among schools with enrollment in grades K to 8, almost all schools provide at least 1 hour of social studies instruction per year.
- As expected, the number of hours of social studies instruction per year increases by grade level. More than 90% of responding schools with enrollment in middle school grades (6 to 8) report that students receive 80 plus hours per year.
- Elementary students (grades K to 5) spend between 110 and 150 minutes per week on social studies instruction. This increases significantly to 225 minutes per week in middle school.



1C) Time Provided for Social Studies Instruction – Based on your responses to 1A1, enter the number of hours per year instruction is provided by grade for social studies. Use a "0" to indicate a grade or grades that do not receive instruction.
[Base = Schools offering SS instruction with enrollment in grades K to 8]

EXTRACURRICULAR OFFERINGS IN SS

- Very few responding middle and high schools report that no social studies extracurricular activities in social studies are offered (only 4% at the high school level and 11% at the middle school level).
- Student Government and Community Service Clubs are the most participated in extracurricular activities in social studies. The top three for each school type are highlighted below.

BASE = ALL SCHOOLS

	Overall	Elementary School	Middle School	High School
No extracurricular activities in SS offered	27%	41%	11%	4%
Student Government	56%	39%	72%	87%
Community Service Clubs	38%	29%	47%	62%
Mock Trial	21%	9%	16%	56%
Debate/Forensics	21%	11%	22%	47%
Diversity Club	16%	5%	13%	44%
Model UN	14%	4%	11%	44%
National Geographic Geography Bee	11%	9%	25%	4%
NJ History Day	7%	6%	10%	9%
Model Congress	7%	1%	4%	22%
History Bee and Bowl	4%	4%	6%	6%
Rho Kappa Honor Society	4%	1%	2%	15%
We the People	3%	2%	3%	7%
Fed Challenge	2%	0%	0%	8%
Project Citizen	2%	1%	3%	3%
Econ Challenge	1%	0%	0%	4%
Euro Challenge	1%	0%	0%	4%
Other (specify)	19%	15%	19%	33%

1E) Extracurricular Offerings - Select the social studies extracurricular activities offered within the school during the current school year. For those offered, please indicate the current school year participation (Number of students).*[Base = Schools offering SS instruction]*

EXTRACURRICULAR OFFERINGS IN SS

- Among schools offering extracurricular social studies offerings, the greatest number of students participated in the activities that are highlighted below.

BASE = SCHOOLS OFFERING EXTRA-CURRICULAR SS

	Overall	Elementary School	Middle School	High School
Student Government	77%	65%	81%	91%
Community Service Clubs	53%	49%	53%	65%
Mock Trial	29%	15%	18%	58%
Debate/Forensics	29%	18%	25%	48%
Diversity Club	22%	8%	14%	45%
Model UN	20%	6%	13%	46%
National Geographic Geography Bee	15%	15%	28%	4%
NJ History Day	10%	10%	11%	9%
Model Congress	10%	2%	4%	23%
History Bee and Bowl	6%	7%	7%	6%
Rho Kappa Honor Society	6%	1%	2%	16%
We the People	4%	3%	4%	8%
Fed Challenge	3%	0.5%	0.5%	9%
Project Citizen	2%	2%	4%	3%
Econ Challenge	2%	0.5%	0.5%	4%
Euro Challenge	1%	0.5%	0.5%	4%
Other (specify)	26%	25%	21%	35%

1E) Extracurricular Offerings - Select the social studies extracurricular activities offered within the school during the current school year. For those offered, please indicate the current school year participation (Number of students).*[Base = Schools offering SS instruction + Extra-curricular SS instruction]*

OTHER EXTRA-CURRICULAR OFFERINGS IN SS

Diversity (66 mentions)
- African American Heritage, African American Club (20)
- Hispanic Heritage (11)
- Black History Month (9)
- Gay/Straight Alliance, Gender Equality (7)
- Diversity Clubs (3)
- Black Cultural League (2)
- Interact Club (2)
- African American Student Union (1)
- Asian-Pacific Heritage (1)
- Central Jersey Consortium For Excellence And Equity (CJCEE) (1)
- Citizens Of The World (1)
- Culture Club (1)
- Disability Awareness (1)
- Equality (1)
- Greek Club (1)
- Italian Club (1)
- MLK Oratory Contest (1)
- Talented Tenth (1)
- The World Is Our Classroom (1)

History / Geography (28)
- History Club, History Buffs Club, National History Day (10)
- Amistad, Civil War History (4)
- Geography Club, Competition (3)
- Clark Connect Social Studies Camp (2)
- Ben Franklin Day (1)
- Environmental Exchange Club (1)
- Medieval Fair, Living Time-Line (1)
- Military History Club (1)
- Revolutionary War Activity (1)
- Social Studies (1)
- Tour Of Montclair (1)
- Women's History Month (1)
- Veterans Day Assembly Student Performances (1)

Politics / Government / Civics (34)
- Civic Engagement Club - Rutgers (6)
- Mock Election (3)
- Youth and Government (3)
- League of Women Voters, Women's Suffrage (2)
- Politics Club (2)
- Action for Africa (1)
- Amnesty International (1)
- Class To Courtroom (1)
- Debate (1)
- Global Affairs Cohort (1)
- International Aid And Relief (1)
- Institute Of Civic Empowerment (1)
- Junior Statesmen Of America (1)
- Mock Student Board Of Education (1)
- NJ Bar Association (1)
- One Judge One School (1)
- Political Science Club (1)
- Student Court (1)
- Students Visit Local Borough Hall And Participate In Council Meeting (1)
- Students Visit State Court House And Participate In Panel With Judge (1)
- The Institute Of The Humanities (1)
- United Nations Youth Association (1)
- World Affairs Council Of Philadelphia (1)

Leadership / Safety (8)
- Peer Leadership Club (3)
- School Safety Patrol (3)
- Just Say No Club (1)
- Stop Club (1)

Academic (10)
- National Honor Society (3)
- Breaking The Chain Through Education (2)
- Academic Team (1)
- AP Saturday Academy (1)
- Girls Learn International (1)
- Junior Achievement Of New Jersey (1)
- Super Students (1)

Misc. Other (18)
- Life 21 (2)
- Oratory Contest (2)
- Census 2020 Student Project (1)
- Chess Club (1)
- Close Up Club (1)
- Crane House (1)
- Cuisine Club (1)
- Early Act Club (1)
- Entrepreneur (1)
- Galre (1)
- GSA (1)
- Investors Club (1)
- Roots 'N Shoots (1)
- Rotary (1)
- School Newspaper (1)
- Wax Museum Day (1)

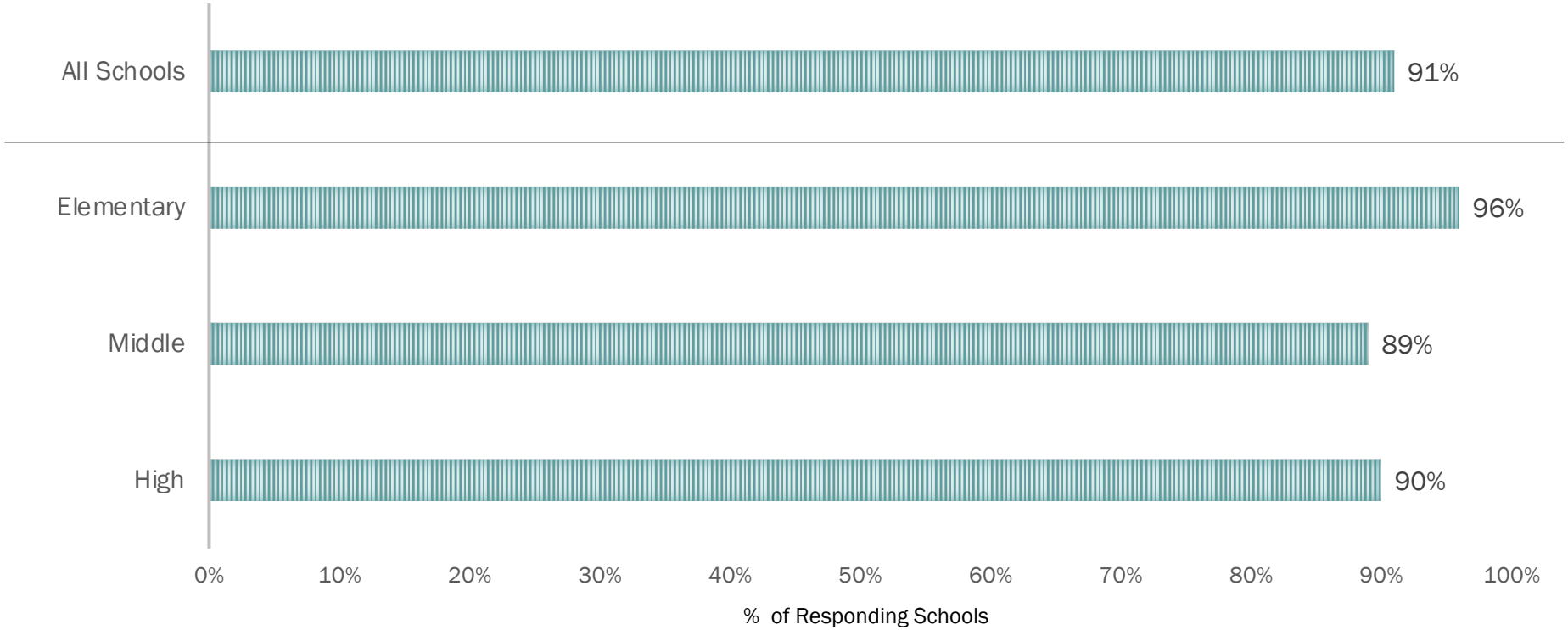
- When asked to identify other extracurricular social studies offerings schools provided a wide variety of options shown here.

1E) Extracurricular Offerings - Select the social studies extracurricular activities offered within the school during the current school year. For those offered, please indicate the current school year participation (Number of students).*[Base = Schools offering SS instruction + Extra-curricular SS instruction]*

NEW JERSEY HISTORY & SOCIAL STUDIES INTEGRATION

INTEGRATION OF NEW JERSEY HISTORY IN SS CURRICULUM

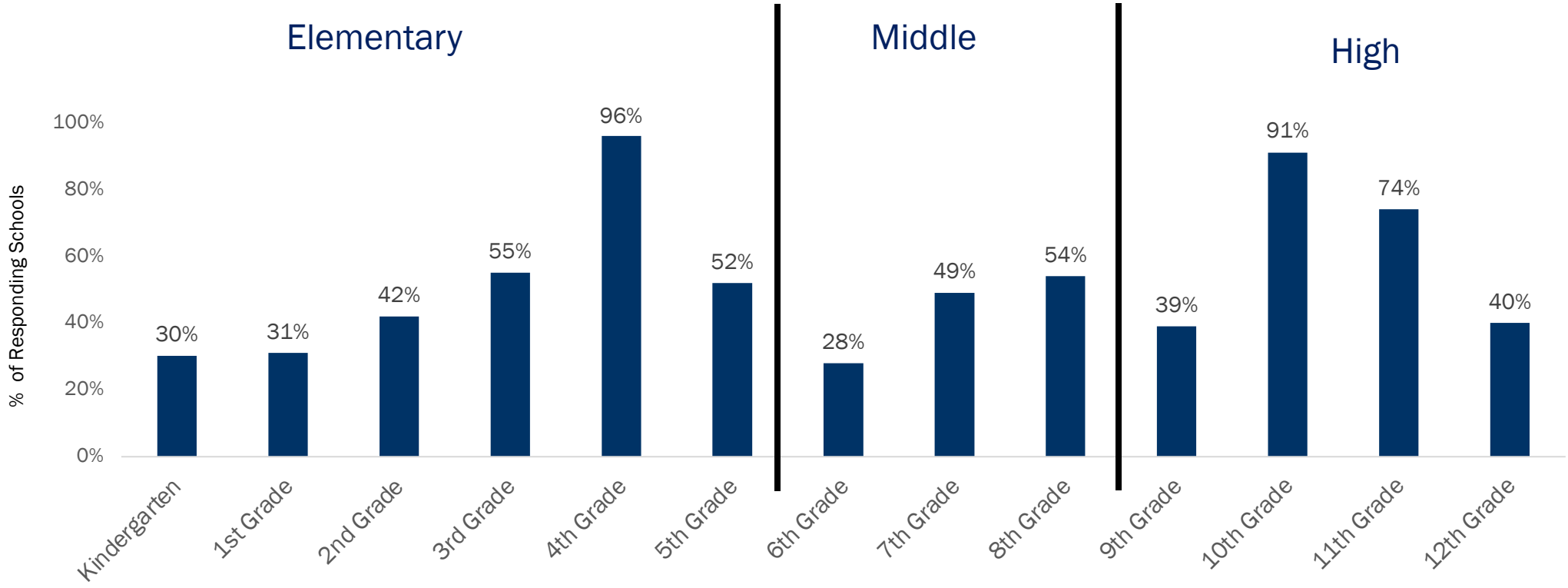
- Among responding schools, almost all (91%) report that New Jersey History is integrated into the social studies curriculum.



1A1b: Is New Jersey History integrated into the curriculum? If yes, at which grade levels is New Jersey History integrated into the curriculum? (✓ all that apply)
[Base = Schools offering SS instruction]

GRADE LEVEL OF INTEGRATION OF NEW JERSEY HISTORY IN SS CURRICULUM

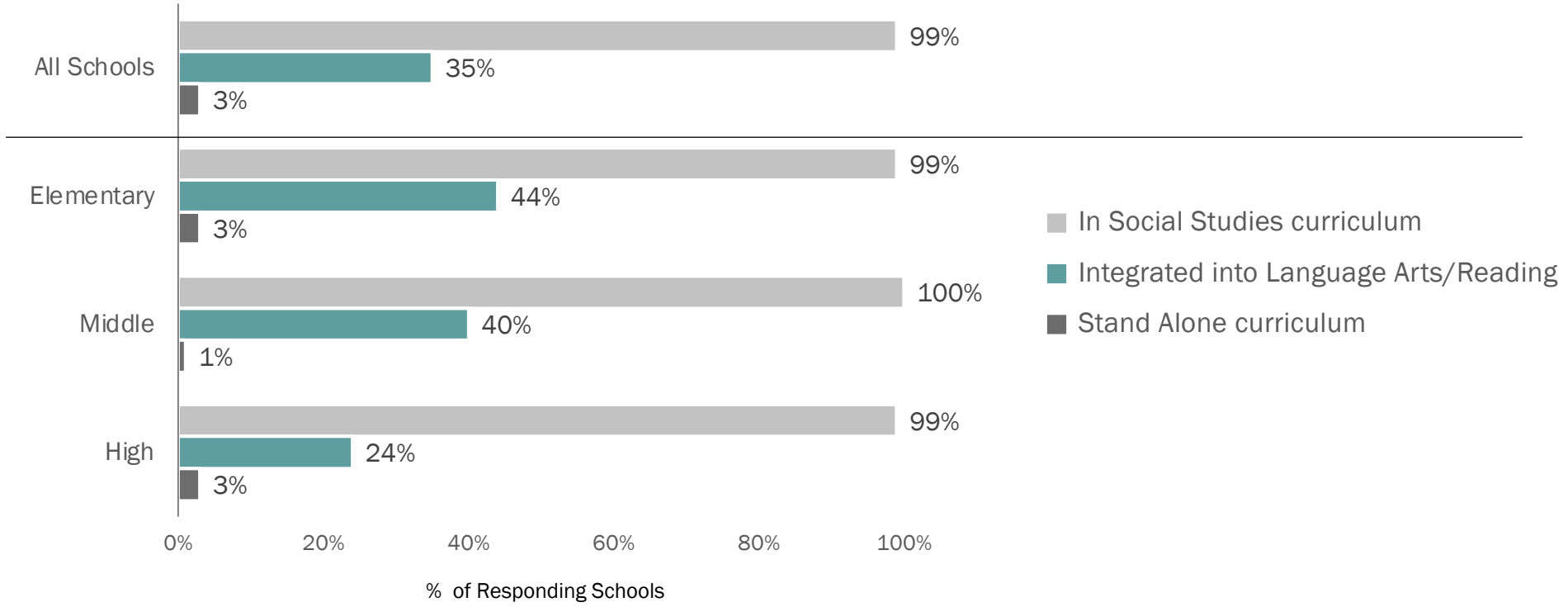
- Among schools that are integrating New Jersey history into the curriculum, most (more than 90%) report doing so in the 4th grade and the 10th grade.
- At least half report integrating at the 3rd grade, 5th grade, 8th grade and 11th grade.



1A1b: Is New Jersey History integrated into the curriculum? If yes, at which grade levels is New Jersey History integrated into the curriculum? (✓ all that apply)
[Base = Schools offering SS instruction + Have enrollment in grade + Integrating NJ History into curriculum]

HOW NEW JERSEY HISTORY IS INTEGRATED IN SS CURRICULUM

- When asked how they are integrating New Jersey History into the curriculum, almost all (99% or more) report integrating in the social studies curriculum.
- Less than half report integrating into language arts / reading and almost none report integrating into the stand-alone curriculum.



1A1c) How is New Jersey History integrated into the curriculum? (✓ all that apply)
[Base = Schools integrating NJ History in SS curriculum]

COLLABORATION BETWEEN SS TEACHERS AND TEACHERS IN OTHER SUBJECT AREAS

- Almost all responding schools report that teachers who teach social studies collaborate with teachers from other subject areas.
- Most often, they report collaboration in language arts & technology subject areas.

	Overall			Elementary School			Middle School			High School		
Overall – % Collaborating	88%			90%			94%			82%		
	Regularly	Occasionally	Never	Regularly	Occasionally	Never	Regularly	Occasionally	Never	Regularly	Occasionally	Never
Math	9%	43%	47%	11%	48%	41%	10%	48%	42%	3%	36%	61%
Language Arts	64%	36%	0%	69%	31%	0%	70%	30%	0%	54%	46%	0%
Science	12%	59%	30%	14%	62%	24%	11%	63%	26%	6%	54%	40%
Technology	30%	48%	22%	34%	48%	19%	36%	47%	17%	26%	49%	25%
World Languages	12%	50%	38%	15%	49%	37%	13%	55%	32%	10%	54%	36%
Visual & Performing Arts	9%	59%	33%	10%	60%	30%	7%	64%	29%	10%	57%	33%

Other subject areas where SS integration occurs (specified):

- Media (15)
- P/E (14)
- Health (9)
- Media (7)
- Business (5)
- Library Sciences (5)
- Career/Vocational (2)
- Music (2)
- Release Time (2)
- Technology (2)
- American Studies (1)
- Character ED/SEL (1)
- Communications (1)
- Counseling (1)
- ESL (1)
- Science (1)
- World Language (1)
- Writing (1)

1F1) Do teachers who teach social studies collaborate with other subject area teachers? / 1F2) For which subject areas does social studies integration occur
[Base = Schools offering SS instruction & using social studies integration]

COLLABORATION OF TEACHERS FOR PLANNING & INSTRUCTION

- While very few schools report that teachers are never provided time during the school week to collaborate with each other and/or with teachers of other content areas very few also report that teachers of social studies and other content area teach lessons together with about half of responding elementary and high schools reporting that it never happens.

	Overall			Elementary School			Middle School			High School		
Overall – % Collaborating	88%			90%			94%			82%		
	Regularly	Occasionally	Never	Regularly	Occasionally	Never	Regularly	Occasionally	Never	Regularly	Occasionally	Never
Does the school provide teachers of social studies time during the school week to collaborate with each other?	59%	38%	4%	58%	39%	3%	57%	38%	5%	58%	38%	4%
Does the school provide teachers of social studies time during the school week to collaborate with other content area teachers?	47%	46%	7%	50%	42%	7%	57%	40%	3%	26%	65%	10%
Do the teacher(s) of social studies and the other content area teacher(s) teach the lessons together?	9%	41%	49%	14%	39%	47%	6%	49%	45%	4%	45%	51%

1F3) Does the school provide teachers of social studies time during the school week to collaborate with each other?
1F4) Does the school provide teachers of social studies time during the school week to collaborate with other content area teachers?
1F5) Do the teacher(s) of social studies and the other content area teacher(s) teach the lessons together?
[Base = Schools offering SS instruction & using social studies integration]

SOCIAL STUDIES INTEGRATION CLASSES MEET NJ STUDENT LEARNING STANDARDS

- Very few responding schools report that the integrated classes do not meet New Jersey Learning Standards, with about a third reporting that at least one subject area meets the standard, about a third reporting two subject areas meet the standard and another third reporting that more than two subject areas meet the standard overall.

	Overall	Elementary School	Middle School	High School
% No Subject Areas	6%	5%	6%	4%
How many subject areas meet NJ Core Curriculum Content Standards?				
One	29%	30%	23%	27%
Two	36%	32%	36%	41%
More than two subjects	29%	33%	34%	27%

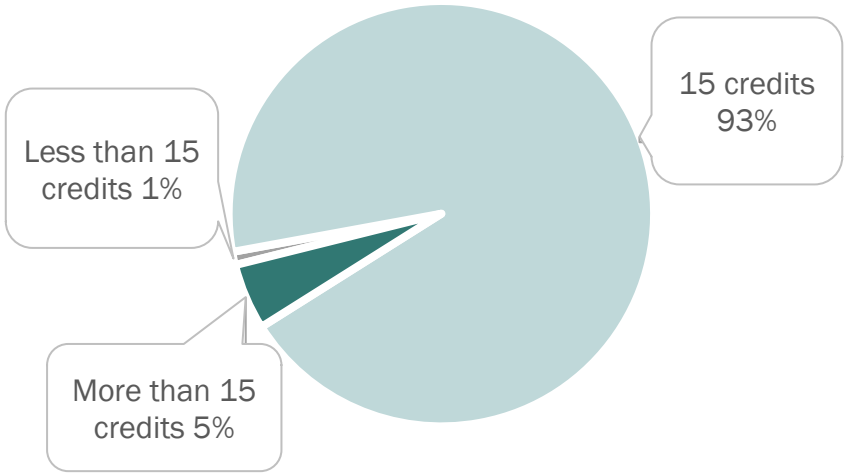
1F6) In how many subject areas does/do the integrated class(es) meet NJ Student Learning Standards? (select one)
[Base = Schools offering SS instruction & use social studies integration]

POLICIES

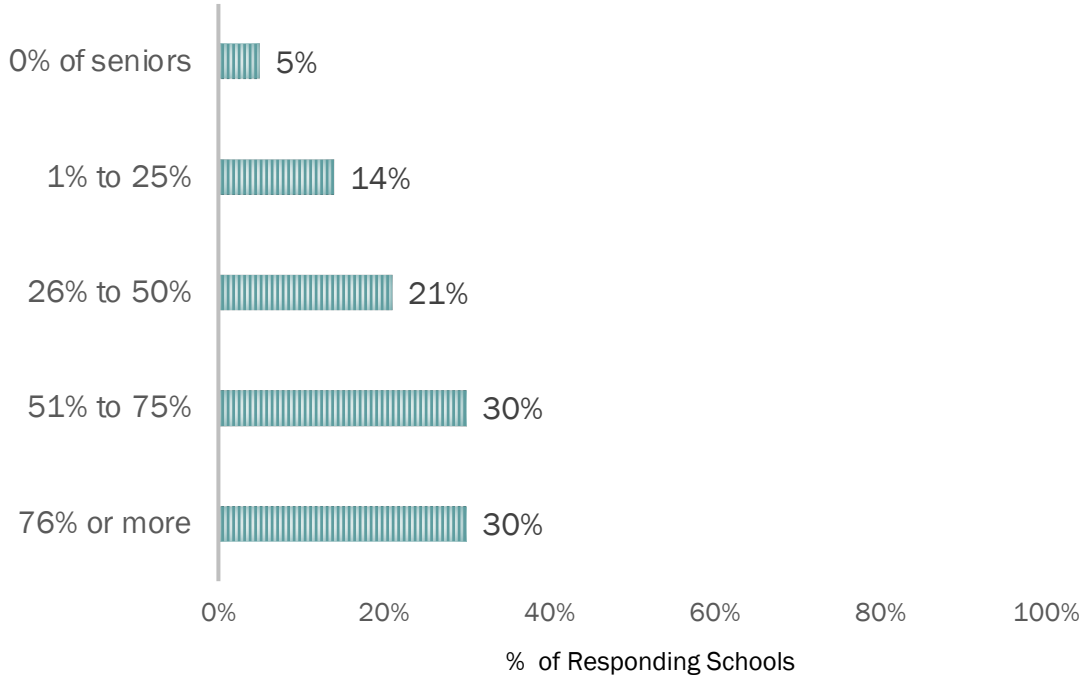
LOCAL GRADUATION REQUIREMENTS

- Most schools with 12th grade enrollment (93%) report that 15 credits for social studies is the local high school requirement for graduation with about 60% reporting that more than half the seniors will exceed that credit requirement.

OF SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION



HOW MANY SENIORS WILL EXCEED 15 SOCIAL STUDIES CREDIT REQUIREMENT

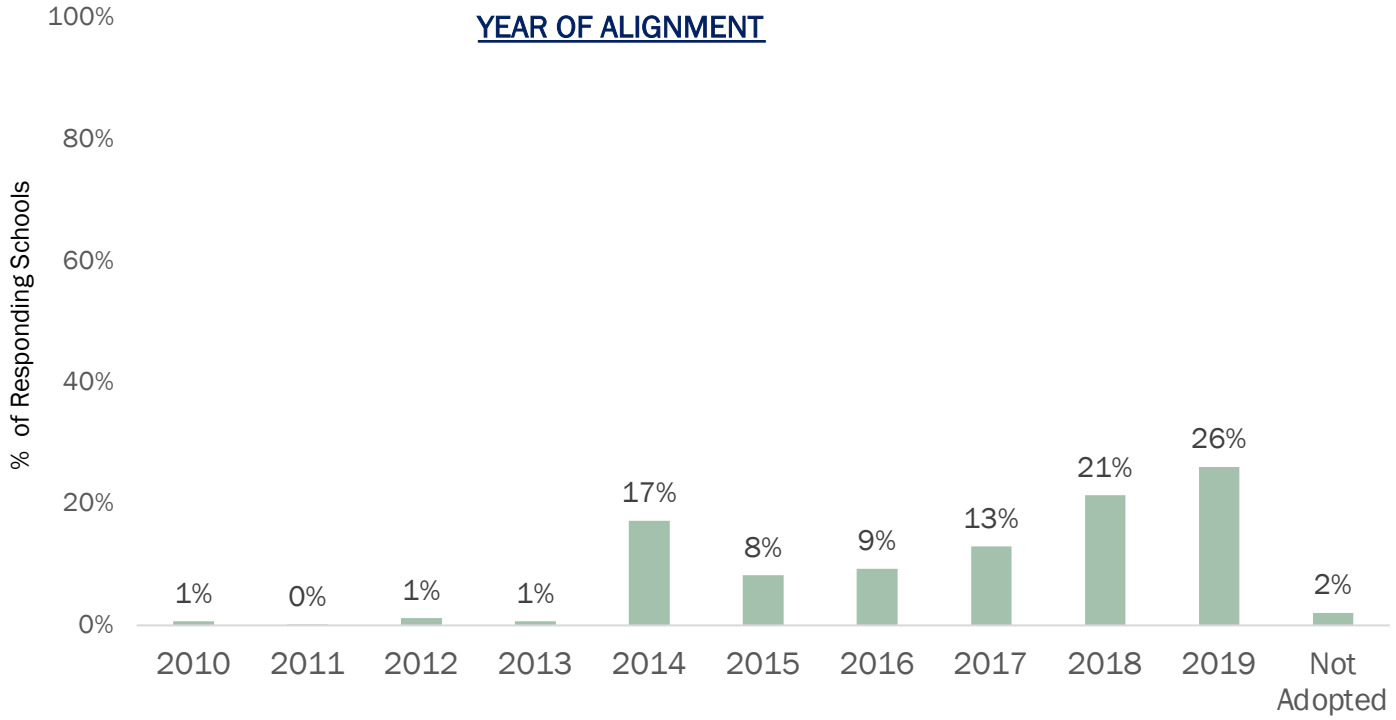


2A) What are the local high school graduation requirements (credits) for Social Studies? (select one)
[Base = High Schools offering SS instruction]
2B) How many seniors will exceed the 15-credit high school local graduation requirement in Social Studies in 2020 as identified in 2A?
[Base = High Schools offering SS instruction + provided enrollment # for seniors]

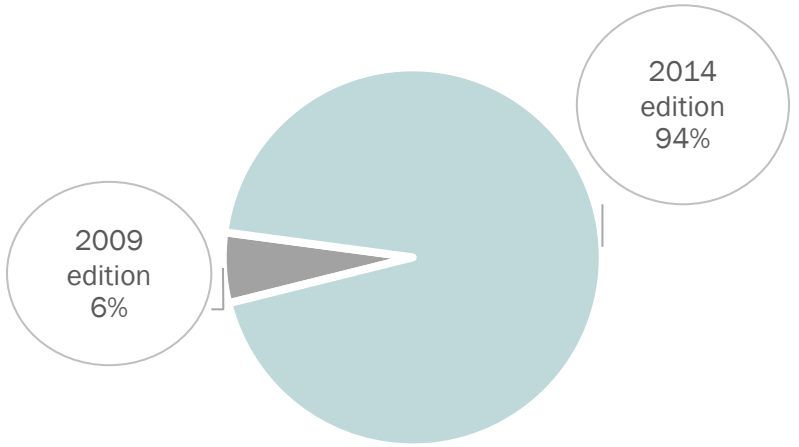
YEAR OF STANDARDS ALIGNMENT

- Very few schools (only 2%) report that curriculum has not been updated to align with the NJSLS for Social Studies and adopted or updated by the local school board.
- For those that have aligned, 94% reported using the 2014 edition of the NJSLS for Social Studies for that updating.

YEAR OF ALIGNMENT



EDITION OF NJSLS FOR SOCIAL STUDIES USED FOR UPDATING
[BASE = UPDATED CURRICULUM]

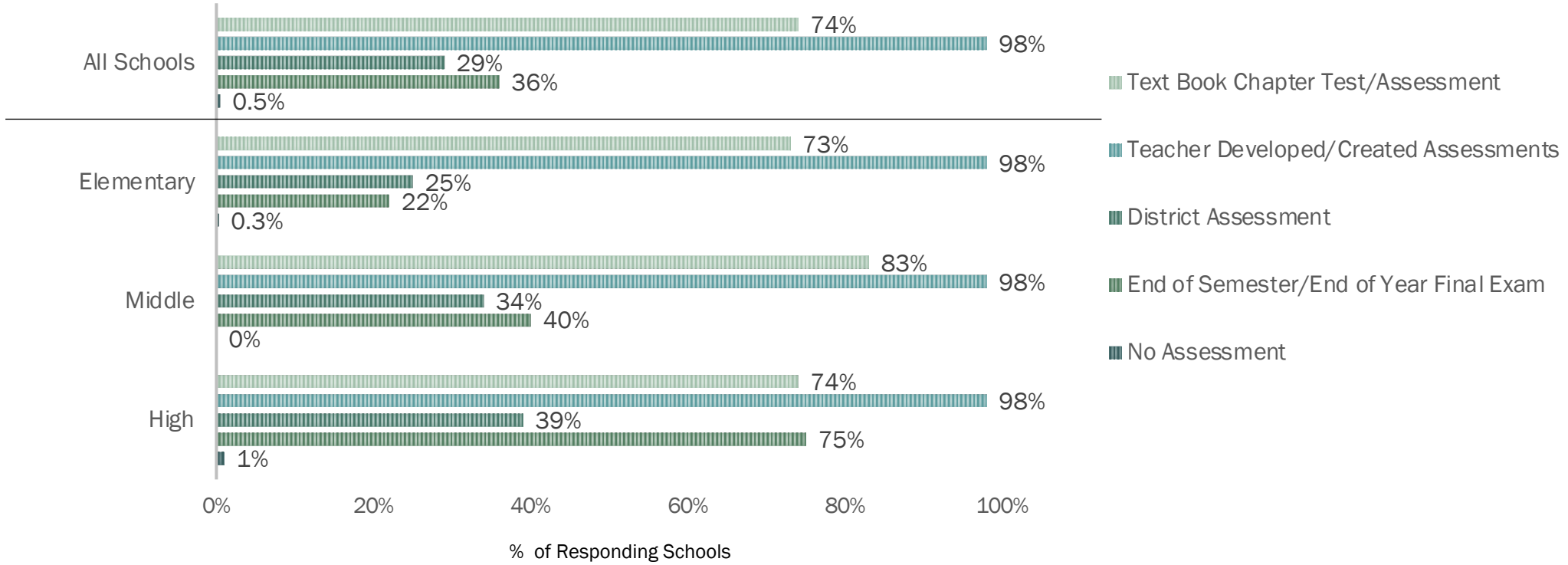


2C) Standards - In what year was the curriculum updated to align with the NJSLS for Social Studies and adopted or updated by the local school board?
[Base = Schools offering SS Instruction]

2D) What edition of the NJSLS for Social Studies were used for that updating?
[Base = Schools offering SS instruction + updated curriculum]

STUDENT ASSESSMENT FOR SS STANDARDS

- Almost no schools report that there is no assessment for student progress in achieving the social studies standards.
- Most report use of teacher developed/created assessments and/or textbook chapter test assessments as the ways student progress toward achieving the social studies standards is assessed.



2E) How is student progress toward achieving the Social Studies standards assessed in your school? (✓all that apply)
[Base = Schools offering SS instruction]

SCHOOL / DISTRICT STRATEGIC PLANS

- While the majority of schools (except elementary school based) report having social studies goals for their district/school, less than half have a written social studies plan and less than half (except at the high school level) report that social studies goals are part of their strategic plan.

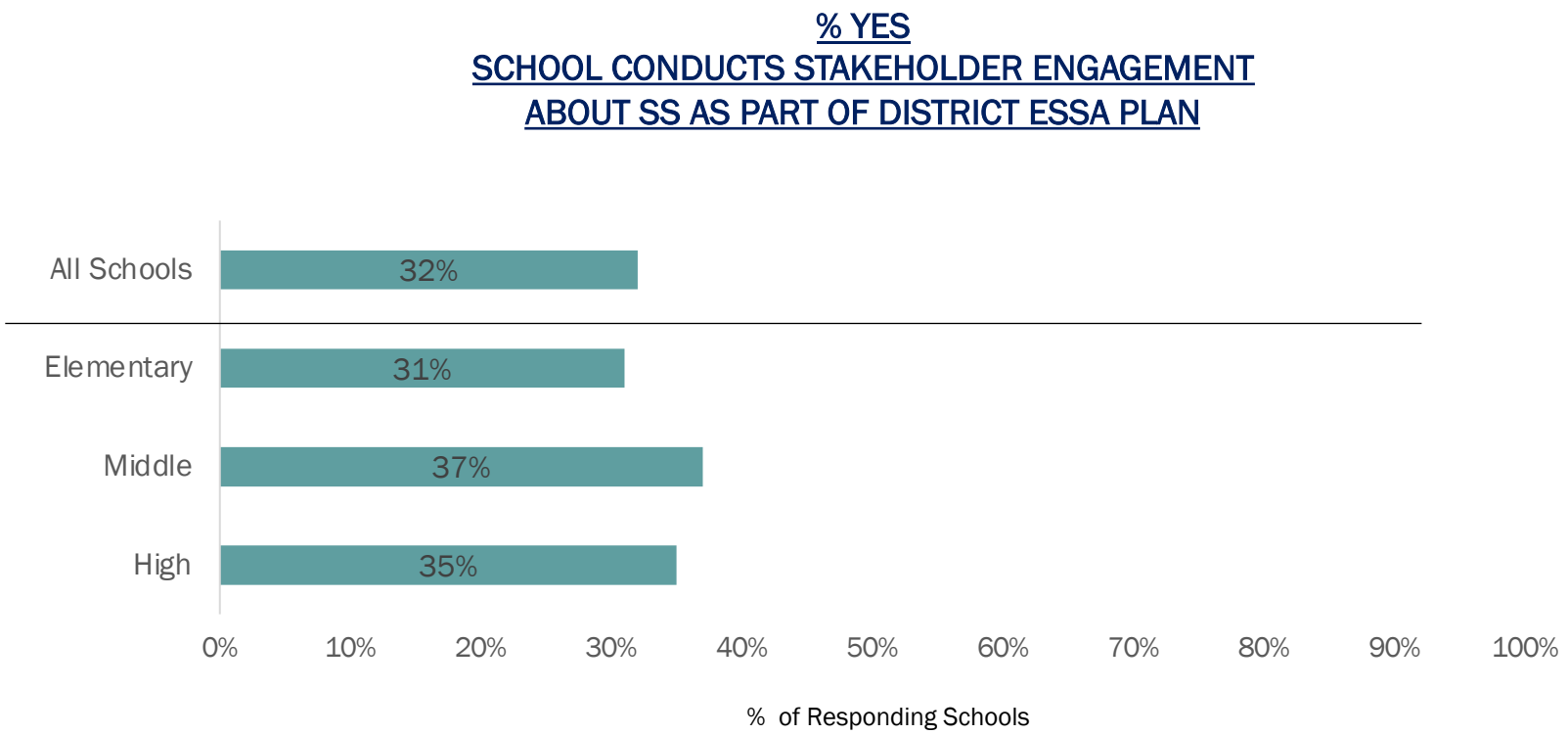
% YES

	Overall		Elementary School		Middle School		High School	
	District	School	District	School	District	School	District	School
Do you have Social Studies goals for your district / school?	57%	54%	57%	46%	55%	58%	59%	68%
Are Social Studies goals part of your strategic plan?	46%	39%	46%	35%	45%	39%	52%	51%
Do you have a written Social Studies plan?	40%	34%	40%	32%	38%	37%	43%	41%

2F1) Do you have Social Studies goals for your … / 2F2) Are Social Studies goals part of your strategic plan? / 2F3) Do you have a written Social Studies plan?
[Base = Schools offering SS instruction]

STAKEHOLDER ENGAGEMENT ABOUT SS AS PART OF ESSA PLANS

- Only about a third of responding schools report that they conduct stakeholder engagement about social studies as part of the district ESSA Plan.



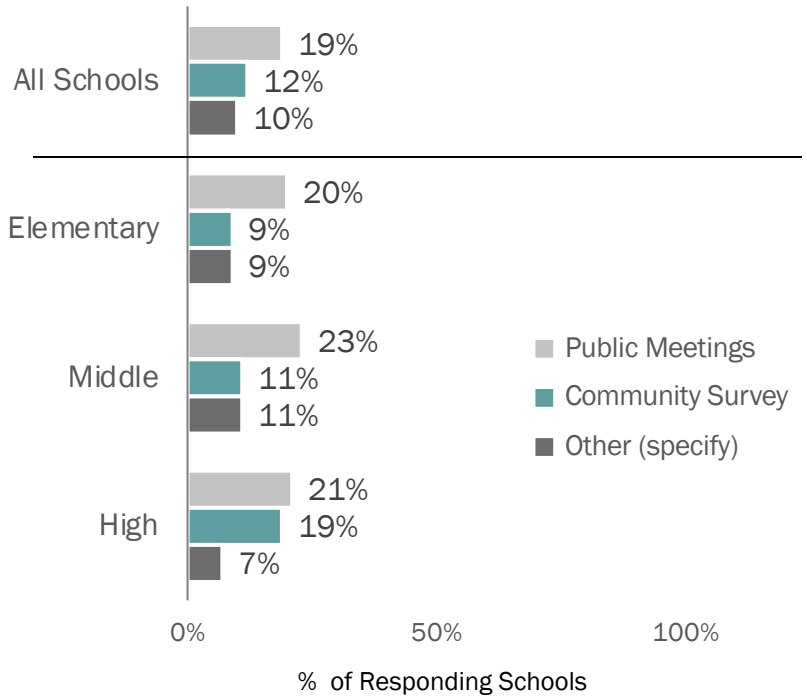
2G) Does the school conduct stakeholder engagement about social studies as part of the district ESSA Plan?
[Base = Schools offering SS instruction]

METHODS OF STAKEHOLDER ENGAGEMENT ABOUT SS AS PART OF ESSA PLANS

- Among those who do conduct stakeholder engagement as part of their district ESSA Plan, the majority report doing so through public meetings. About a third at the elementary and middle school level report using community surveys, while slightly more than half of high schools use community surveys.

BASE = ALL SCHOOLS

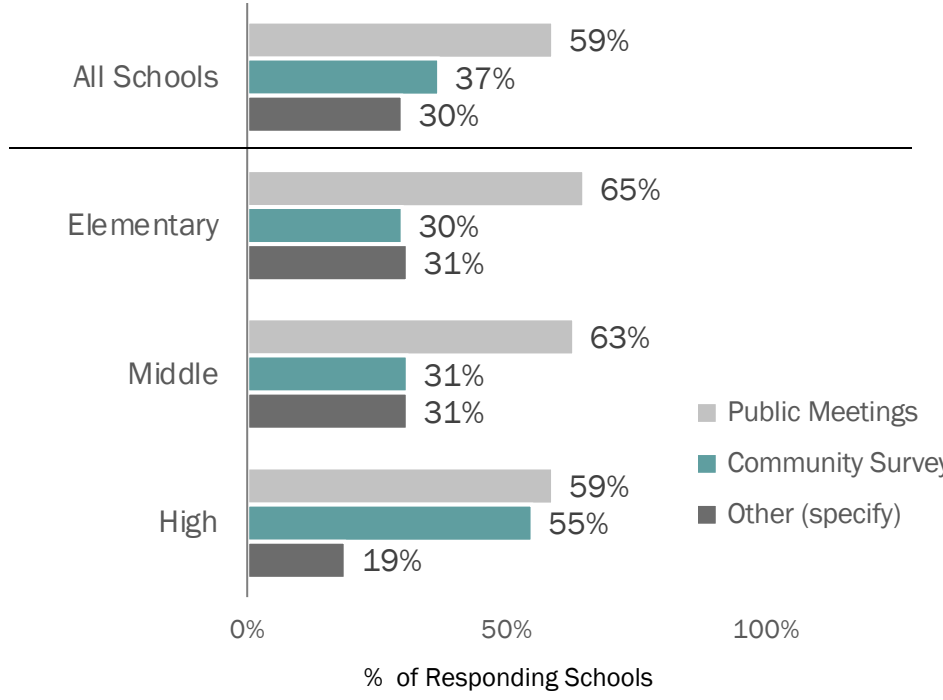
HOW DOES SCHOOL CONDUCT STAKEHOLDER ENGAGEMENT ABOUT SS AS PART OF DISTRICT ESSA PLAN



Other (specified):
- District Communication (9 mentions)
- School Team (generic) (9)
- Staff (generic) (7)
- Board Presentation (6)
- Curriculum Office/Meetings/Professional Development (6)
- Parent's Night/Meetings (5)
- Local Groups/Community Events (4)
- Focus Group (3)
- Meeting (2)
- Strategic Planning Meetings (2)
- Committee Meetings (1)
- ESSA Committee (1)
- PLC (1)
- SIP Development (1)
- Stakeholder Meetings (1)
- Website (1)

BASE = SCHOOLS THAT CONDUCT STAKEHOLDER ENGAGEMENT ABOUT SS AS PART OF ESSA PLAN

[IF YES] HOW DOES SCHOOL CONDUCT STAKEHOLDER ENGAGEMENT ABOUT SS AS PART OF DISTRICT ESSA PLAN

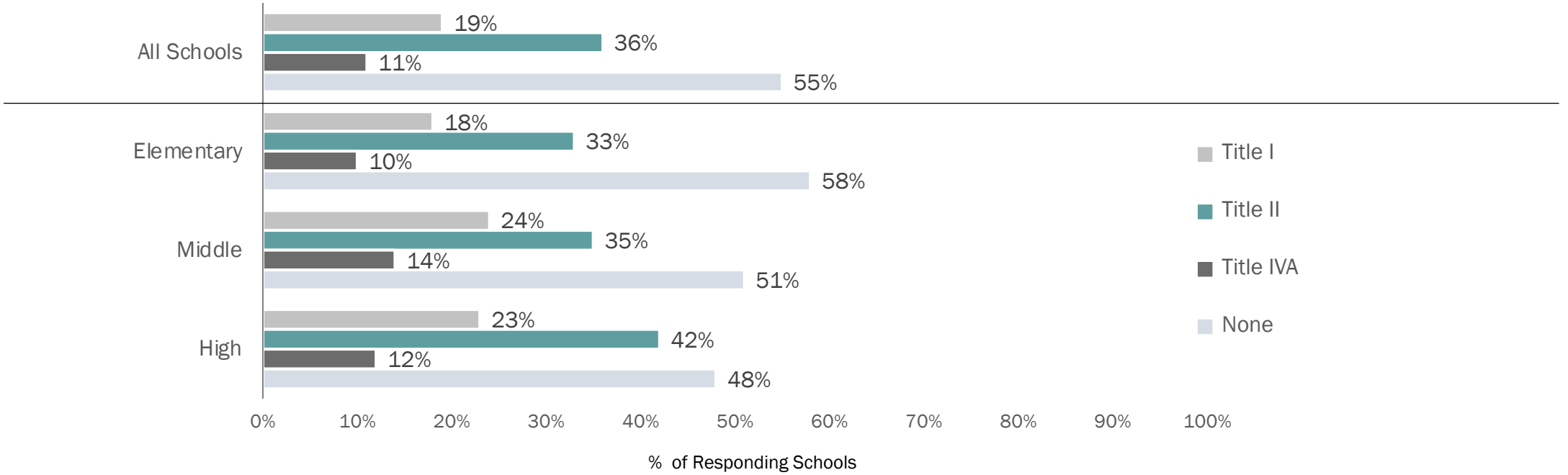


2G1) How does the school conduct stakeholder engagement about social studies as part of the district ESSA Plan? (✓all that apply)
[Base = See above]

ESSA TITLE USED TO SUPPORT SS

- Most schools report using no ESSA Title funds to support social studies instruction. Title II are most often cited as funds to support social studies instruction. Fewer use Title I funds and even less report using Title IVA.

ESSA TITLE SCHOOL IS USING FUNDS FROM TO SUPPORT SS

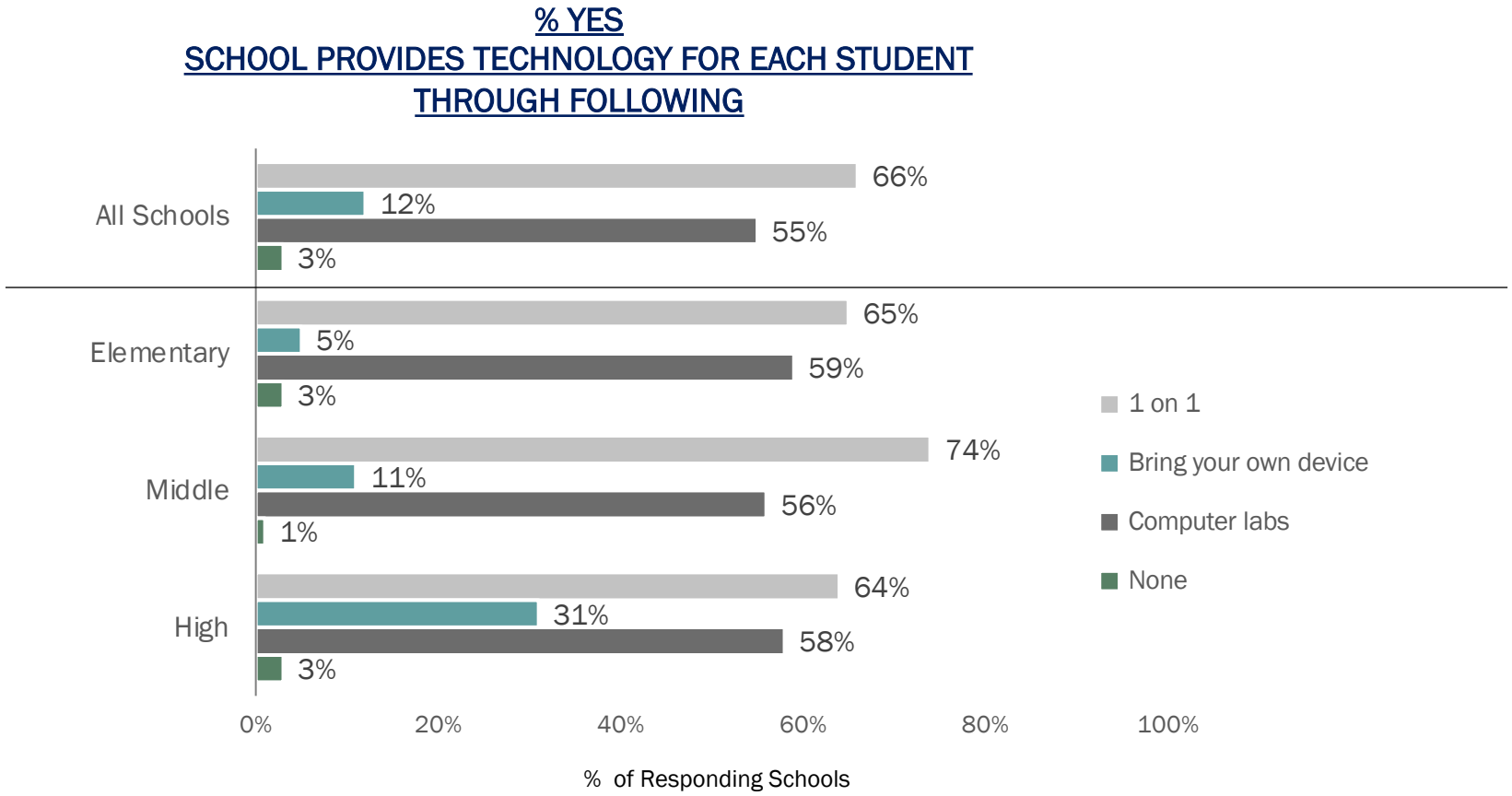


2H) Under which ESSA Title is the school using funds to support social studies (✓ all that apply)
[Base = Schools offering SS instruction]

FACILITIES & RESOURCES

TECHNOLOGY USAGE

- Very few schools report not providing technology for each student through any of these mediums.
- More than half provide technology to all students through 1 on 1 and/or computer labs.
- About a third of high schools do so through 'bring your own device', but few elementary and middle schools do so.



3A1) Does this school provide technology for each student through any of the following? (✓ all that apply)
[Base = Schools offering SS instruction]

SUMMARY HOW OFTEN TEACHERS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- Most teachers are using the internet to support social studies instruction in these ways (developing lesson plans, teachers' own research and/or in support of students) and do so regularly (70% of the time or more).

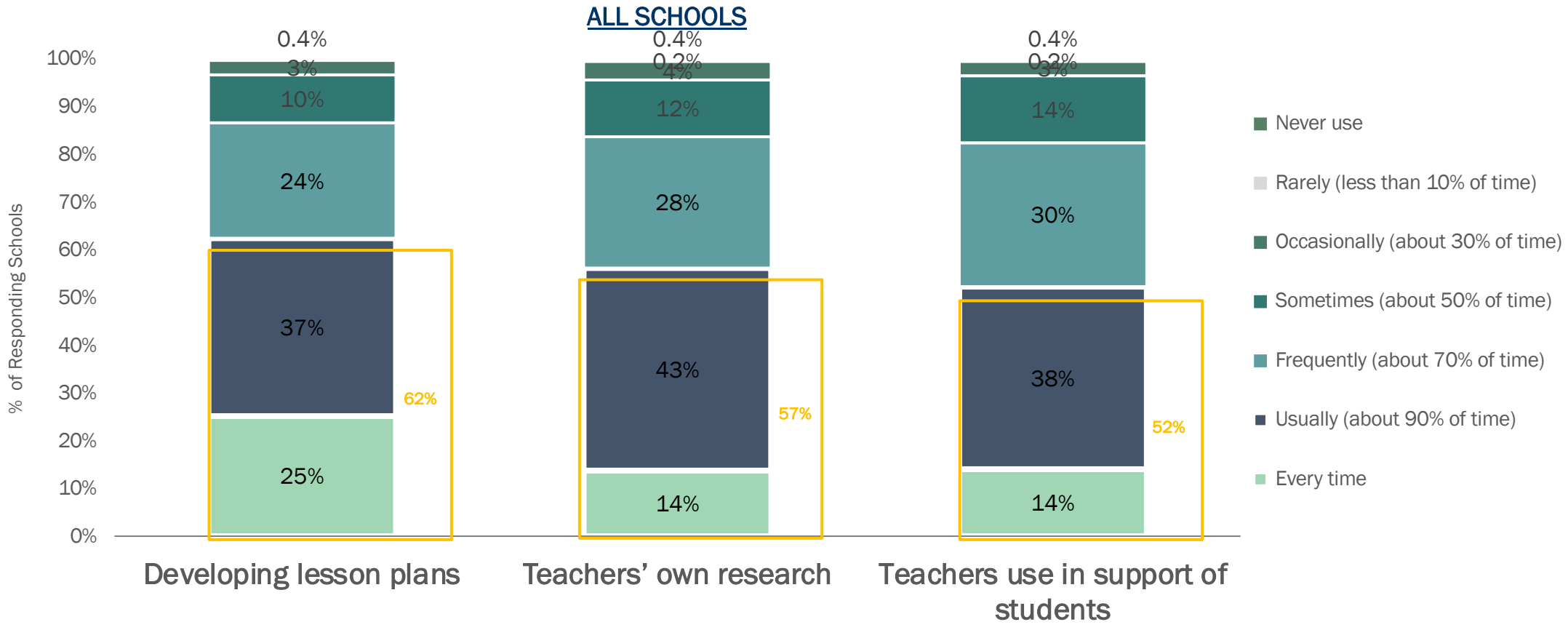
	Overall			Elementary School			Middle School			High School		
Overall – % using internet for all of these at least occasionally (at least 30% of the time)	99%			99%			100%			98%		
Overall – % using Internet for all of these at least regularly (70% of the time or more)	76%			70%			86%			85%		
	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never
Developing lesson plans	86%	13%	0.3%	81%	19%	0%	94%	6%	0%	94%	5%	1%
Teachers' own research	84%	16%	0.3%	78%	22%	0%	92%	8%	0%	92%	7%	1%
Teachers use in support of students	82%	18%	0.3%	76%	24%	0%	90%	10%	0%	90%	9%	1%

Regularly = Ever time + Usually (about 90% of the time) + Frequently (about 70% of the time)
Sometimes = Sometimes (about 50% of the time) + Occasionally (about 30% of the time) + Rarely (less than 10% of the time)

3A2) How often do **teachers** of social studies use the internet to support instruction in the following areas:
[Base = Schools offering SS instruction]

HOW OFTEN TEACHERS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

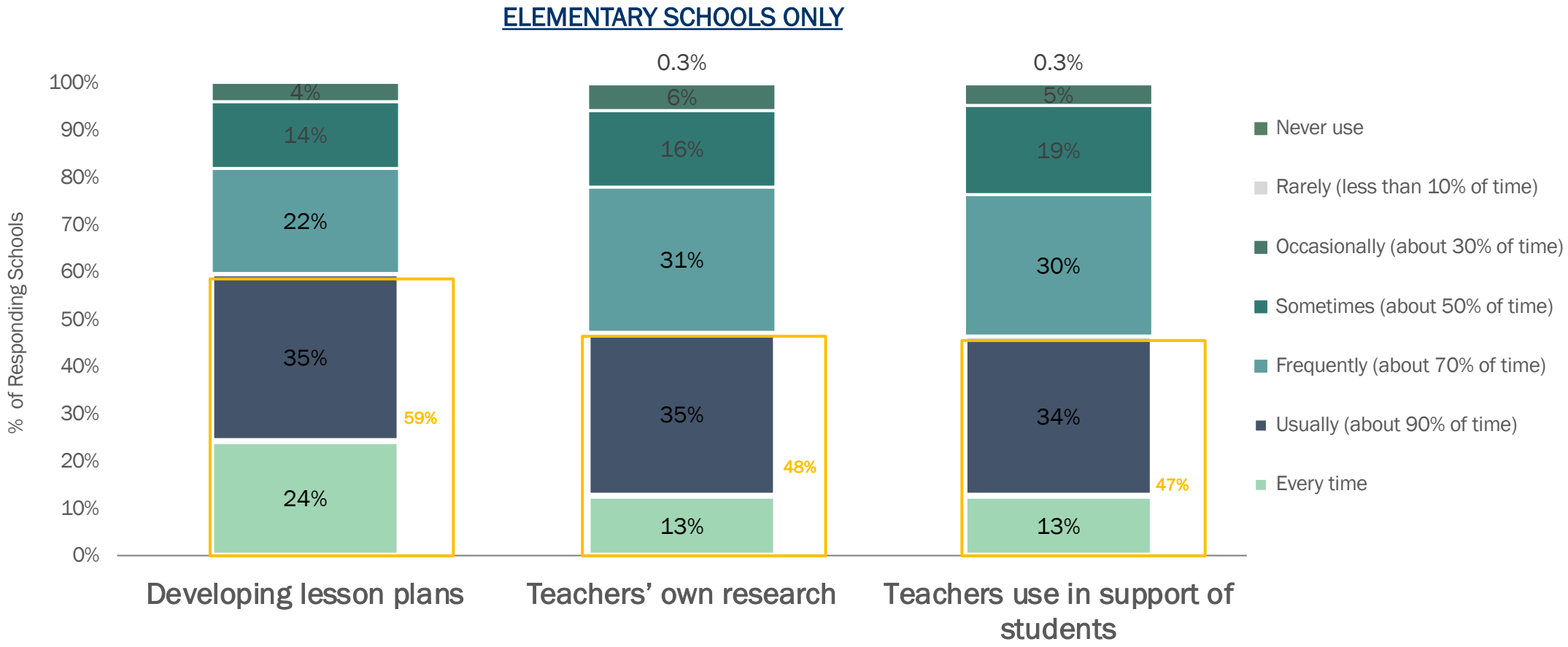
- Across all school types, teachers are using the internet to support social studies instruction in the following ways 90% of the time or more:
  - Developing lesson plans: 62%
  - Teachers' own research: 57%
  - Use in support of students: 52%



3A2) How often do **teachers** of social studies use the internet to support instruction in the following areas:
[Base = Schools offering SS instruction]

HOW OFTEN ELEMENTARY TEACHERS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- At the elementary level, teachers are using the internet to support social studies instruction in the following ways 90% of the time or more:
  - Developing lesson plans: 59%
  - Teachers' own research: 48%
  - Use in support of students: 47%

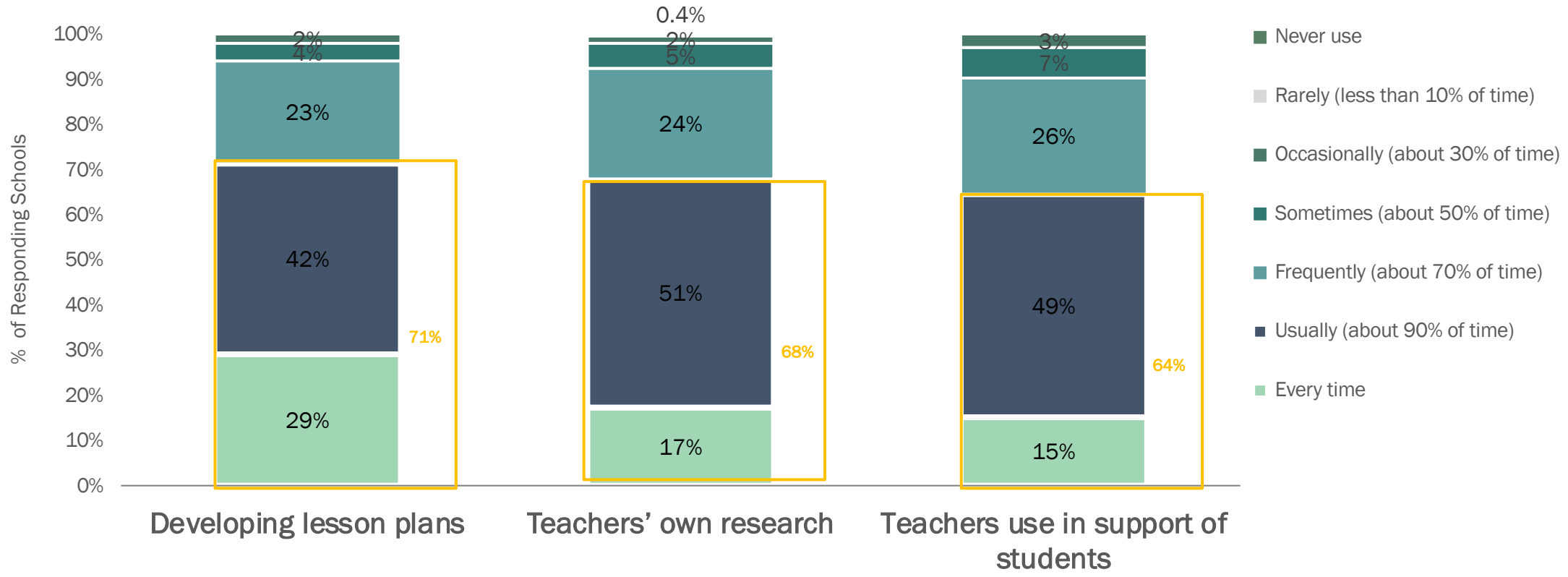


3A2) How often do **teachers** of social studies use the internet to support instruction in the following areas:
[Base = Elementary Schools offering SS instruction]

HOW OFTEN MIDDLE SCHOOL TEACHERS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- At the middle school level, teachers are using the internet to support social studies instruction in the following ways 90% of the time or more:
  - Developing lesson plans: 71%
  - Teachers' own research: 68%
  - Use in support of students: 64%

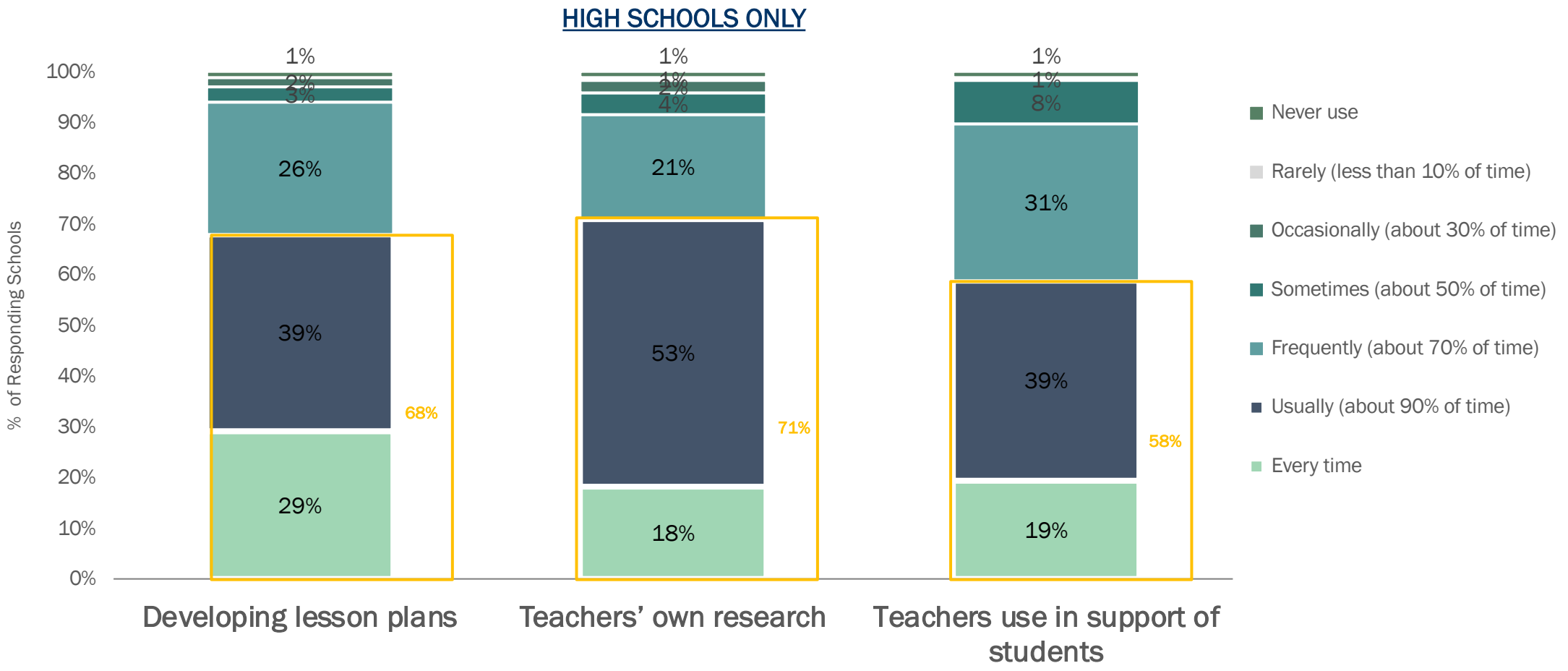
MIDDLE SCHOOLS ONLY



3A2) How often do **teachers** of social studies use the internet to support instruction in the following areas:
[Base = Middle Schools offering SS instruction]

HOW OFTEN HIGH SCHOOL TEACHERS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- At the high school level, teachers are using the internet to support social studies instruction in the following ways 90% of the time or more:
  - Developing lesson plans: 68%
  - Teachers' own research: 71%
  - Use in support of students: 58%



3A2) How often do **teachers** of social studies use the internet to support instruction in the following areas:
[Base = High Schools offering SS instruction]

SUMMARY HOW OFTEN STUDENTS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- The vast majority of schools report using many of these internet sources to support social studies instruction regularly (at least 70% of the time.

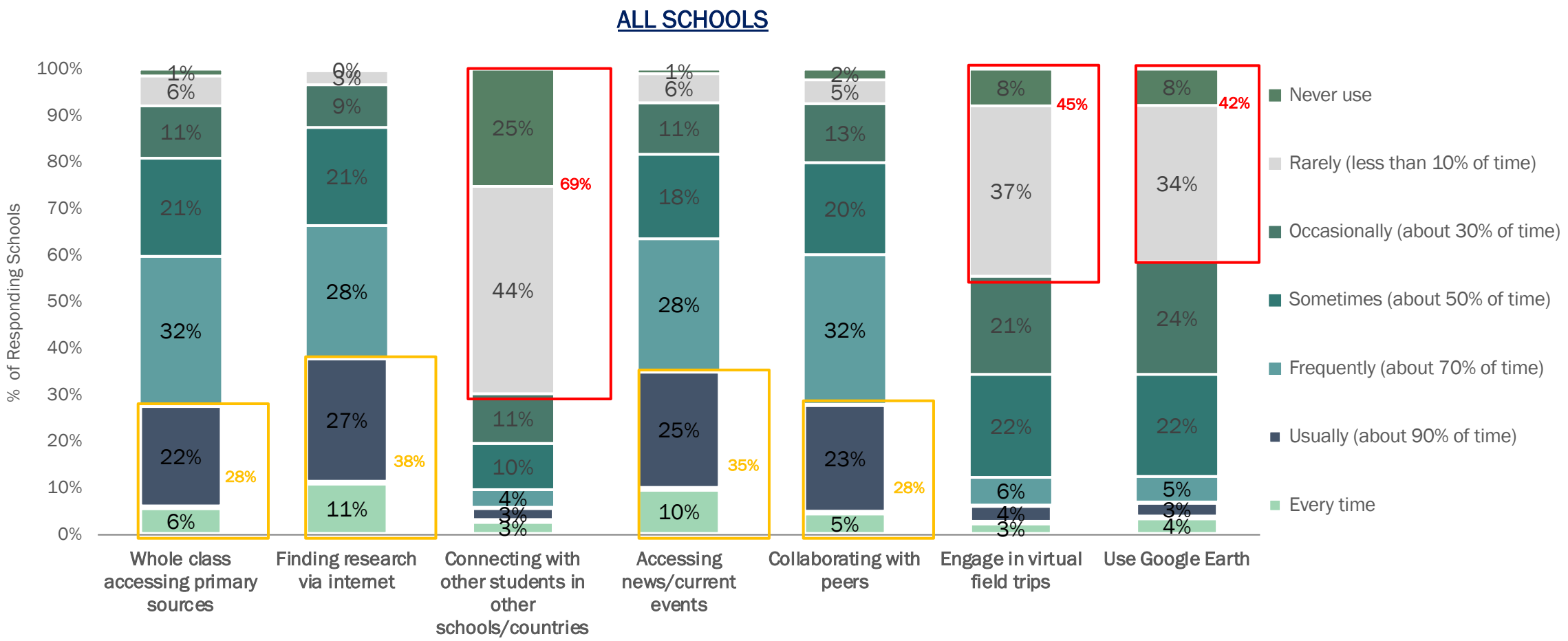
	Overall			Elementary School			Middle School			High School		
% using internet for ALL of these regularly (at least 70% of time)	5%			5%			6%			6%		
% using internet for NONE of these regularly (at least 70% of time)	21%			31%			9%			8%		
	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never
Whole class accessing primary sources	60%	39%	1%	48%	50%	2%	73%	27%	0.4%	76%	23%	1%
Finding research via internet	66%	33%	0%	58%	42%	0%	77%	23%	0%	81%	18%	1%
Connecting with other students in other schools/countries	10%	65%	25%	10%	61%	29%	11%	64%	25%	12%	72%	16%
Accessing news/current events	64%	35%	1%	54%	45%	1%	75%	25%	0.4%	81%	18%	1%
Collaborating with peers	60%	38%	2%	50%	47%	3%	69%	30%	1%	76%	22%	1%
Engage in virtual field trips	12%	80%	8%	13%	79%	8%	16%	78%	7%	14%	78%	8%
Use Google Earth	13%	80%	8%	13%	78%	9%	15%	78%	7%	13%	81%	6%

Regularly = Ever time + Usually (about 90% of the time) + Frequently (about 70% of the time)
Sometimes = Sometimes (about 50% of the time) + Occasionally (about 30% of the time) + Rarely (less than 10% of the time)

3A3) How often do **students** use the internet to support social studies instruction in the following ways:
[Base = Schools offering SS instruction]

HOW OFTEN STUDENTS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- Across all responding schools, the items highlighted below in orange were most frequently (90% of the time or more, including every time) used and the items highlighted in red were the least frequently used (10% of time or less, including never).

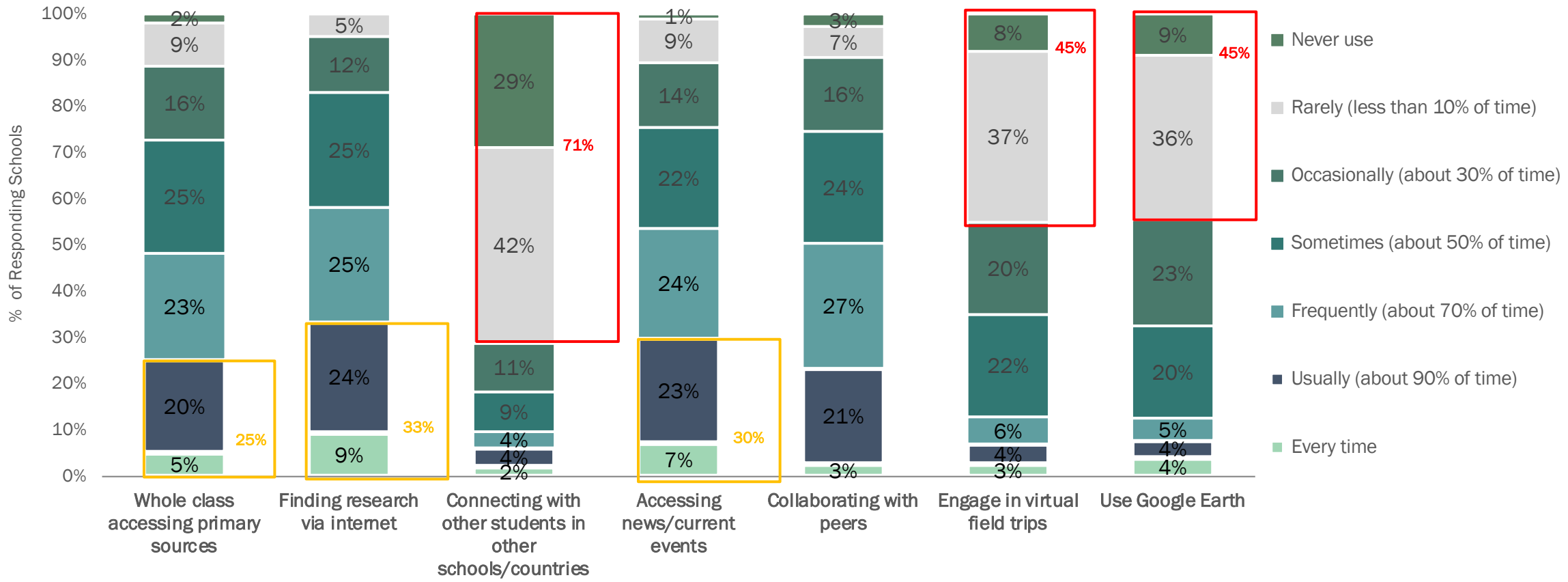


3A3) How often do **students** use the internet to support social studies instruction in the following ways:
[Base = Schools offering SS instruction]

HOW OFTEN ELEMENTARY STUDENTS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- Among responding elementary schools, the items highlighted below in orange were most frequently (90% of the time or more, including every time) used and the items highlighted in red were the least frequently used (10% of time or less, including never).

ELEMENTARY SCHOOLS ONLY

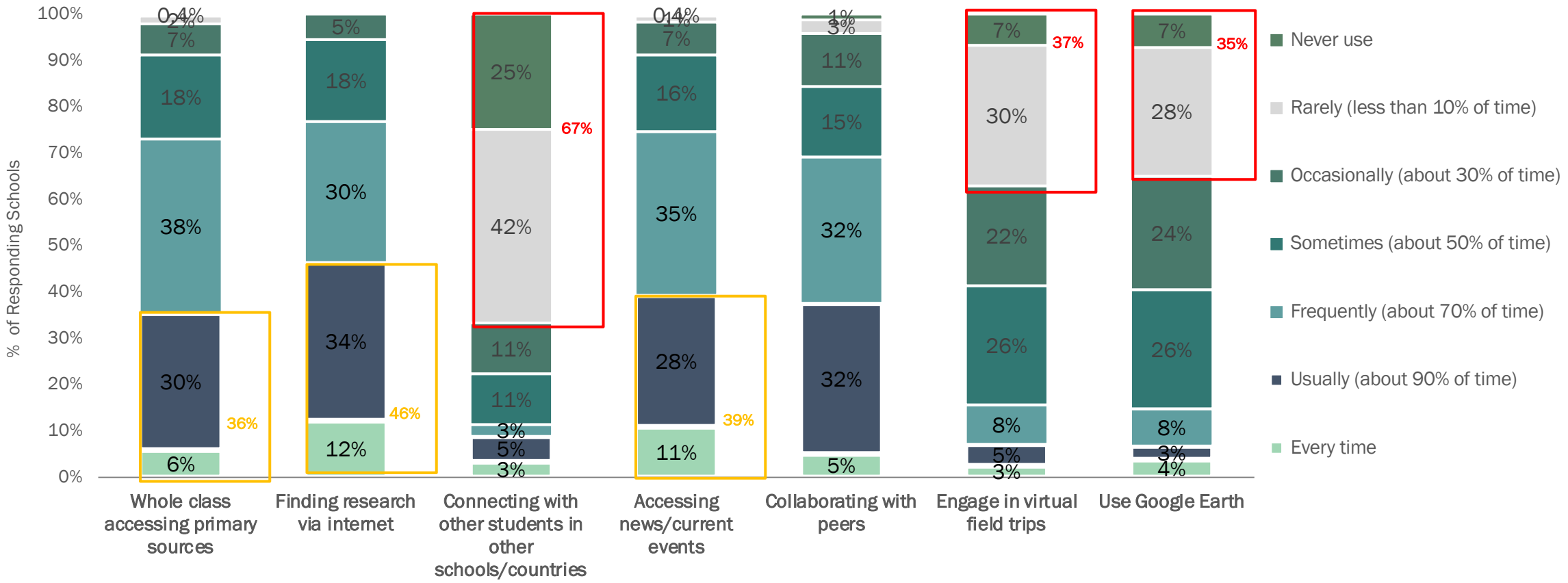


3A3) How often do **students** use the internet to support social studies instruction in the following ways:
[Base = Elementary Schools offering SS instruction]

HOW OFTEN MIDDLE SCHOOL STUDENTS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- Among responding middle schools, the items highlighted below in orange were most frequently (90% of the time or more, including every time) used and the items highlighted in red were the least frequently used (10% of time or less, including never).

MIDDLE SCHOOLS ONLY

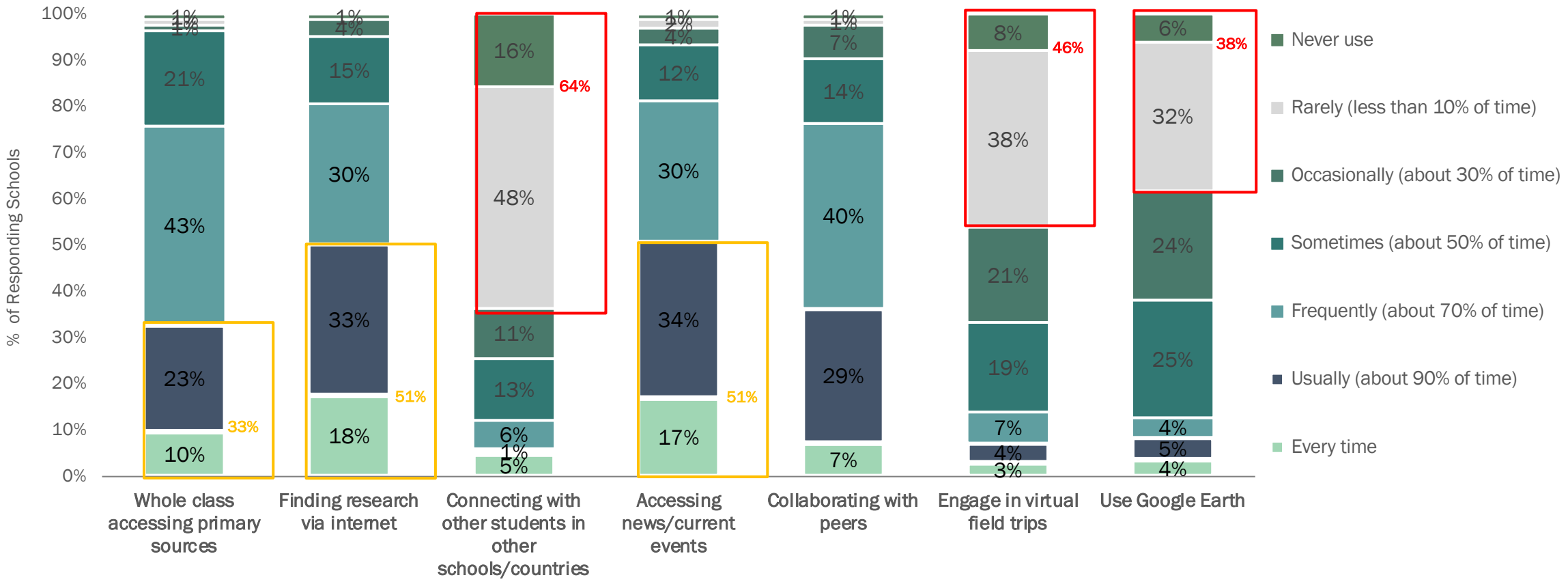


3A3) How often do **students** use the internet to support social studies instruction in the following ways:
[Base = Middle Schools offering SS instruction]

HOW OFTEN HIGH SCHOOL STUDENTS USE INTERNET SOURCES TO SUPPORT SS INSTRUCTION

- Among responding high schools, the items highlighted below in orange were most frequently (90% of the time or more, including every time) used and the items highlighted in red were the least frequently used (10% of time or less, including never).

HIGH SCHOOLS ONLY



3A3) How often do **students** use the internet to support social studies instruction in the following ways:
[Base = High Schools offering SS instruction]

SUMMARY HOW OFTEN STUDENTS USE INTERNET TO ACCESS NEWS

- Among all responding schools who access news & current events via the internet at least occasionally, only about a third of responding middle and high schools report using the internet regularly (about 70% of the time) to access all three types of news (local, national and international).
- The majority of elementary schools (57%) report accessing none of these types of news (local, national and international) via the internet regularly (about 70% of the time).

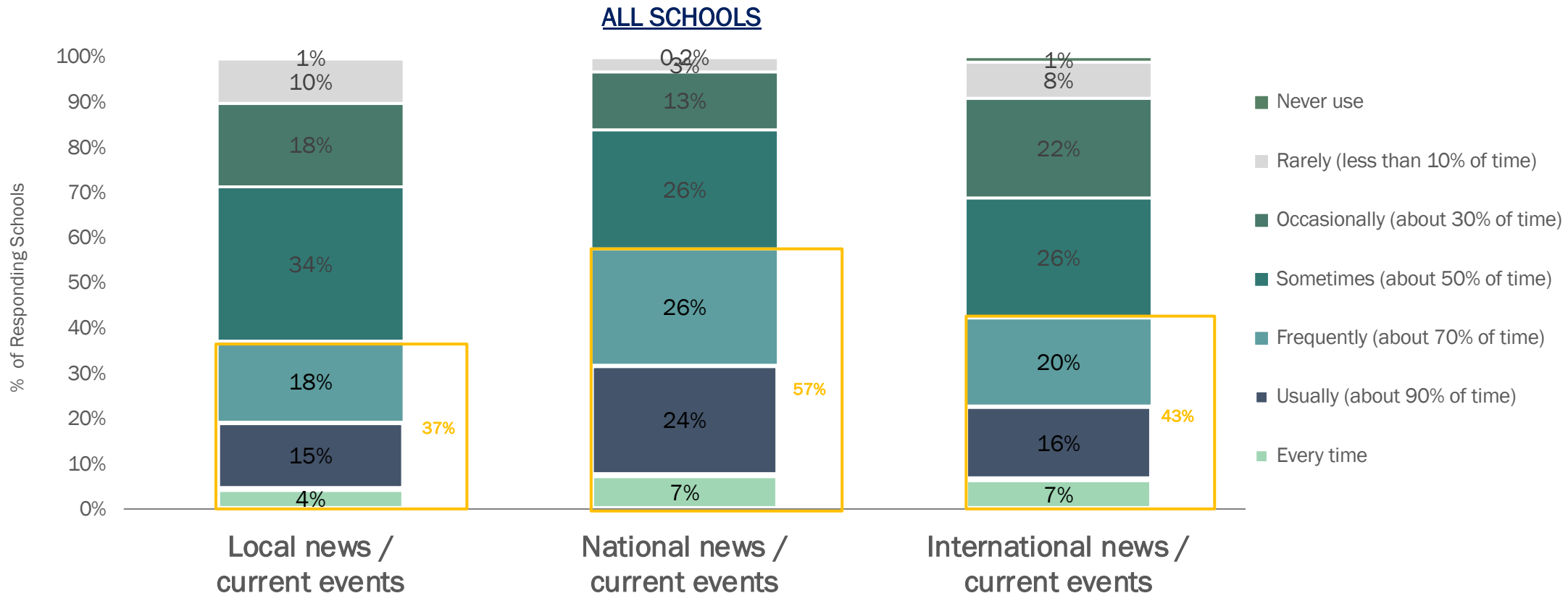
	Overall			Elementary School			Middle School			High School		
% accessing ALL of these regularly (at least 70% of time)	27%			23%			30%			38%		
% accessing NONE of these regularly (at least 70% of time)	44%			57%			35%			24%		
	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never
Local news / current events	37%	62%	1%	33%	67%	1%	38%	62%	0.4%	48%	53%	0%
National news / current events	58%	42%	0.2%	46%	53%	0.3%	63%	37%	0%	78%	23%	0%
International news / current events	42%	56%	1%	33%	65%	2%	45%	55%	0.4%	63%	38%	0%

Regularly = Ever time + Usually (about 90% of the time) + Frequently (about 70% of the time)
Sometimes = Sometimes (about 50% of the time) + Occasionally (about 30% of the time) + Rarely (less than 10% of the time)

3A31) When using the internet to access news/current events, how often are students accessing local vs. national vs. international information to support instruction in social studies?
[Base = Schools offering SS instruction + Accessing news/current events via internet at least occasionally*]*

HOW OFTEN STUDENTS USE INTERNET TO ACCESS NEWS

- Among all responding schools who access news & current events via the internet at least occasionally, national news was most frequently (70% of the time or more) accessed via the internet (57%).
- Local news was least frequently accessed via the internet with 11% reporting that it is rarely (less than 10% of the time) or never accessed via the internet.

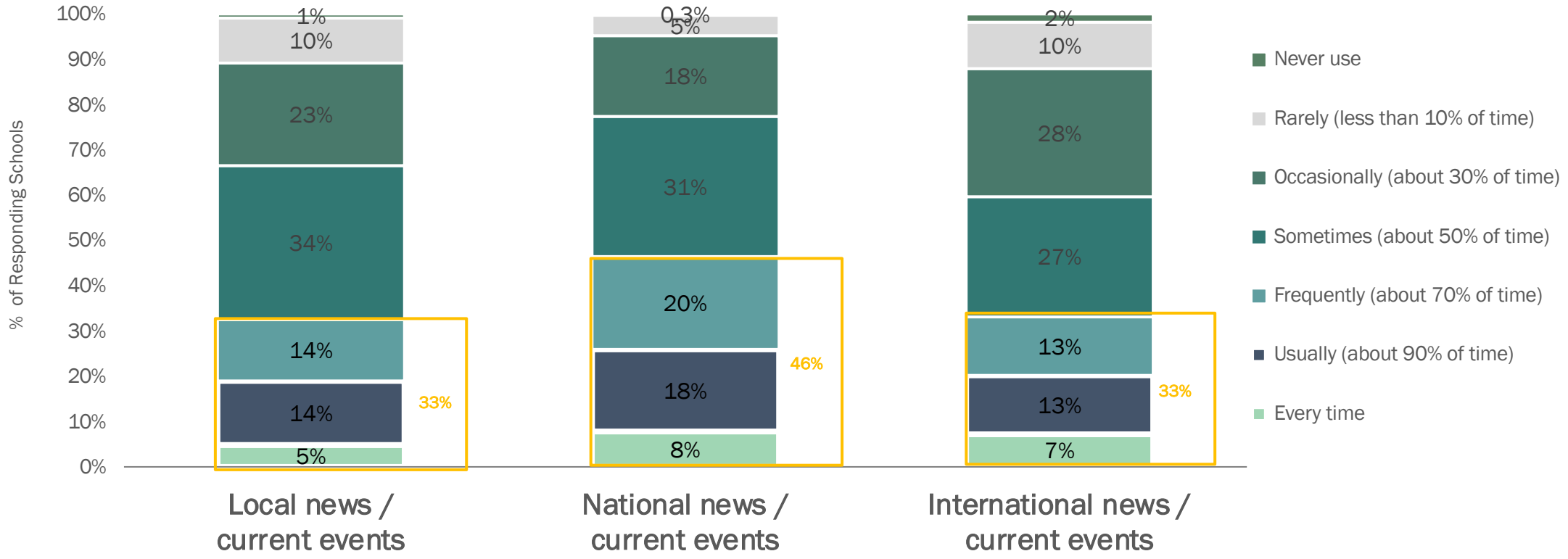


3A31) When using the internet to access news/current events, how often are students accessing local vs. national vs. international information to support instruction in social studies?
[Base = Schools offering SS instruction + Accessing news/current events via internet at least occasionally*]*

HOW OFTEN ELEMENTARY STUDENTS USE INTERNET TO ACCESS NEWS

- Among all responding elementary schools who access news & current events via the internet at least occasionally, national news was most frequently (70% of the time or more) accessed via the internet (46%).
- Local news was least frequently accessed via the internet with 11% reporting that it is rarely (less than 10% of the time) or never accessed via the internet.

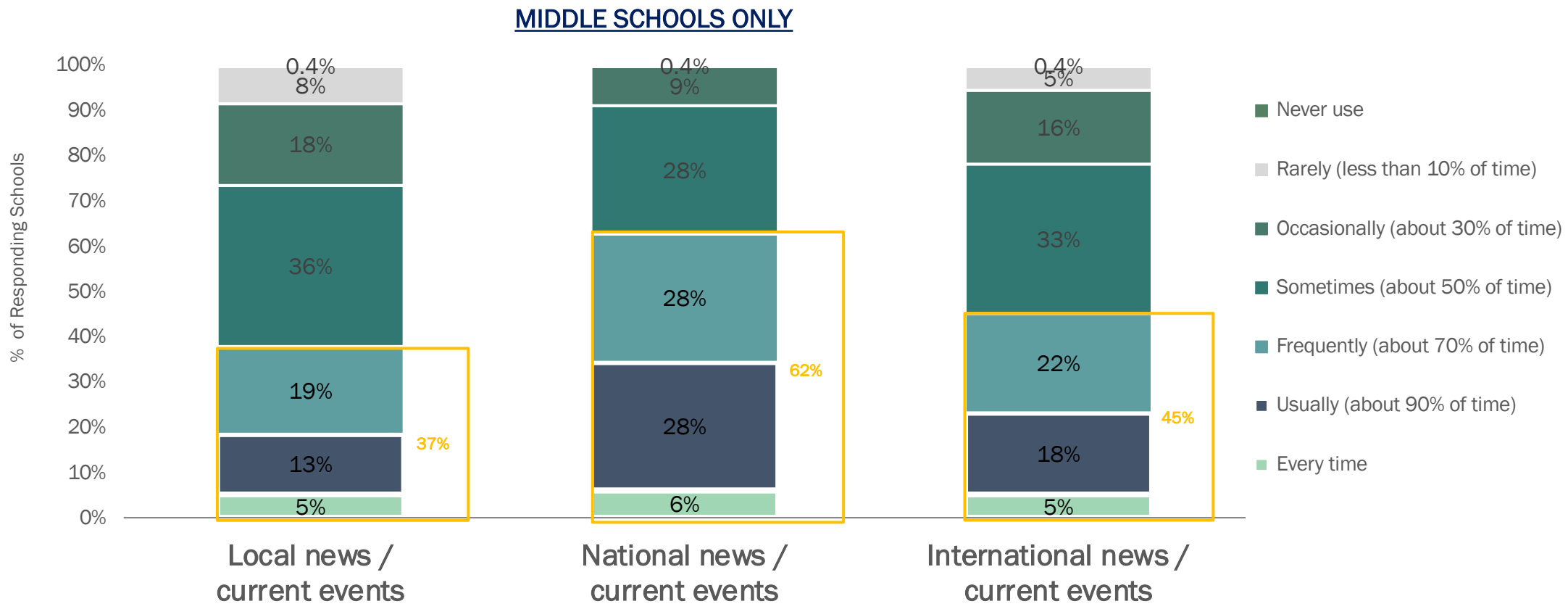
ELEMENTARY SCHOOLS ONLY



3A31) When using the internet to access news/current events, how often are students accessing local vs. national vs. international information to support instruction in social studies?
[Base = Elementary Schools offering SS instruction + Accessing news/current events via internet at least occasionally*]*

HOW OFTEN MIDDLE SCHOOL STUDENTS USE INTERNET TO ACCESS NEWS

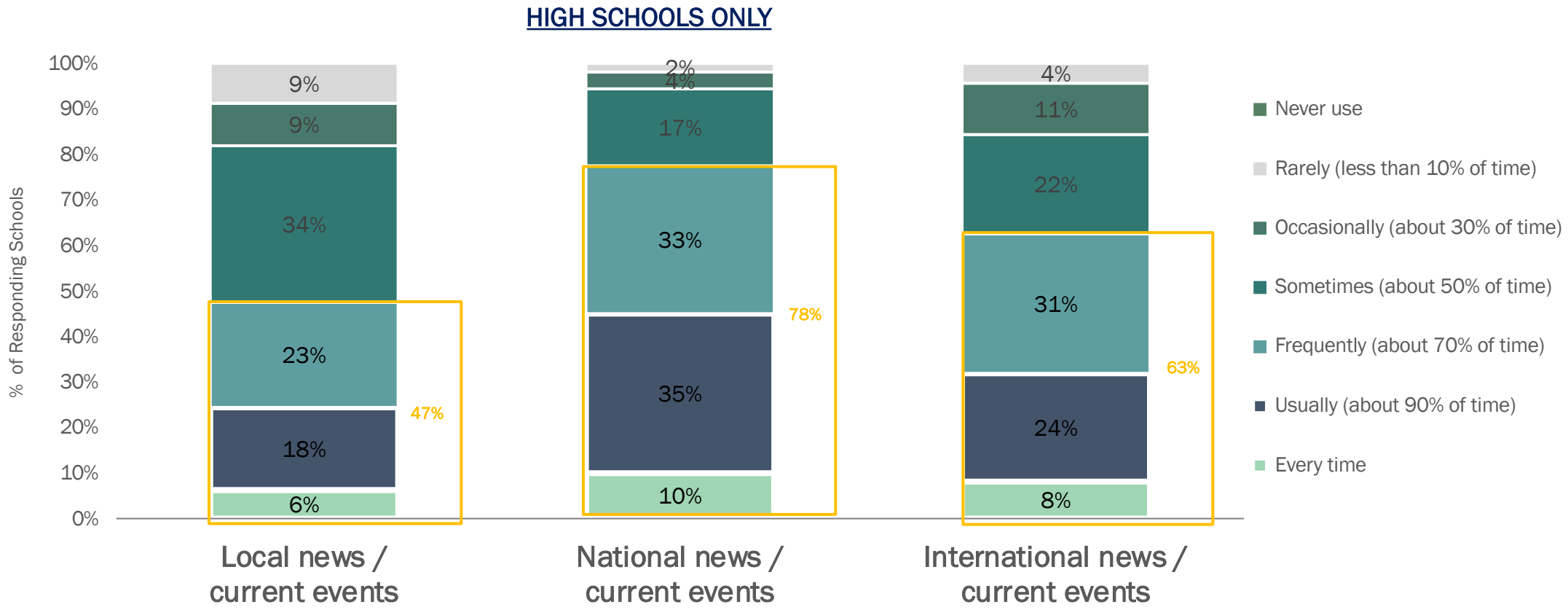
- Among all responding middle schools who access news & current events via the internet at least occasionally, national news was most frequently (70% of the time or more) accessed via the internet (62%).
- Local news was least frequently accessed via the internet with 8.4% reporting that it is rarely (less than 10% of the time) or never accessed via the internet.



3A31) When using the internet to access news/current events, how often are students accessing local vs. national vs. international information to support instruction in social studies?
[Base = Middle Schools offering SS instruction + Accessing news/current events via internet at least occasionally*]*

HOW OFTEN HIGH SCHOOL STUDENTS USE INTERNET TO ACCESS NEWS

- Among all responding high schools who access news & current events via the internet at least occasionally, national news was most frequently (70% of the time or more) accessed via the internet (78%).
- Local news was least frequently accessed via the internet with 9% reporting that it is rarely (less than 10% of the time) or never accessed via the internet.



3A31) When using the internet to access news/current events, how often are students accessing local vs. national vs. international information to support instruction in social studies?
[Base = High Schools offering SS instruction + Accessing news/current events via internet at least occasionally*]*

SUMMARY HOW FREQUENTLY STUDENTS USING INSTRUCTIONAL RESOURCES FOR SS

- While very few schools report using <u>all</u> of these resources regularly, almost all are using at least some on a regular basis.
- Webinars were most often reported, across all school types, as never being used.

	Overall			Elementary School			Middle School			High School		
% using ALL of these regularly (at least monthly or more)	5%			4%			7%			8%		
% using NONE of these regularly (at least monthly or more)	1%			2%			0.4%			1%		
	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never	Regularly	Sometimes	Never
Textbooks	85%	8%	7%	83%	8%	9%	93%	5%	2%	88%	7%	5%
Maps	92%	7%	0.5%	89%	10%	0.3%	95%	5%	0%	96%	2%	1%
Primary sources*	88%	9%	3%	82%	14%	4%	93%	6%	1%	99%	0%	1%
Secondary sources*	94%	5%	1%	91%	8%	1%	97%	3%	0.4%	99%	0%	1%
Videos	97%	3%	0.3%	95%	5%	0%	98%	2%	0%	98%	1%	1%
Museum websites	28%	58%	14%	24%	58%	19%	34%	54%	11%	36%	58%	6%
Webinars	10%	40%	50%	8%	37%	56%	12%	42%	46%	13%	51%	36%
News sources*	75%	21%	3%	68%	27%	5%	84%	16%	1%	92%	7%	1%
Subscription Services (Library/Media)	71%	14%	15%	70%	14%	16%	72%	12%	16%	71%	18%	12%

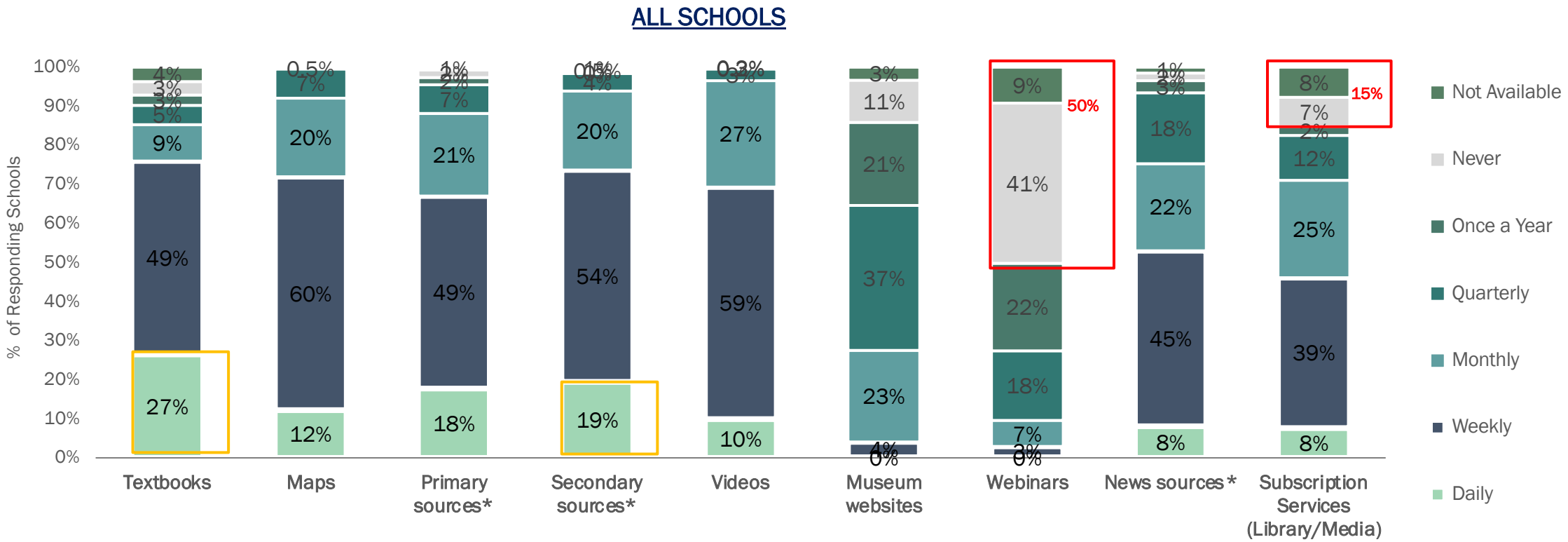
<u>Regularly</u> = Daily + Weekly + Monthly
<u>Sometimes</u> = Quarterly + Once a Year
<u>Never</u> = Never + Not Available

**Examples included, but not limited to:*
Primary sources: historical letters, survey data, diaries, photos, audio, and/or video of the time. Sample repositories include the Library of Congress, Census.gov, and presidential libraries
Secondary sources: reference books, encyclopedias, textbooks, and biographies
News sources: news sites or newspapers like BBC, CNN, NPR, or Wall Street Journal

3A4) How frequently **are students using the following** instructional resources for Social Studies? (examples)*
[Base = Schools offering SS instruction]

HOW FREQUENTLY STUDENTS USING INSTRUCTIONAL RESOURCES FOR SS

- Textbooks (27%) followed by secondary sources (19%) were most reported as being used daily.
- Webinars were most often reported, across all school types, as never being used or not available (50%) followed by subscription services (15%).



Examples included, but not limited to:

Primary sources: historical letters, survey data, diaries, photos, audio, and/or video of the time. Sample repositories include the Library of Congress, Census.gov, and presidential libraries

Secondary sources: reference books, encyclopedias, textbooks, and biographies

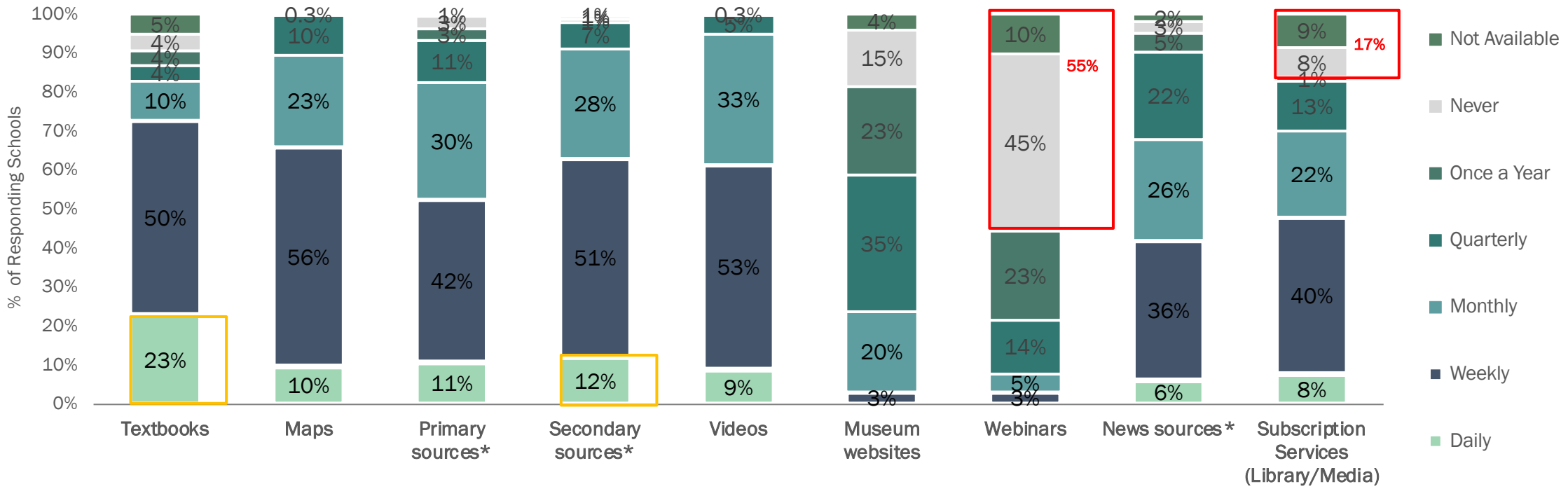
News sources: news sites or newspapers like BBC, CNN, NPR, or Wall Street Journal

3A4) How frequently **are students using the following** instructional resources for Social Studies? (examples)*
[Base = Schools offering SS instruction]

HOW FREQUENTLY ELEMENTARY STUDENTS USING INSTRUCTIONAL RESOURCES FOR SS

- Textbooks (23%) followed by secondary sources (12%) were most reported as being used daily at the elementary level.
- Webinars were most often reported among elementary schools as never being used or not available (55%) followed by subscription services (17%).

ELEMENTARY SCHOOLS ONLY



Examples included, but not limited to:

Primary sources: historical letters, survey data, diaries, photos, audio, and/or video of the time. Sample repositories include the Library of Congress, Census.gov, and presidential libraries

Secondary sources: reference books, encyclopedias, textbooks, and biographies

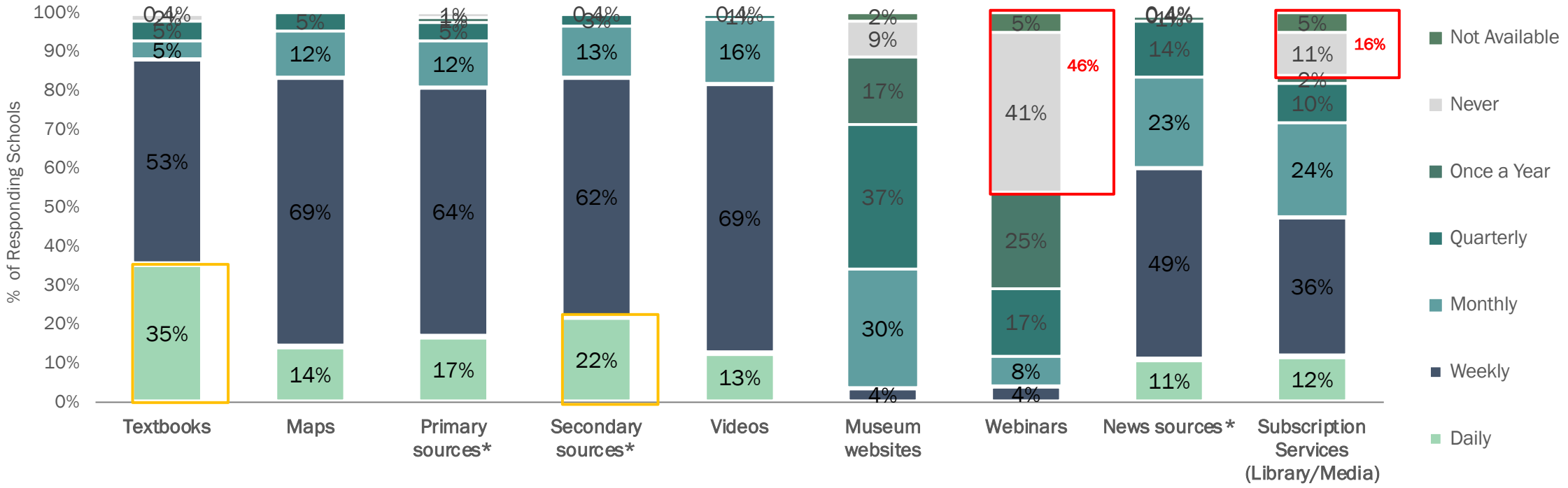
News sources: news sites or newspapers like BBC, CNN, NPR, or Wall Street Journal

3A4) How frequently **are students using the following** instructional resources for Social Studies? (examples)*
[Base = Elementary Schools offering SS instruction]

HOW FREQUENTLY MIDDLE SCHOOL STUDENTS USING INSTRUCTIONAL RESOURCES FOR SS

- Textbooks (35%) followed by secondary sources (22%) were most reported as being used daily at the middle school level.
- Webinars were most often reported among middle schools as never being used or not available (46%) followed by subscription services (16%).

MIDDLE SCHOOLS ONLY



Examples included, but not limited to:

Primary sources: historical letters, survey data, diaries, photos, audio, and/or video of the time. Sample repositories include the Library of Congress, Census.gov, and presidential libraries

Secondary sources: reference books, encyclopedias, textbooks, and biographies

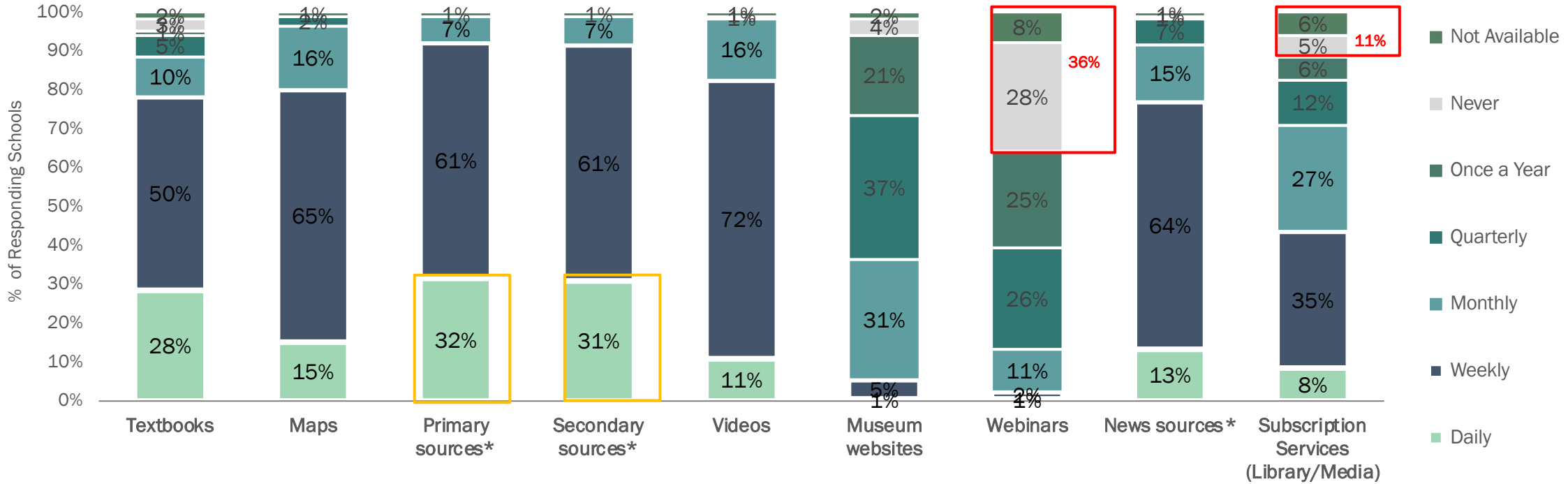
News sources: news sites or newspapers like BBC, CNN, NPR, or Wall Street Journal

3A4) How frequently **are students using the following** instructional resources for Social Studies? (examples)*
[Base = Middle Schools offering SS instruction]

HOW FREQUENTLY HIGH SCHOOL STUDENTS USING INSTRUCTIONAL RESOURCES FOR SS

- Primary sources (32%) followed by secondary sources (31%) were most reported as being used daily at the high school level.
- Webinars were most often reported among high schools as never being used or not available (36%) followed by subscription services (11%).

HIGH SCHOOLS ONLY



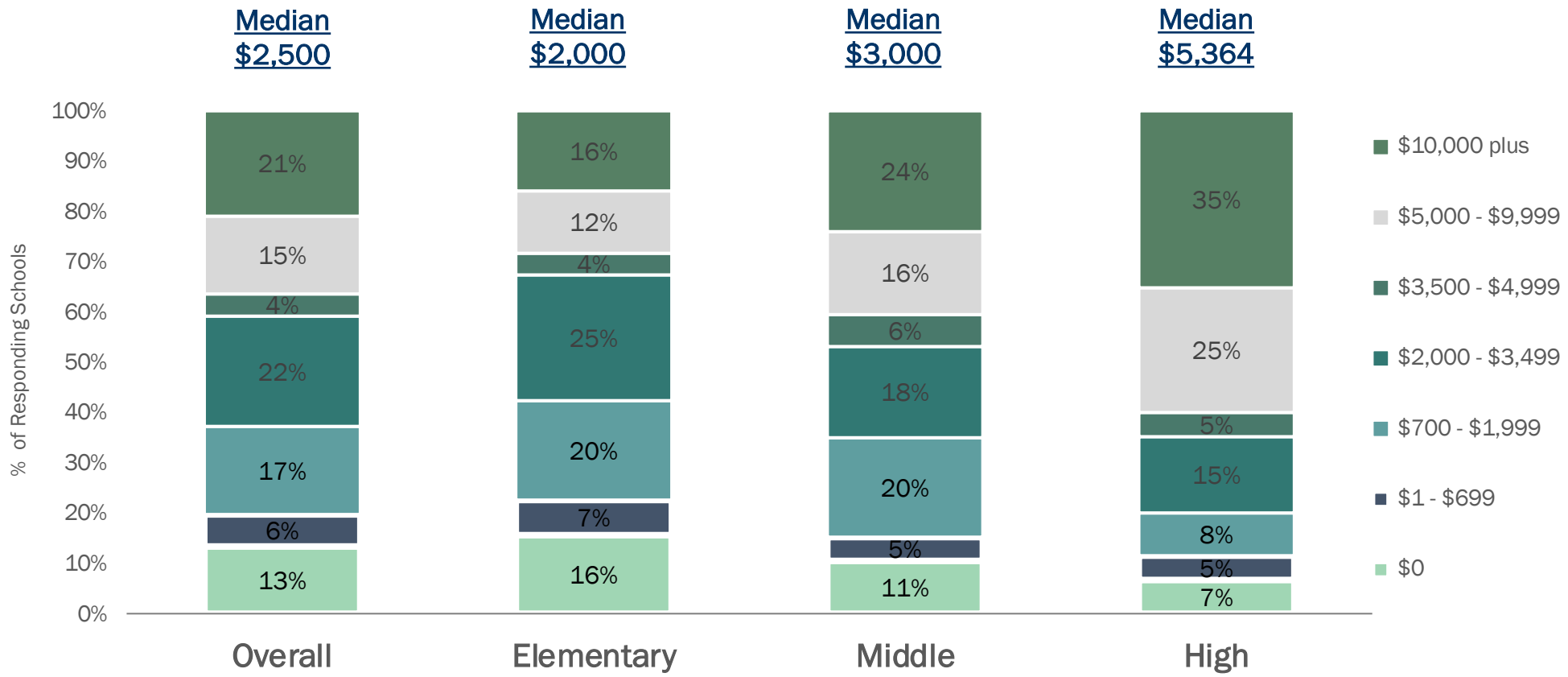
Examples included, but not limited to:

Primary sources: historical letters, survey data, diaries, photos, audio, and/or video of the time. Sample repositories include the Library of Congress, Census.gov, and presidential libraries
Secondary sources: reference books, encyclopedias, textbooks, and biographies
News sources: news sites or newspapers like BBC, CNN, NPR, or Wall Street Journal

3A4) How frequently **are students using the following** instructional resources for Social Studies? (examples)*
[Base = High Schools offering SS instruction]

BUDGET ALLOCATION FOR SOCIAL STUDIES

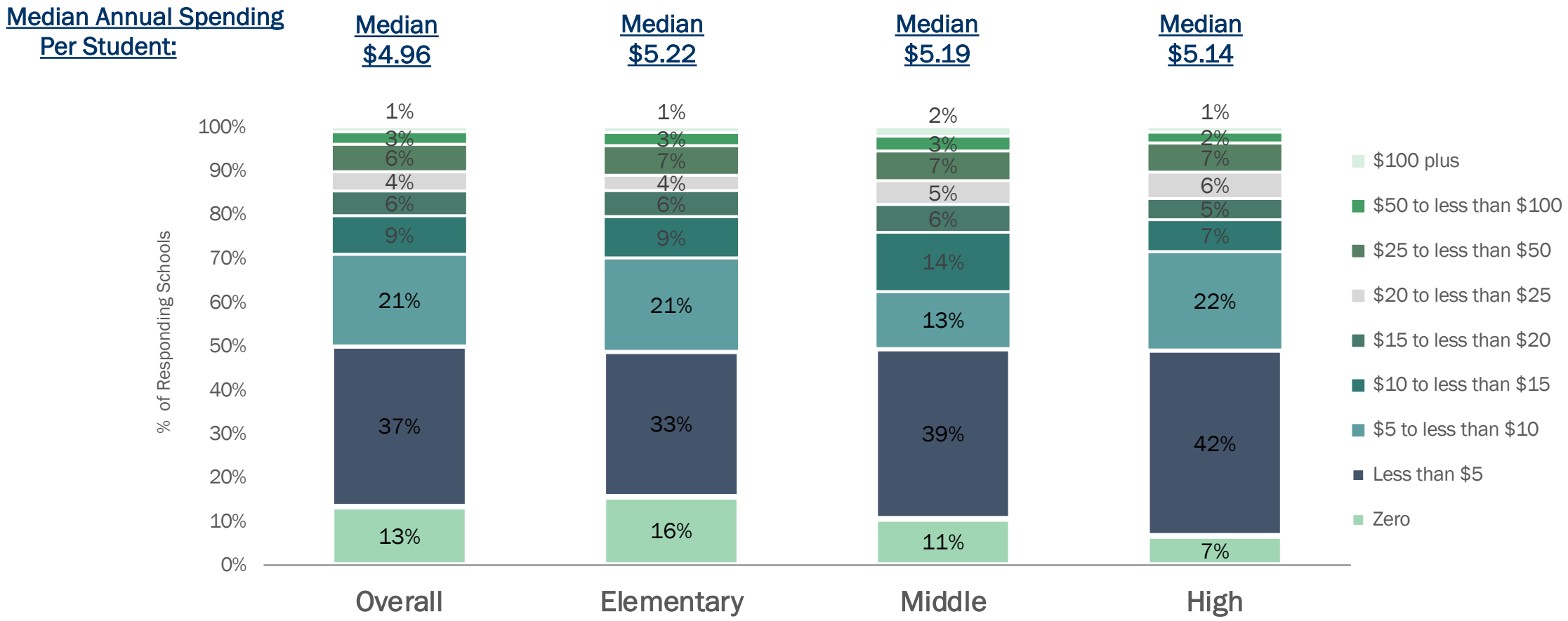
- High schools had the highest school budget allocation for social studies (median of $5,364)
- Note that budget figures reported below do not include teacher salaries, capital expenses, non-district funds or one-time expenditures.



3B1) What is the school budget allocation for Social Studies for the current school year (do not include teacher salaries, capital expenses, non-district funds or one-time expenditures)
[Base = Schools offering SS instruction]

PER STUDENT BASIS BUDGET ALLOCATION FOR SOCIAL STUDIES

- Overall, 13% of schools spend $0 on a per student basis for social studies budget allocation, 16% at the elementary level, 11% at the middle school level and 7% at the high school level. Median spend across all types is $5 per student.
- Note that budget figures reported below do not include teacher salaries, capital expenses, non-district funds or one-time expenditures.



3B1) What is the school budget allocation for Social Studies for the current school year (do not include teacher salaries, capital expenses, non-district funds or one-time expenditures)
[Base = Schools offering SS instruction]

ADDITIONAL FUNDING SOURCES FOR SS ACTIVITIES

- Most schools report having district level budget to support social studies in addition to their school budget but very few report that their school charges fees to participate in social studies based extra-curricular activities and/or receives funding from a source outside of the district to support social studies activities. Almost none report receiving money from all three of these sources.

% YES

	DISTRICT LEVEL BUDGET TO SUPPORT SS INSTRUCTION IN ADDITION TO SCHOOL BUDGET	SCHOOL CHARGES FEE TO PARTICIPATE IN ANY EXTRA-CURRICULAR (SCHOOL BASED) SS ACTIVITIES	SCHOOL RECEIVING FUNDING FROM SOURCE OUTSIDE OF DISTRICT TO SUPPORT SS ACTIVITIES
Overall	68%	11%	8%
Elementary	71%	6%	6%
Middle	68%	15%	7%
High	61%	19%	14%

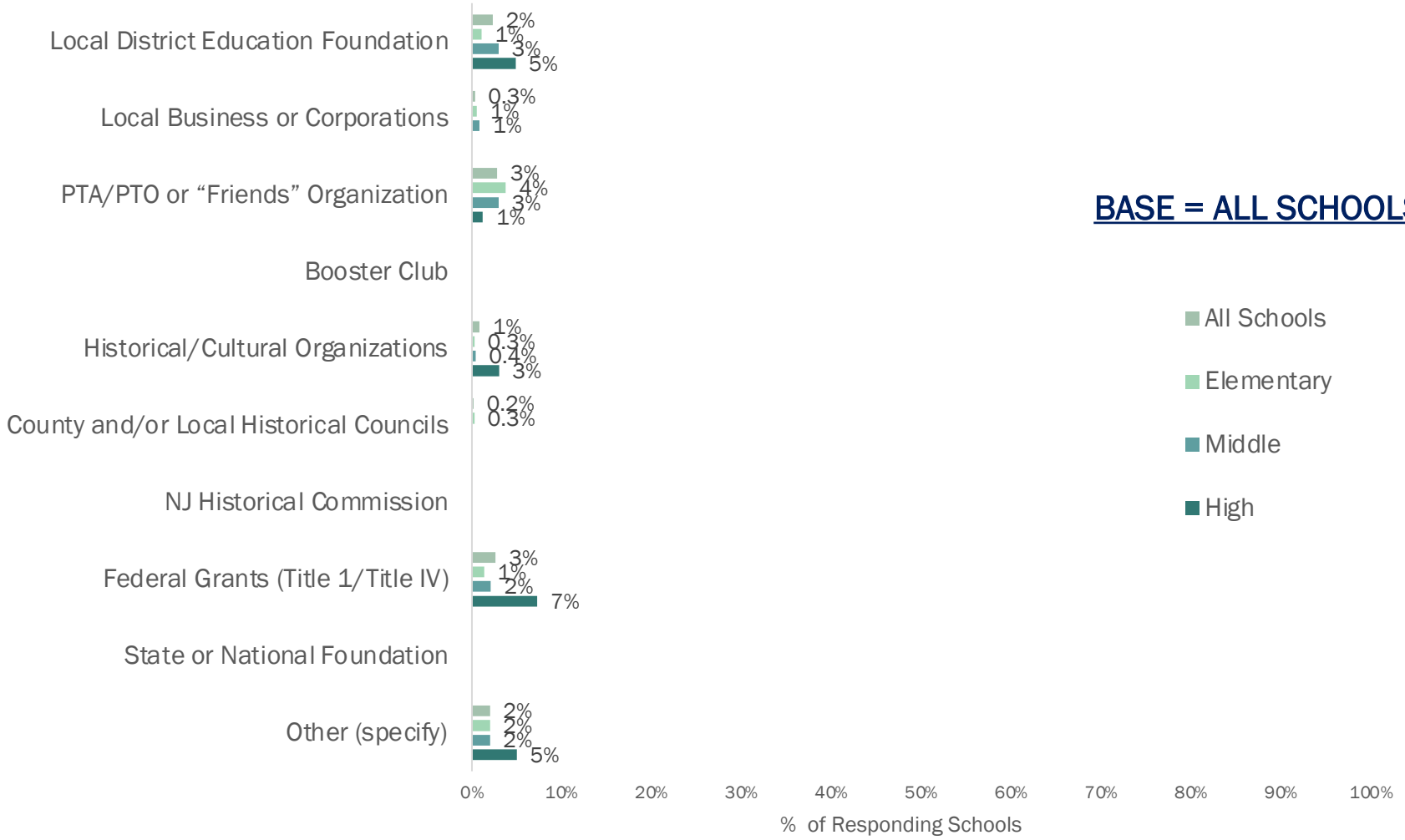
SUMMARY - # OF THESE ADDITIONAL BUDGET SOURCES SCHOOL HAS (# SELECTED 'YES' FOR)

	NO, NONE OF THESE ADDITIONAL BUDGET SOURCES	YES, HAVE AT LEAST ONE OF THESE ADDITIONAL BUDGET SOURCES	YES, HAVE AT LEAST TWO	YES, HAVE ALL THREE
Overall	28%	59%	11%	1%
Elementary	26%	65%	8%	1%
Middle	27%	58%	14%	1%
High	32%	46%	19%	4%

3B2) In addition to the school funding above, is there a district level budget to support social studies?
3C1) Does your school charge fees to participate in any extracurricular (school based) social studies activities?
3D1) Is your school currently receiving funding from a source outside of the school district to support social studies activities?
[Base = Schools offering SS instruction]

SOURCES OF FUNDING FROM OUTSIDE DISTRICT TO SUPPORT SS ACTIVITIES

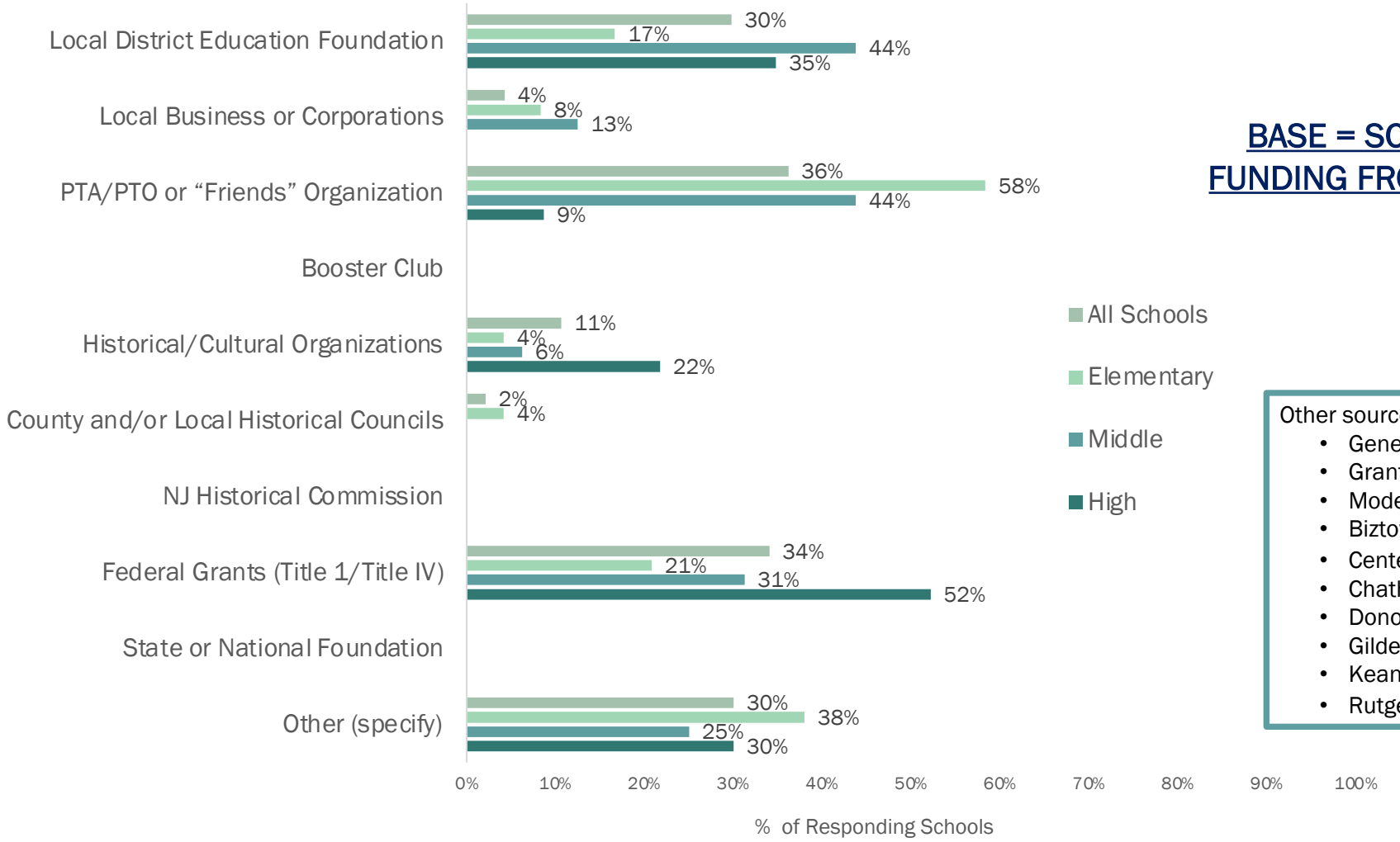
- Overall, only 8% (47 schools) are currently receiving funding from a source outside of the school district to support social studies activities.
  - Below are the sources of those funds across all schools (even those not currently receiving funding):



3D2) Please check all funding sources from outside of the school district to support social studies activities and indicate the specific sources of those funds:
[Base = Schools offering SS instruction]

SOURCES OF FUNDING FROM OUTSIDE DISTRICT TO SUPPORT SS ACTIVITIES

- Among the 8% (47 schools) who <u>are</u> currently receiving funding from a source outside of the school district to support social studies activities PTA/PTO or Friends Organization, Federal Grants and Local District Education Foundation were most often cited as the source.



BASE = SCHOOLS RECEIVING FUNDING FROM OUTSIDE SOURCE

Other sources of funding (specified):

- Generic (local, municipal) (3 mentions)
- Grants for Field Trips, Assemblies (2)
- Model UN (2)
- Biztown (1)
- Center for Supportive Schools (1)
- Chatham Educational Foundation (1)
- Donorschoose.org (1)
- Gilder Lehrman (1)
- Kean University (1)
- Rutgers (1)

3D2) Please check all funding sources from outside of the school district to support social studies activities and indicate the specific sources of those funds:
[Base = Schools offering SS instruction + School is receiving funding from a source outside of the school district to support SS]

SPECIFIC FUNDING SOURCES FROM OUTSIDE DISTRICT TO SUPPORT SS ACTIVITIES

Local District Education Foundation
- Ralph Martin Grant (2 mentions)
- Cherry Hill Education Foundation (1)
- Ewing Public Education Foundation (1)
- Linwood Education Foundation (1)
- MFEE (1)
- Parsippany Education Foundation (1)
- Pcti Education Foundation (1)
- Westfield Education Fund (1)

Local Business or Corporations
- Donations (1)
- Elk's Lodge (1)

PTA/PTO or "Friends" Organization
- PTA/PTO (6)
- Fundraising (2)
- Donations (1)
- Field Trip (1)
- Home and School Association (1)

Historical/Cultural Organizations
- Dover Historical Society (1)
- Gilder Lehrman Institute Of American History (1)
- Holocaust And Genocide Studies (1)
- Veteran's Associations (1)

County and/or Local Historical Councils
- Grants (1)

Federal Grants (Title 1/Title IV)
- Title I (3)
- Title II (4)
- Title IV (1)
- TITLE 4A (1)
- ESSA (1)
- District Allocation (1)

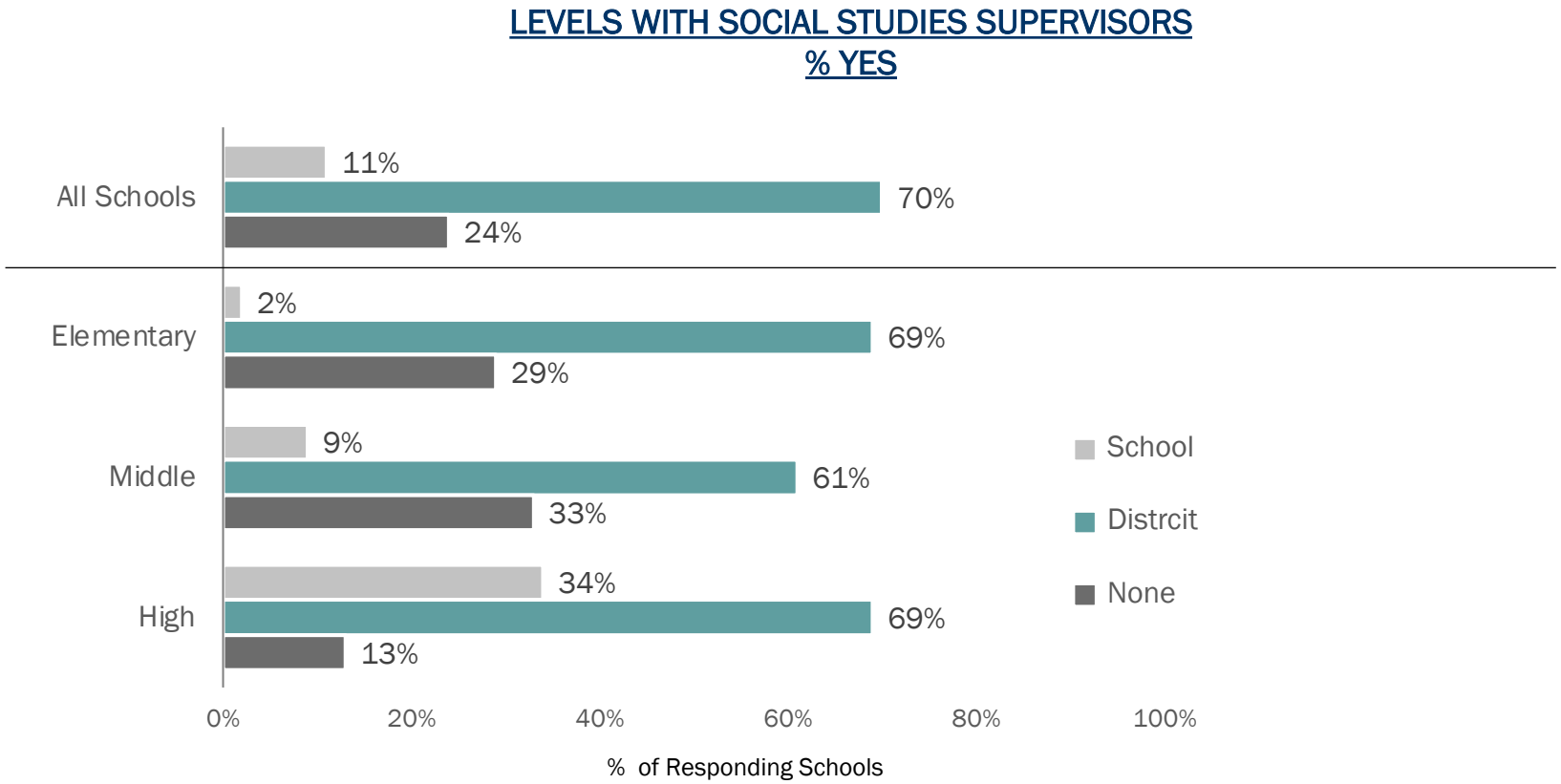
Other:
- Biztown (1)
- Church (1)
- Contracted Funds (1)
- Donations (1)
- Eagleton Institute of Politics (1)
- Grant (generic) (1)
- Holocaust, Genocide Studies (1)
- Morris Hills Regional District EA (1)

- Respondents who selected these as being additional funding sources from outside their school district were asked to specify the specific source of these additional funds. These are the responses provided.

3D2) Please check all funding sources from outside of the school district to support social studies activities and indicate the specific sources of those funds:
[Base = Schools offering SS instruction + School is receiving funding from a source outside of the school district to support SS]

LEVELS WITH SOCIAL STUDIES SUPERVISORS

- Most schools report having a district level Social Studies Supervisor.
- Very few elementary and middle schools report having a school level Social Studies Supervisor, but about a third of high schools do.



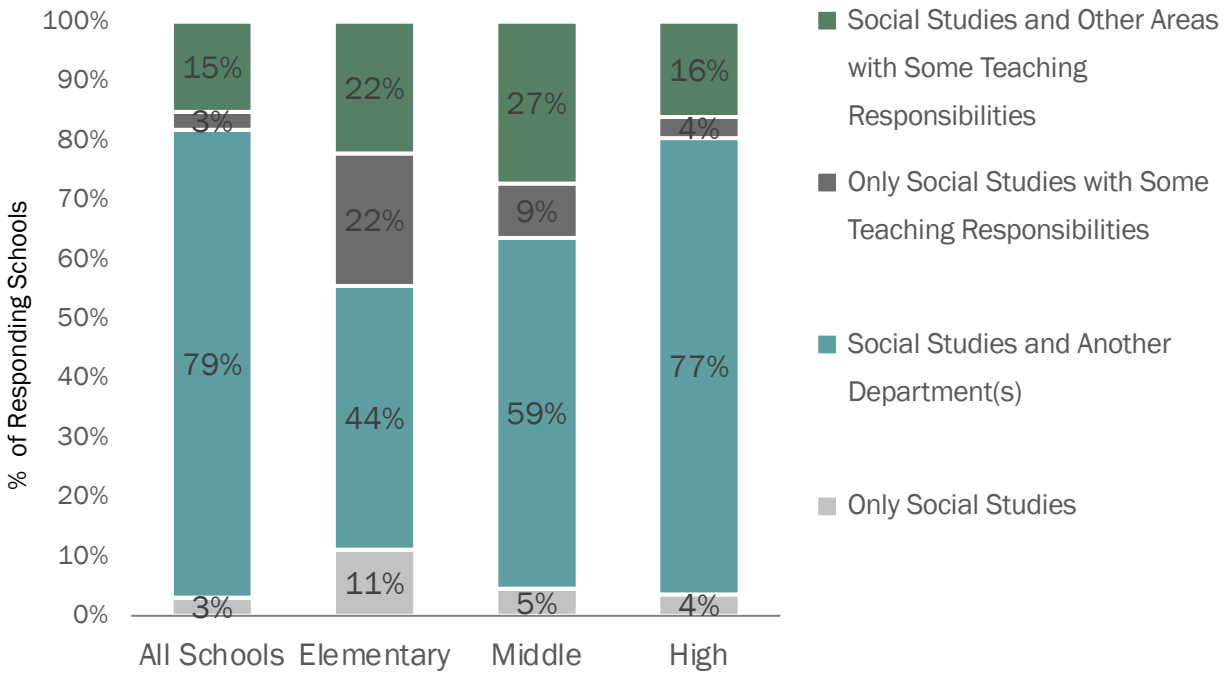
3E1) Indicate below which levels have a Social Studies Supervisor: (✓ all that apply)
[Base = Schools offering SS instruction]

SCHOOL BASED SS SUPERVISOR ROLE + DEGREES & CERTIFICATIONS IN SS

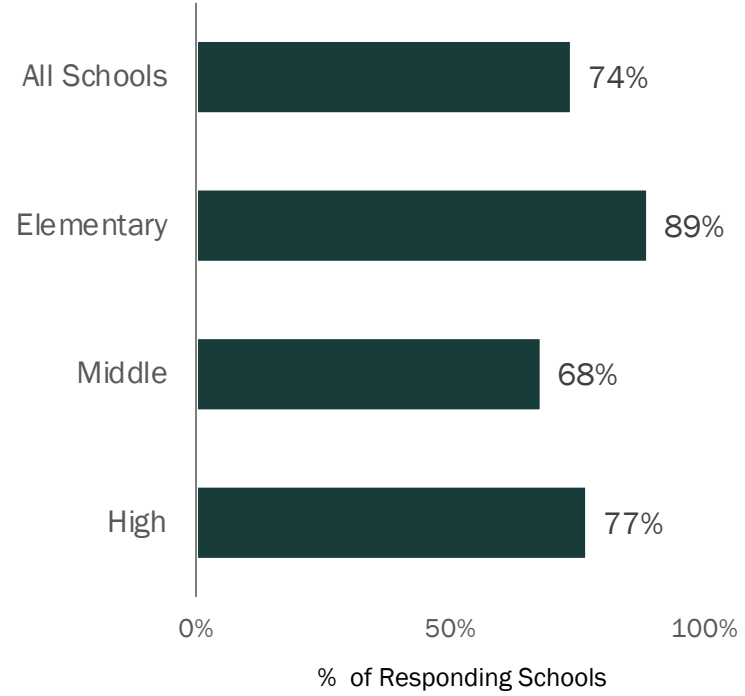
- Among schools with a school based Social Studies Supervisor, most report that the role of that supervisor covers 'social studies and another department' and that the Social Studies Supervisor holds a degree or certification in social studies.
- Elementary schools reported a higher percentage (than middle or high schools) of school based Social Studies Supervisors whose role was 'only social studies with some teaching responsibilities.'

BASE = HAVE SCHOOL BASED SUPERVISOR

SCHOOL BASED SOCIAL STUDIES SUPERVISOR'S ROLE



SCHOOL BASED SS SUPERVISOR HOLDS DEGREE OR CERTIFICATION IN SOCIAL STUDIES % YES



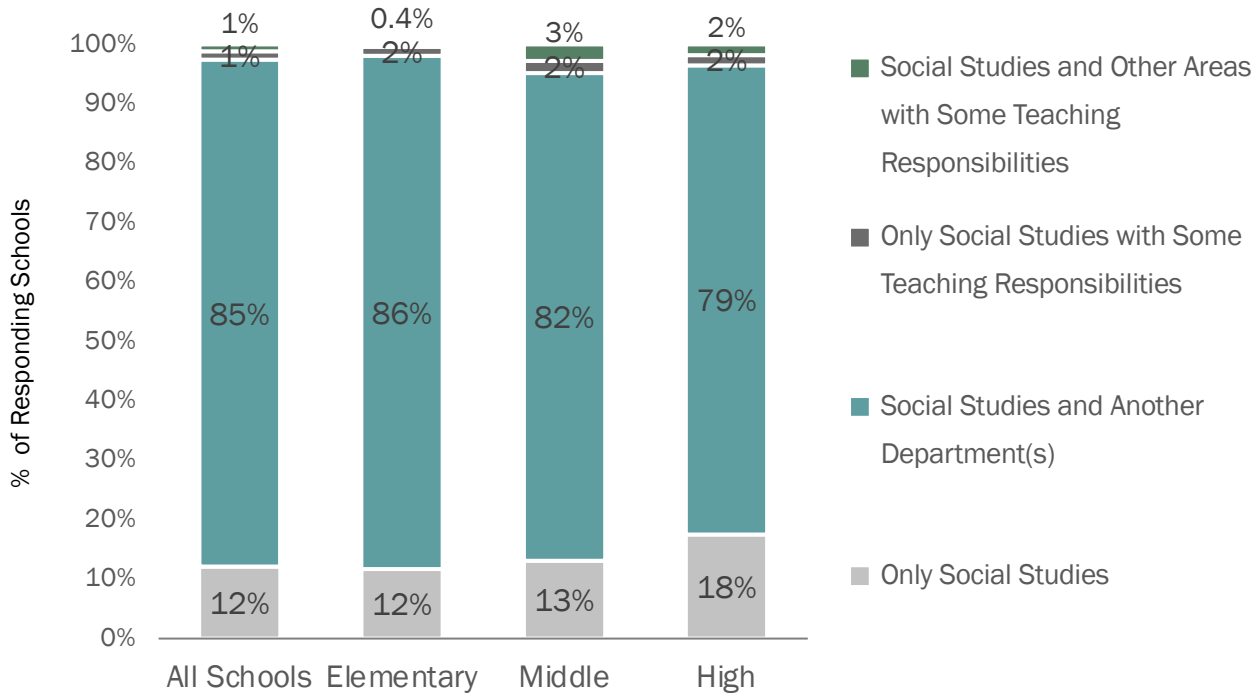
3E2) Indicate which best describes the Social Studies Supervisor's role:
3E3) Does the Social Studies Supervisor hold a degree or certification in social studies?
[Base = Schools offering SS instruction + Have SS Supervisor at level specified]

DISTRICT BASED SS SUPERVISOR ROLE + DEGREES & CERTIFICATIONS IN SS

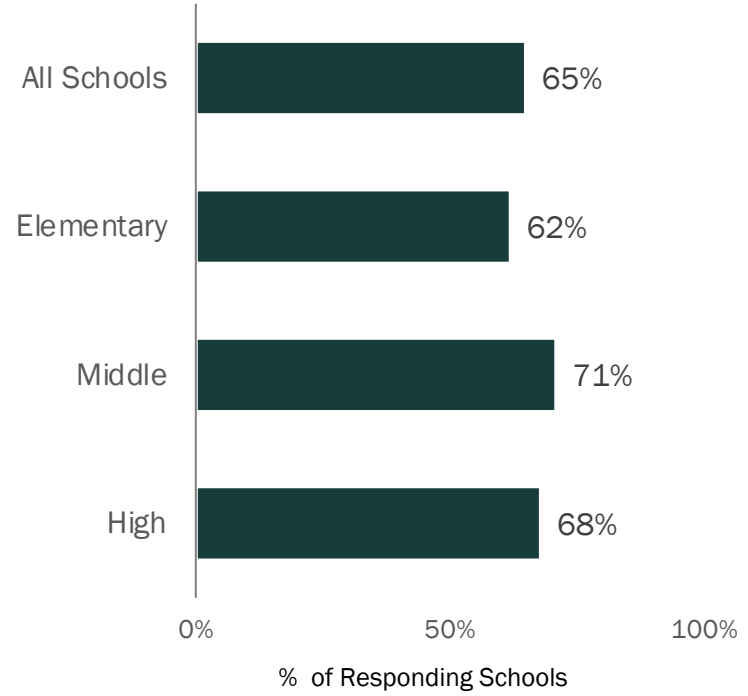
- Among schools with a district based Social Studies Supervisor most report that the role of that supervisor covers 'social studies and another department' and that the Social Studies Supervisor holds a degree or certification in social studies.
- Very few report that the district based Social Studies Supervisors role is 'only social studies with some teaching responsibilities', but district based supervisors were more likely than school based supervisors to have a role that is 'only social studies'.

BASE = HAVE DISTRICT BASED SUPERVISOR

DISTRICT BASED SOCIAL STUDIES SUPERVISOR'S ROLE



DISTRICT BASED SS SUPERVISOR HOLDS DEGREE OR CERTIFICATION IN SOCIAL STUDIES % YES



3E2) Indicate which best describes the Social Studies Supervisor's role:
3E3) Does the Social Studies Supervisor hold a degree or certification in social studies?
[Base = Schools offering SS instruction + Have SS Supervisor at level specified]

SUMMARY OF SS SUPERVISOR ROLE + DEGREES & CERTIFICATIONS IN SS

- Most schools report having a district level Social Studies Supervisor.
- Among schools with school and/or district based Social Studies Supervisors most report that the role of that supervisor covers social studies and another department and that the Social Studies Supervisor holds a degree or certification in social studies.

	Overall		Elementary School		Middle School		High School	
	School Based	District Based	School Based	District Based	School Based	District Based	School Based	District Based
Levels With Social Studies Supervisors – % Yes	11%	70%	2%	69%	9%	61%	34%	69%
Only Social Studies	3%	12%	11%	12%	5%	13%	4%	18%
Social Studies and Another Department(s)	79%	85%	44%	86%	59%	82%	77%	79%
Only Social Studies with Some Teaching Responsibilities	3%	1%	22%	2%	9%	2%	4%	2%
Social Studies and Other Areas with Some Teaching Responsibilities	15%	1%	22%	0.4%	27%	3%	16%	2%
SS Supervisor Holds Degree or Certification In Social Studies	74%	65%	89%	62%	68%	71%	77%	68%

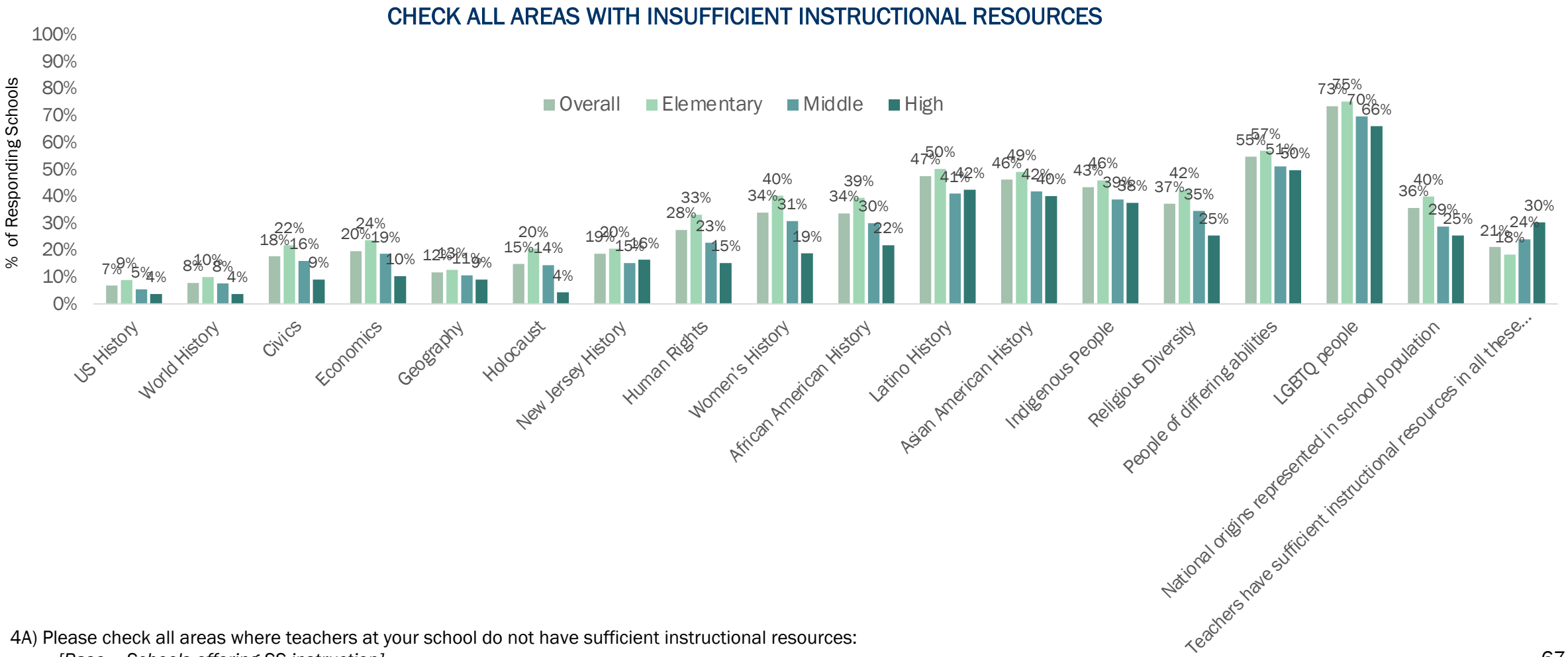
3E1) Indicate below which levels have a Social Studies Supervisor: (✓ all that apply)
[Base = Schools offering SS instruction]

3E2) Indicate which best describes the Social Studies Supervisor's role:
3E3) Does the Social Studies Supervisor hold a degree or certification in social studies?
[Base = Schools offering SS instruction + Have SS Supervisor at level specified]

INSTRUCTIONAL SUPPORT & PROFESSIONAL DEVELOPMENT

AREAS WHERE TEACHERS DO NOT HAVE SUFFICIENT INSTRUCTIONAL RESOURCES

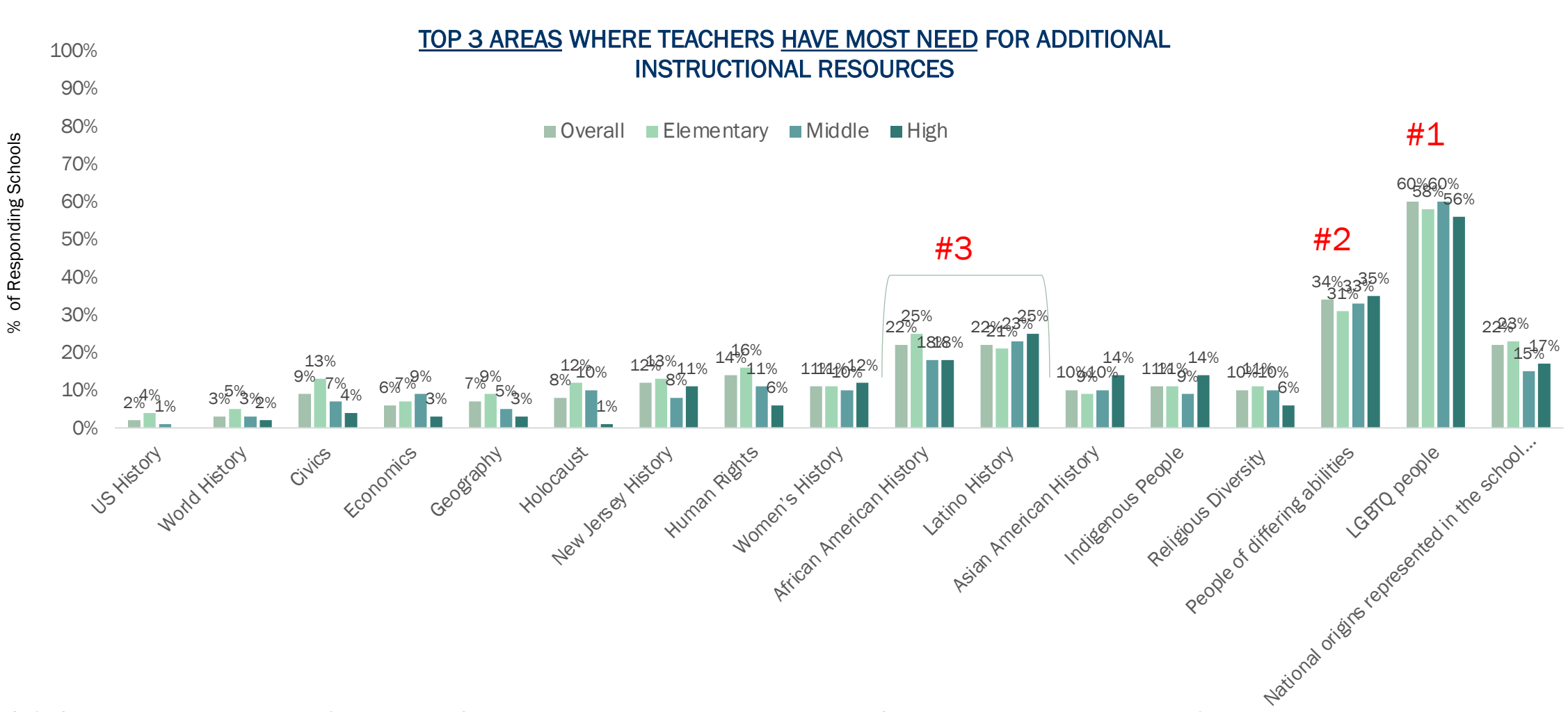
- More than half of responding schools report that they have insufficient instructional resources in the areas of LGBTQ people and people of differing abilities.



4A) Please check all areas where teachers at your school do not have sufficient instructional resources:
[Base = Schools offering SS instruction]

TOP 3 AREAS TEACHERS HAVE MOST NEED FOR ADDITIONAL INSTRUCTIONAL RESOURCES

- When asked to select the top three areas where teachers do not have sufficient instructional resources among all the areas with insufficient resources selected, LGBTQ people was the top area followed by people of differing abilities and Latino history and African American history (tied for third).



4A1) If you had to prioritize, in which 3 areas do you feel teachers at your school have the most need for additional instructional resources?
[Base = Schools offering SS instruction + checked at least one area as having insufficient resources]

SUMMARY OF AMOUNT OF INSTRUCTIONAL RESOURCES TEACHERS HAVE TO TEACH SS SKILLS

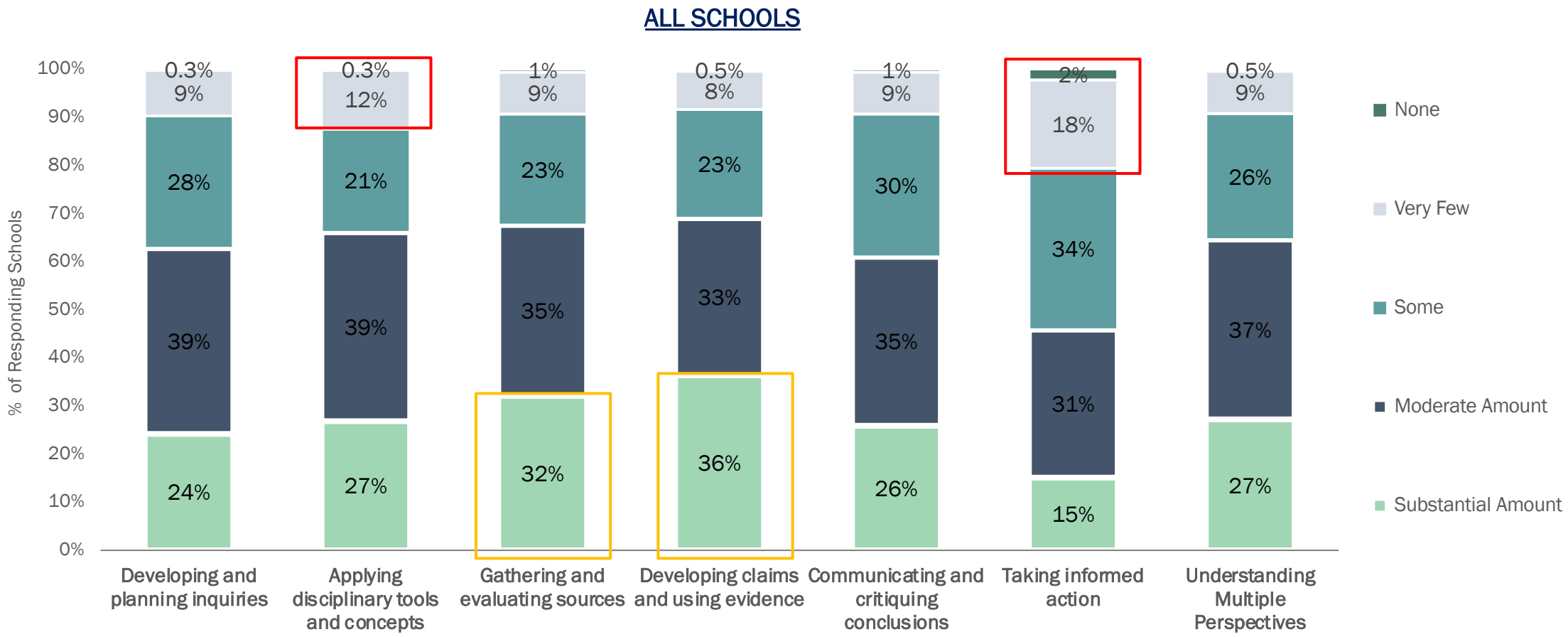
- Very few schools report that teachers have very few and/or none of these resources. On the contrary, most did not select very few or none for any of these. Most report having a moderate amount or some of these instructional resources.

	Overall			Elementary School			Middle School			High School		
% Who Selected "Very Few" or "None" For All Resources	5%			7%			2%			2%		
% Who Did NOT Select "Very Few" or "None" For Any of These Resources	78%			74%			81%			85%		
	Substantial	Moderate + Some	Very Few + None	Substantial	Moderate + Some	Very Few + None	Substantial	Moderate + Some	Very Few + None	Substantial	Moderate + Some	Very Few + None
Developing and planning inquiries	24%	66%	10%	18%	70%	13%	31%	63%	5%	35%	62%	3%
Applying disciplinary tools and concepts	27%	61%	13%	19%	64%	17%	32%	60%	8%	41%	55%	5%
Gathering and evaluating sources	32%	58%	9%	24%	63%	13%	40%	55%	5%	47%	50%	4%
Developing claims and using evidence	36%	55%	8%	26%	62%	12%	45%	51%	5%	54%	43%	3%
Communicating and critiquing conclusions	26%	65%	9%	19%	68%	13%	33%	61%	6%	38%	59%	4%
Taking informed action	15%	64%	21%	12%	65%	23%	22%	60%	17%	21%	64%	15%
Understanding Multiple Perspectives	27%	64%	9%	22%	67%	11%	35%	59%	6%	40%	54%	6%

4B) How many instructional resources do teachers have related to teaching the following social studies skills?
[Base = Schools offering SS instruction]

AMOUNT OF INSTRUCTIONAL RESOURCES TEACHERS HAVE TO TEACH SS SKILLS

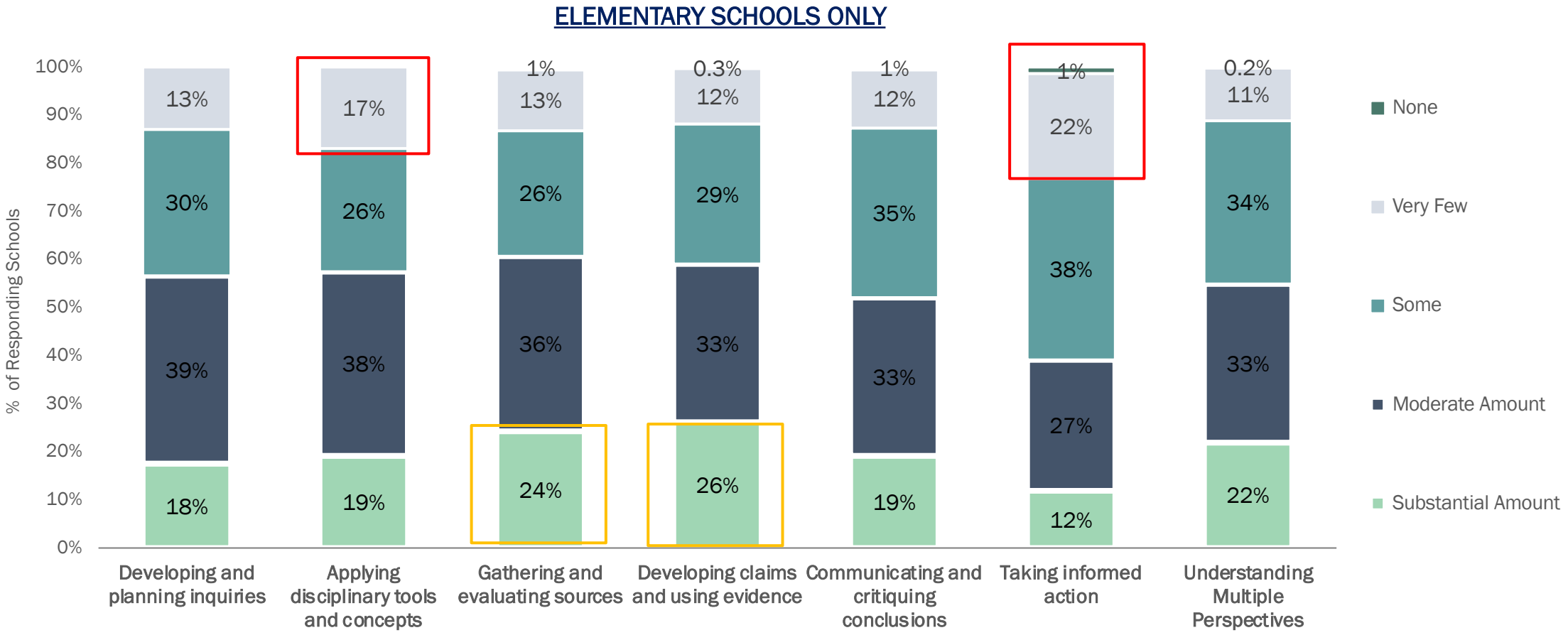
- Among all responding schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were the resources most often cited as having a substantial amount of resources.
- 'Taking informed action' was most often cited as being the area that teachers have very few or no instructional resources followed by 'applying disciplinary tools and concepts.'



4B) How many instructional resources do teachers have related to teaching the following social studies skills?
[Base = Schools offering SS instruction]

AMOUNT OF INSTRUCTIONAL RESOURCES ELEMENTARY TEACHERS HAVE TO TEACH SS SKILLS

- Among elementary schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were the resources most often cited as having a substantial amount of resources.
- 'Taking informed action' was most often cited as being the area that teachers have very few or no instructional resources followed by 'applying disciplinary tools and concepts.'

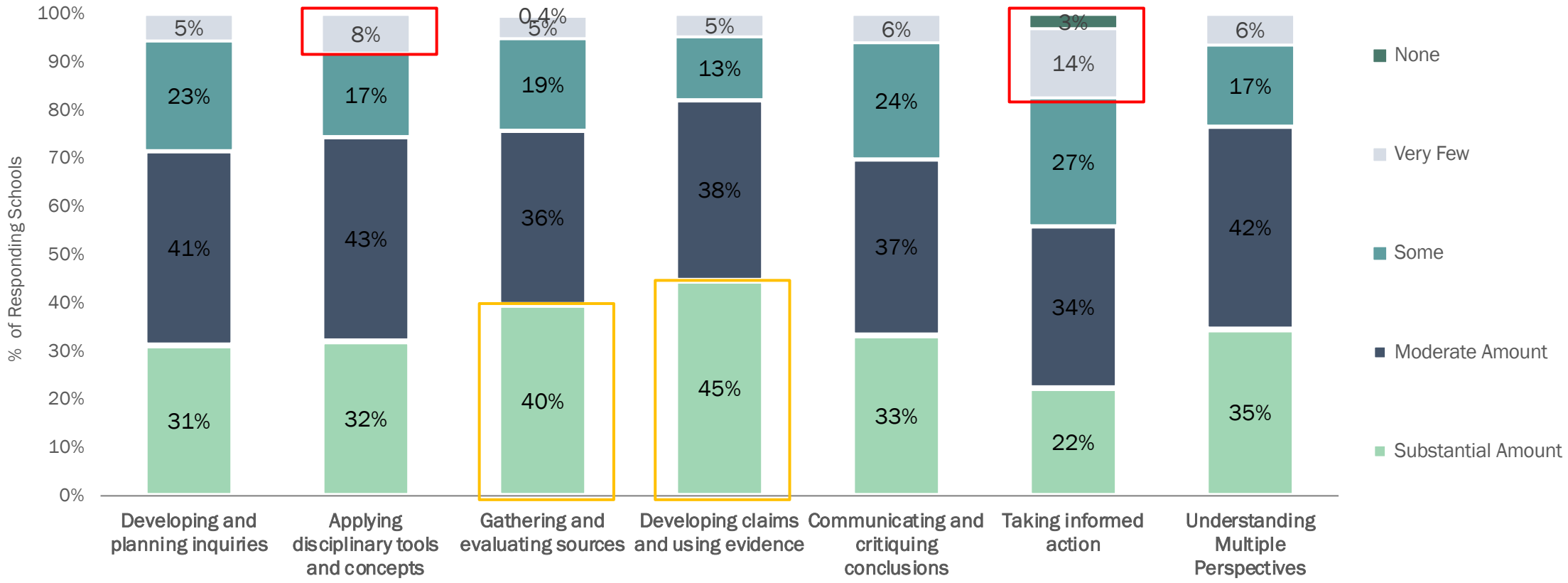


4B) How many instructional resources do teachers have related to teaching the following social studies skills?
[Base = Elementary schools offering SS instruction]

AMOUNT OF INSTRUCTIONAL RESOURCES MIDDLE SCHOOL TEACHERS HAVE TO TEACH SS SKILLS

- Among middle schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were the resources most often cited as having a substantial amount of resources.
- 'Taking informed action' was most often cited as being the area that teachers have very few or no instructional resources followed by 'applying disciplinary tools and concepts.'

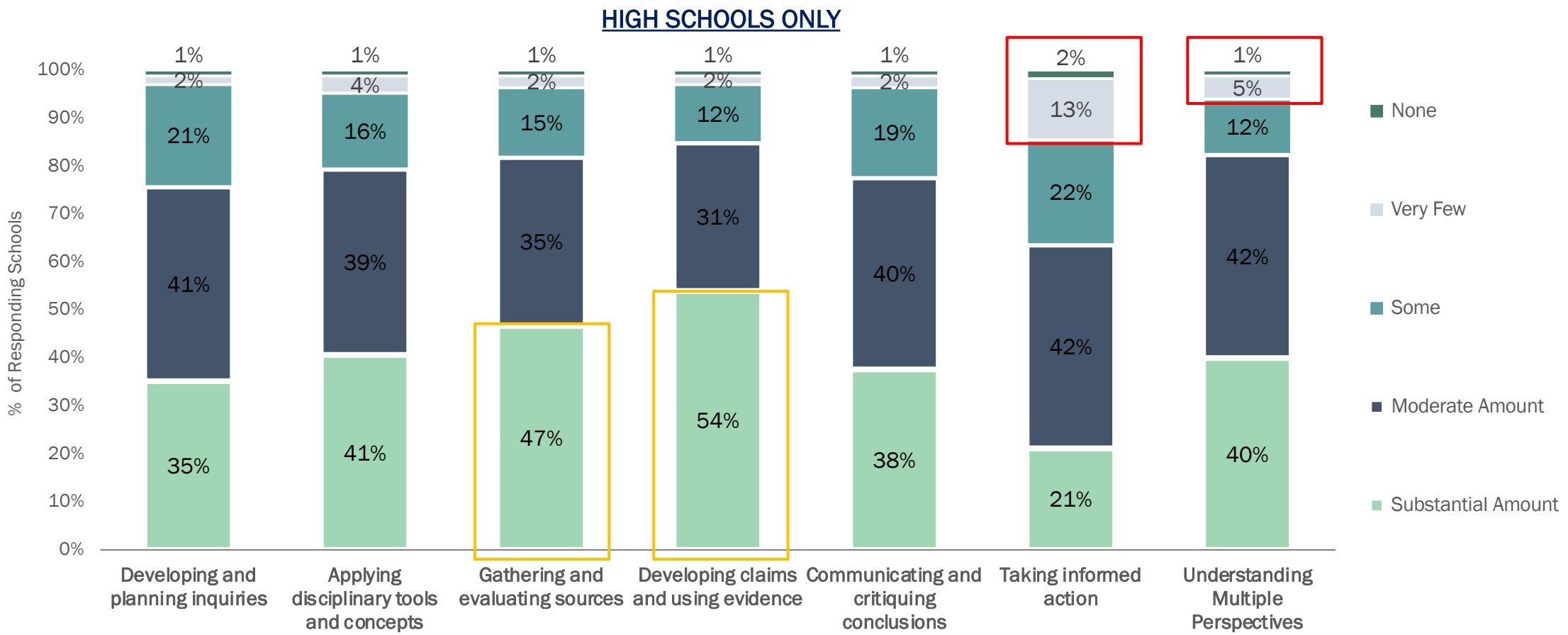
MIDDLE SCHOOLS ONLY



4B) How many instructional resources do teachers have related to teaching the following social studies skills?
[Base = Middle schools offering SS instruction]

AMOUNT OF INSTRUCTIONAL RESOURCES HIGH SCHOOL TEACHERS HAVE TO TEACH SS SKILLS

- Among high schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were the resources most often cited as having a substantial amount of resources.
- 'Taking informed action' was most often cited as being the area that teachers have very few or no instructional resources followed by 'Understanding Multiple Perspectives.'



4B) How many instructional resources do teachers have related to teaching the following social studies skills?
[Base = High schools offering SS instruction]

SUMMARY OF FREQUENCY OF TEACHERS ASSESSING STUDENTS ON SS SKILLS

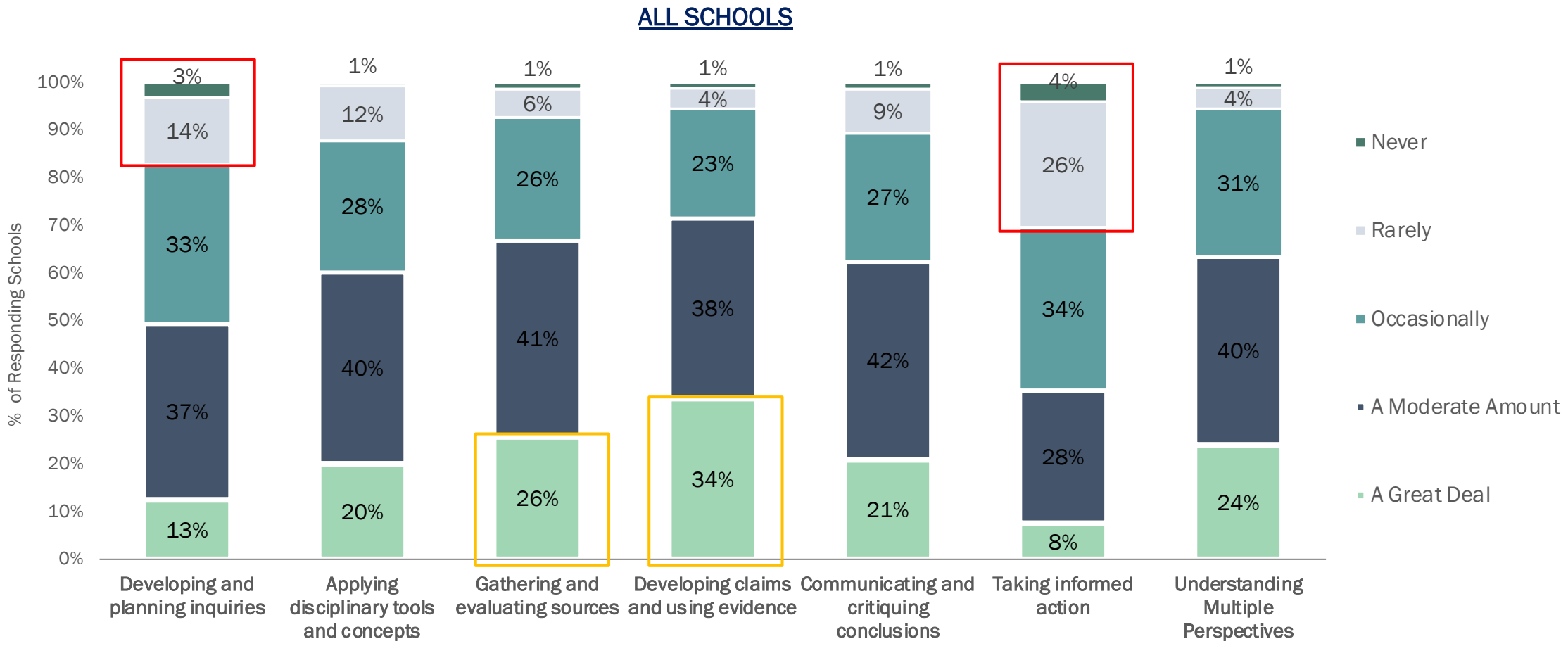
- Very few schools report that teachers rarely and/or never assess students on these social studies skills. On the contrary, most did not select rarely or never for any of these. Most report assessing students a moderate or occasional amount on these skills.

	Overall			Elementary School			Middle School			High School		
% Who Selected "Rarely" or "Never" For All Resources	2%			2%			0.4%			1%		
% Who Did NOT Select "Rarely" or "Never" For Any of These Resources	65%			63%			76%			73%		
	Great Deal	Moderate + Occasionally	Rarely + Never	Great Deal	Moderate + Occasionally	Rarely + Never	Great Deal	Moderate + Occasionally	Rarely + Never	Great Deal	Moderate + Occasionally	Rarely + Never
Developing and planning inquiries	13%	70%	17%	12%	68%	20%	18%	70%	12%	18%	73%	10%
Applying disciplinary tools and concepts	20%	68%	12%	15%	69%	16%	25%	68%	7%	30%	64%	5%
Gathering and evaluating sources	26%	67%	7%	18%	71%	11%	33%	65%	1%	40%	58%	2%
Developing claims and using evidence	34%	61%	5%	26%	67%	8%	44%	52%	4%	49%	49%	2%
Communicating and critiquing conclusions	21%	69%	11%	16%	69%	15%	28%	67%	5%	31%	66%	3%
Taking informed action	8%	62%	30%	7%	62%	32%	11%	67%	22%	10%	66%	24%
Understanding Multiple Perspectives	24%	71%	5%	20%	74%	6%	31%	66%	3%	38%	59%	3%

4C) How often are teachers assessing students on the following social studies skills?
[Base = Schools offering SS instruction]

FREQUENCY OF TEACHERS ASSESSING STUDENTS ON SS SKILLS

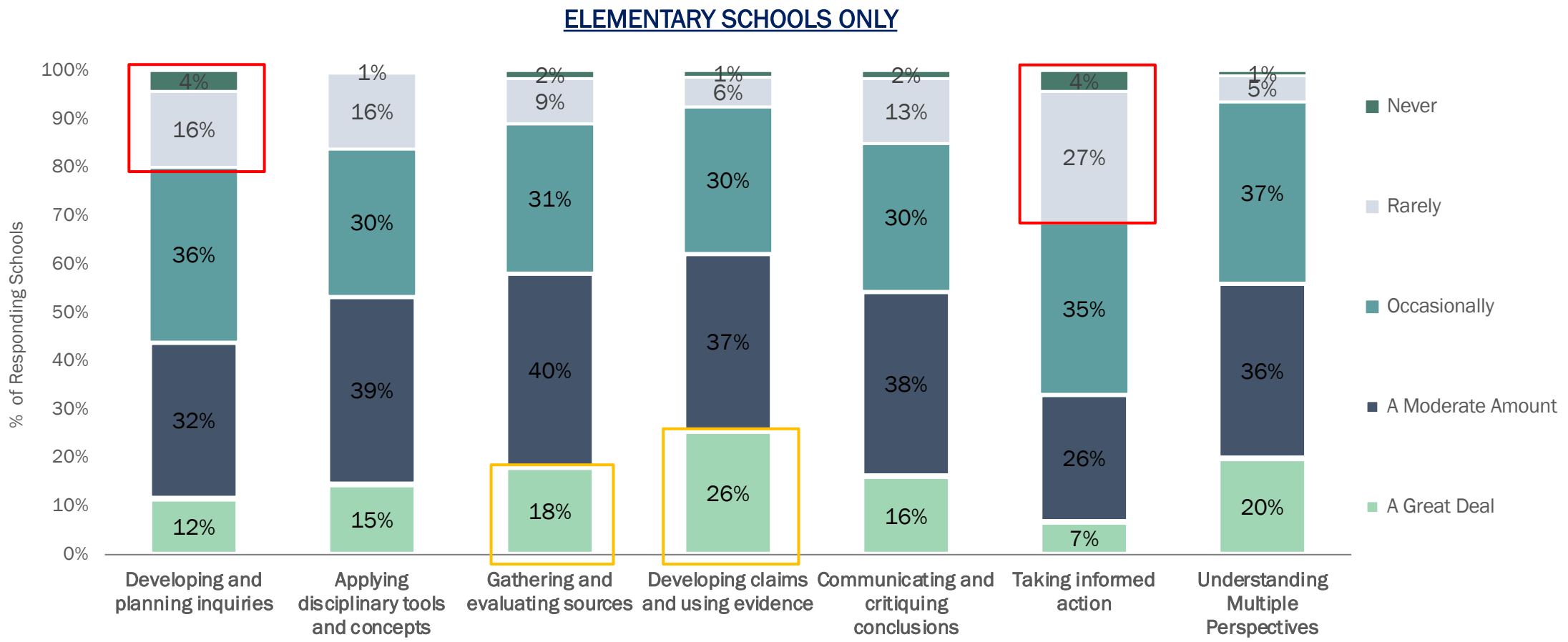
- Among all responding schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were social studies skills most often cited as areas where teachers are assessing students a great deal.
- 'Taking informed action' was most often cited as being the area that teachers rarely or never assess students followed by 'developing and planning inquiries.'



4C) How often are teachers assessing students on the following social studies skills?
[Base = Schools offering SS instruction]

FREQUENCY OF TEACHERS ASSESSING ELEMENTARY STUDENTS ON SS SKILLS

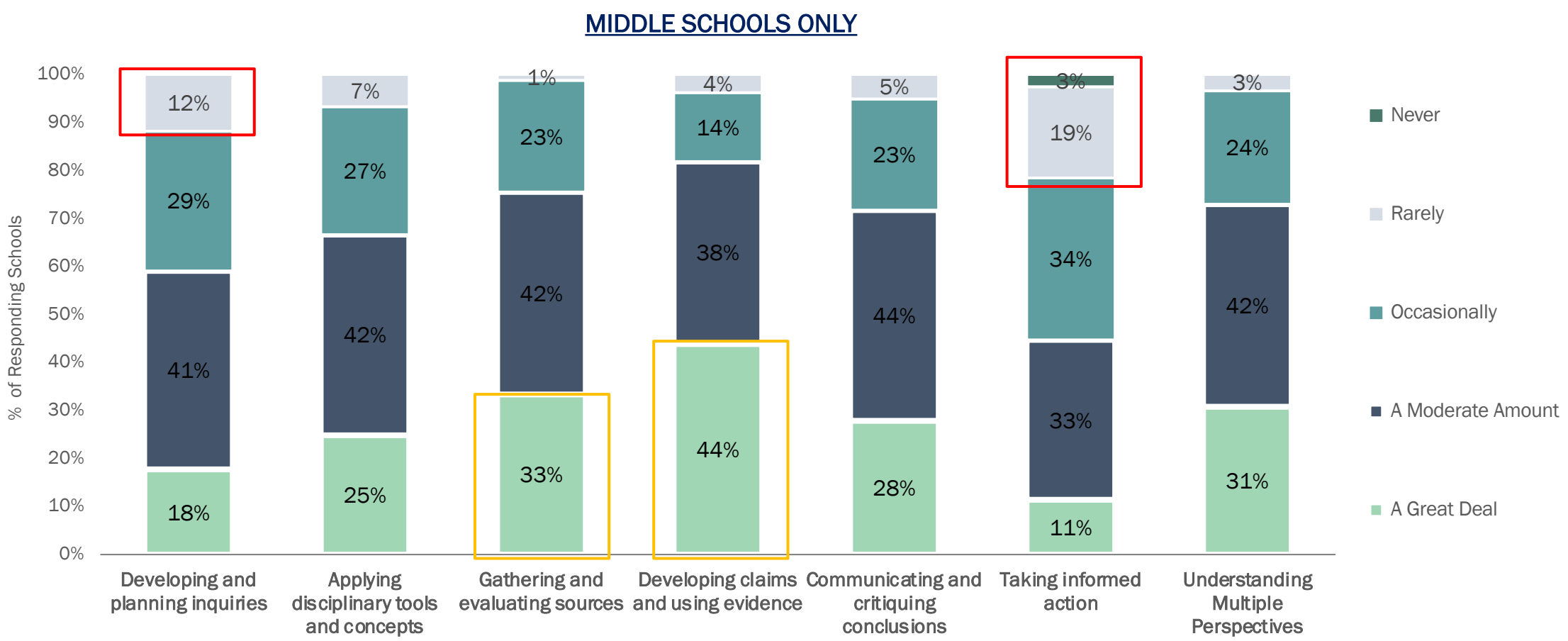
- Among elementary schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were social studies skills most often cited as areas where teachers are assessing students a great deal.
- 'Taking informed action' was most often cited as being the area that teachers rarely or never assess students followed by 'developing and planning inquiries.'



4C) How often are teachers assessing students on the following social studies skills?
[Base = Elementary schools offering SS instruction]

FREQUENCY OF TEACHERS ASSESSING MIDDLE SCHOOL STUDENTS ON SS SKILLS

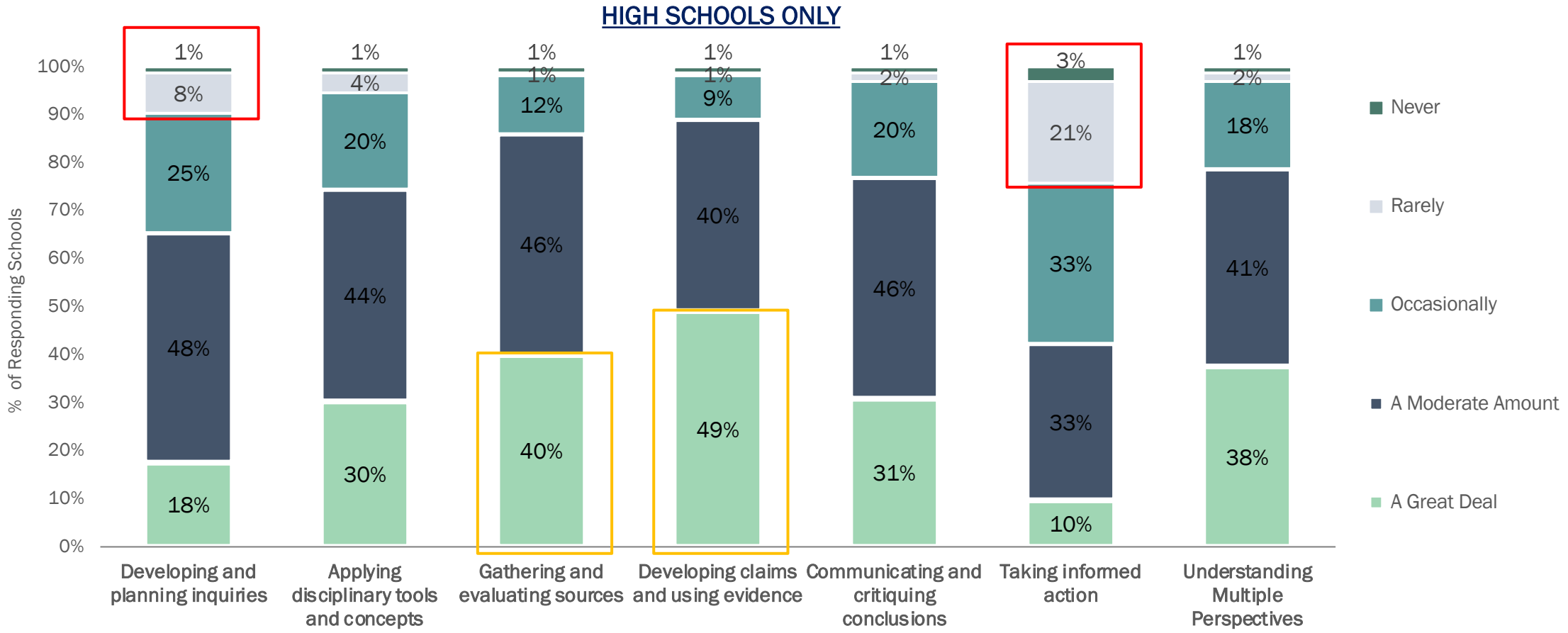
- Among middle schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were social studies skills most often cited as areas where teachers are assessing students a great deal.
- 'Taking informed action' was most often cited as being the area that teachers rarely or never assess students followed by 'developing and planning inquiries.'



4C) How often are teachers assessing students on the following social studies skills?
[Base = Middle schools offering SS instruction]

FREQUENCY OF TEACHERS ASSESSING HIGH SCHOOL STUDENTS ON SS SKILLS

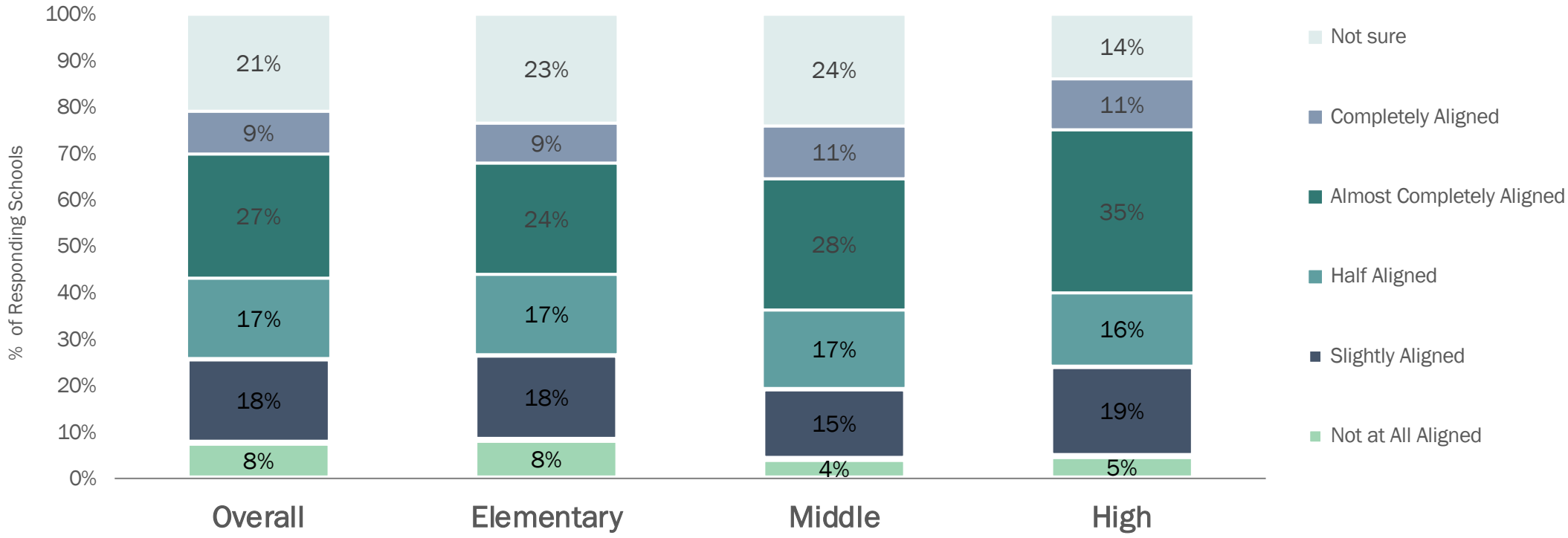
- Among high schools, 'developing claims and using evidence' and 'gathering and evaluating sources' were social studies skills most often cited as areas where teachers are assessing students a great deal.
- 'Taking informed action' was most often cited as being the area that teachers rarely or never assess students followed by 'developing and planning inquiries.'



4C) How often are teachers assessing students on the following social studies skills?
[Base = High schools offering SS instruction]

ALIGNMENT OF INSTRUCTION/ASSESSMENT WITH COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK

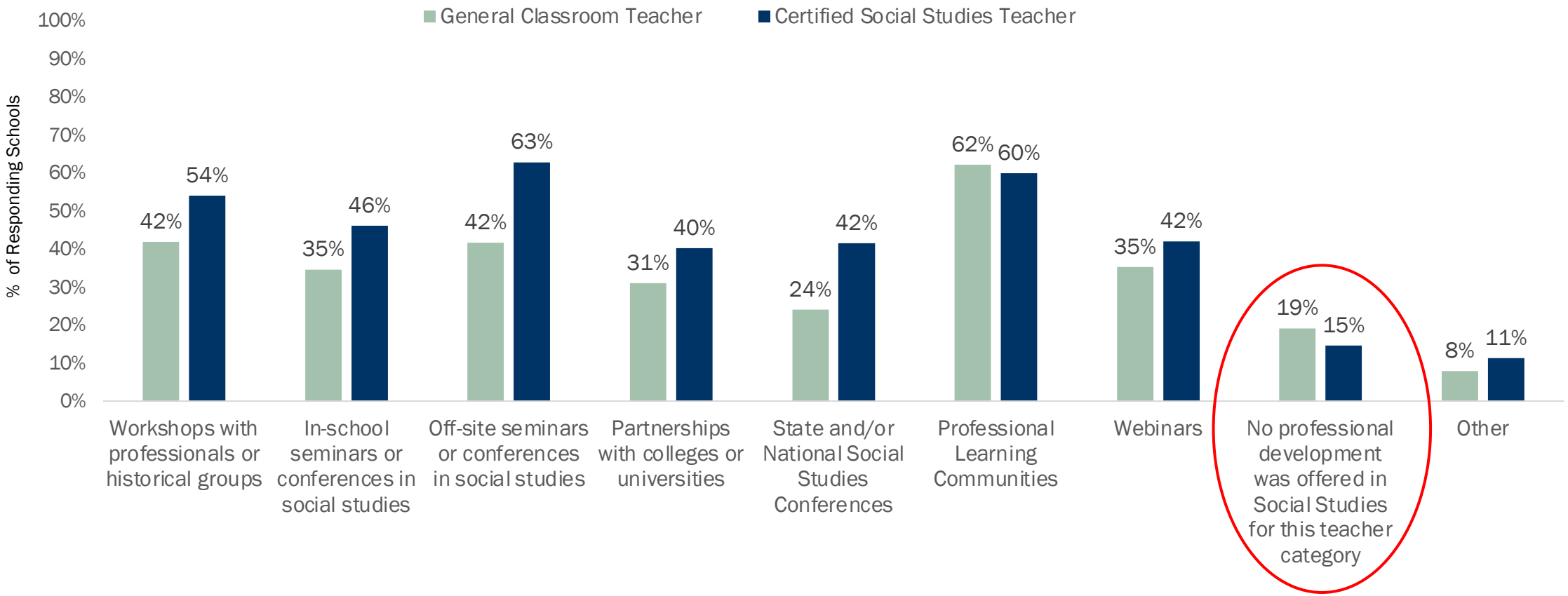
- Very few schools report instruction and assessment as being completely aligned with the College, Career and Civic Life (C3) Framework published by the National Council of Social Studies, but at least a quarter across all school types report that they are <u>almost</u> completely aligned.



4D) Overall, how aligned is instruction and assessment with the College, Career and Civic Life (C3) Framework published by the National Council of Social Studies?
[Base = Schools offering SS instruction]

PROFESSIONAL DEVELOPMENT ACTIVITIES OFFERED IN SOCIAL STUDIES

- No professional development in social studies is offered in 19% of responding schools for general classroom teachers and 15% of schools for certified social studies teachers.
- 'Professional learning communities', 'off-site seminars or conferences in social studies' and 'workshops with professional or historical groups' were most often offered.



4E) During the current school year have or will the school/district offer and/or support any of the following professional development activities in social studies? (Please ✓ all that apply for each type of teacher)

[Base = Schools offering SS instruction]

PROFESSIONAL DEVELOPMENT ACTIVITIES OFFERED IN SOCIAL STUDIES

- Certified social studies teachers at the elementary level were less likely to be offered professional development than those at the middle and high school level.

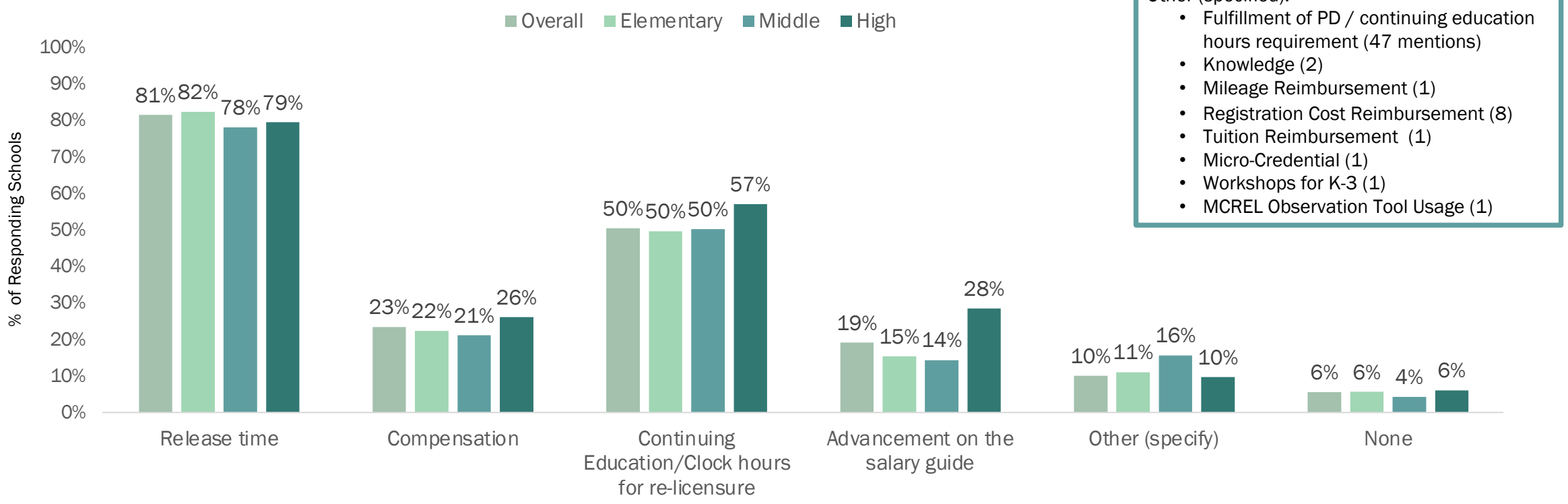
	Overall		Elementary School		Middle School		High School	
% Who NO professional development was offered in Social Studies for this teacher category	19%	15%	18%	21%	18%	9%	21%	4%
	General Classroom Teacher	Certified SS Teacher	General Classroom Teacher	Certified SS Teacher	General Classroom Teacher	Certified SS Teacher	General Classroom Teacher	Certified SS Teacher
Workshops with professionals or historical groups	42%	54%	44%	45%	41%	59%	40%	72%
In-school seminars or conferences in social studies	35%	46%	38%	38%	32%	49%	28%	60%
Off-site seminars or conferences in social studies	42%	63%	46%	52%	39%	68%	35%	85%
Partnerships with colleges or universities	31%	40%	30%	34%	27%	35%	32%	59%
State and/or National Social Studies Conferences	24%	42%	24%	32%	22%	42%	24%	61%
Professional Learning Communities	62%	60%	64%	49%	63%	70%	61%	81%
Webinars	35%	42%	35%	33%	35%	45%	42%	64%
Other	8%	11%	7%	13%	6%	9%	8%	6%

4E) During the current school year have or will the school/district offer and/or support any of the following professional development activities in social studies (Please ✓ all that apply for each type of teacher)

[Base = Schools offering SS instruction]

INCENTIVES TEACHERS RECEIVE FOR PARTICIPATING IN PROFESSIONAL DEVELOPMENT

- Most often schools report that teachers can receive 'release time' and/or 'continuing education/clock hours for re-licensure' as incentives for participating in professional development.



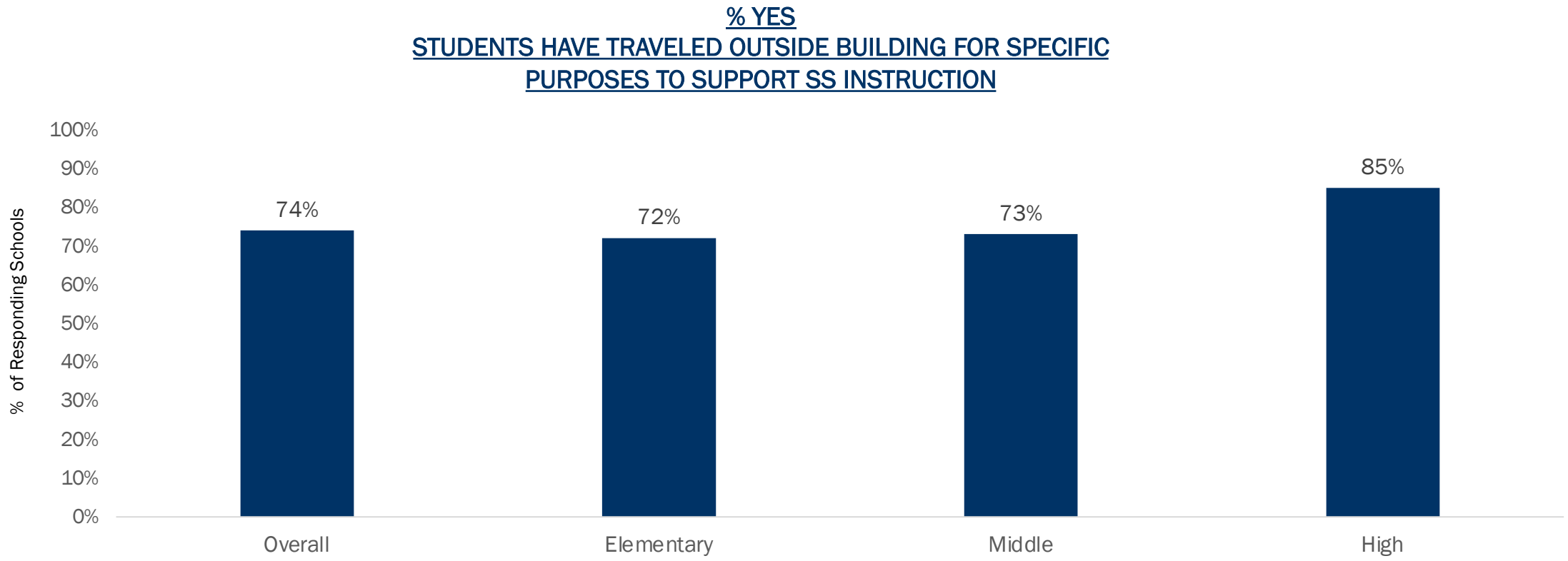
Other (specified):
- Fulfillment of PD / continuing education hours requirement (47 mentions)
- Knowledge (2)
- Mileage Reimbursement (1)
- Registration Cost Reimbursement (8)
- Tuition Reimbursement (1)
- Micro-Credential (1)
- Workshops for K-3 (1)
- MCREL Observation Tool Usage (1)

4F) What incentives may teachers in your school/district receive for participating in professional development activities in social studies? (✓ all that apply)
[Base = Schools offering SS instruction]

COMMUNITY RESOURCES

FIELD TRIPS TO SUPPORT SOCIAL STUDIES INSTRUCTION

- Most schools, across all types, report that as a part of a school-sponsored function, students have traveled outside the building for an exhibition, performance or event in the prior school year for the specific purposes to support social studies.

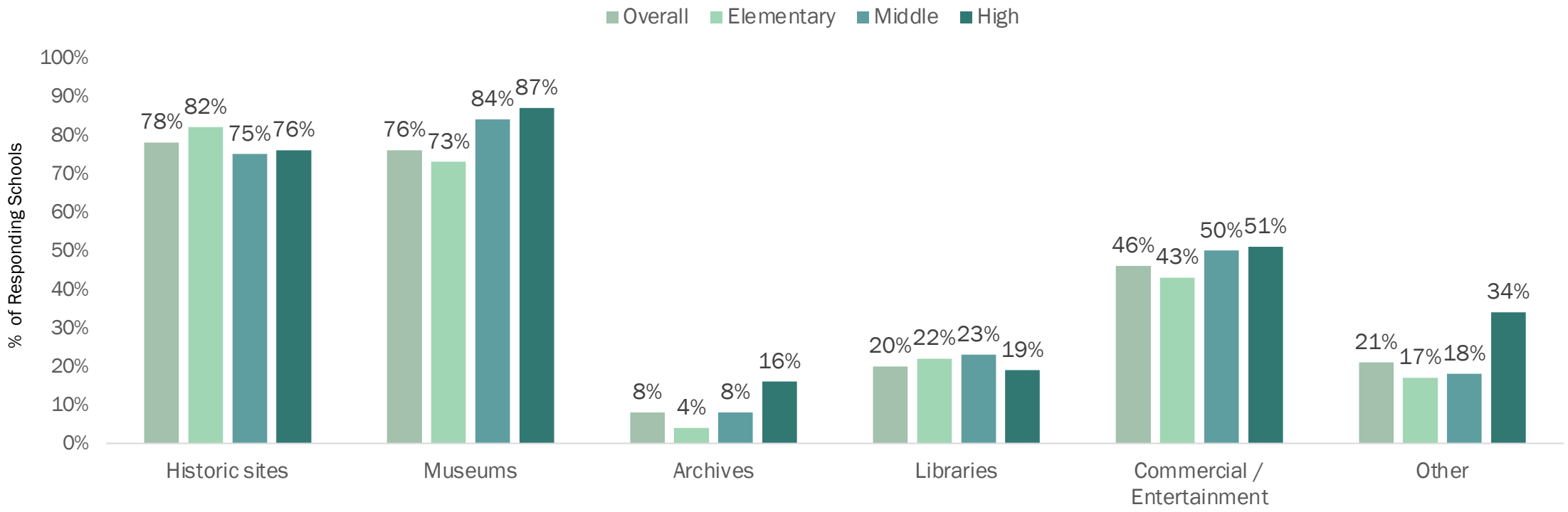


5A) As a part of a school-sponsored function, have students traveled outside the building for an exhibition, performance or event in the prior school year for the specific purposes to support social studies?
[Base = Schools offering SS instruction]

SPECIFIC SS AREAS OF FIELD TRIPS TO SUPPORT SOCIAL STUDIES INSTRUCTION

- Among those who have traveled outside the building, historic sites and museums were most often reported as being the social studies related activities students attended in the prior school year.

% OF SCHOOLS THAT HAD AT LEAST ONE FIELD TRIP IN THIS AREA

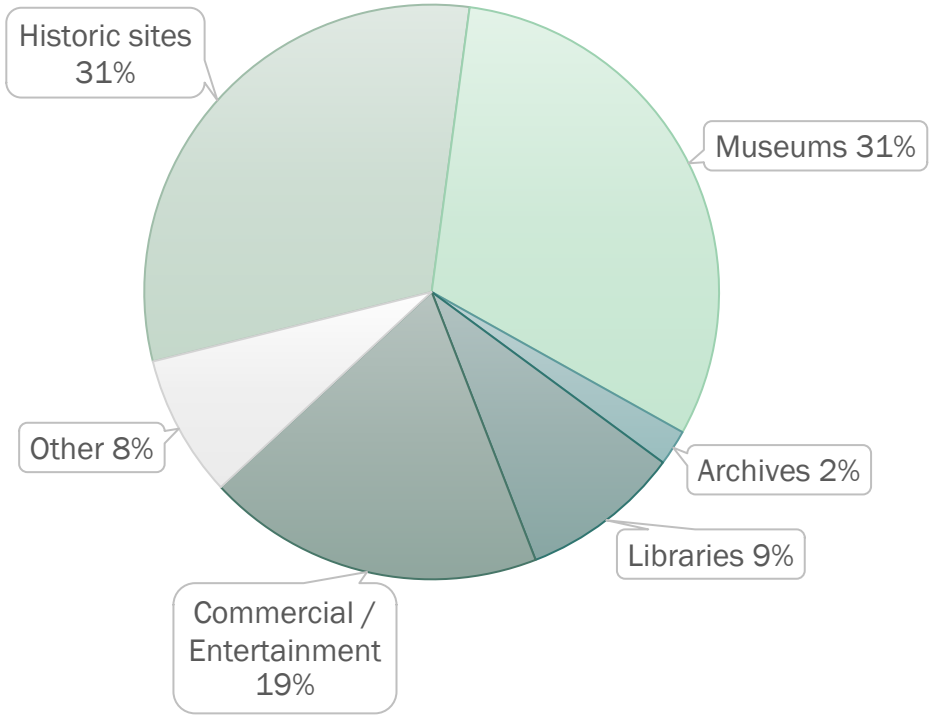


5A1a) In which of the following social studies related activities have students traveled outside the building for an exhibition, performance or event in the prior school year?
[Base = Schools offering SS instruction + Students traveled outside building for specific purposes to support SS instruction]

SPECIFIC SS AREAS OF FIELD TRIPS TO SUPPORT SOCIAL STUDIES INSTRUCTION

- Among all field trips reported, historic sites and museums each make up 31% of total field trips overall.

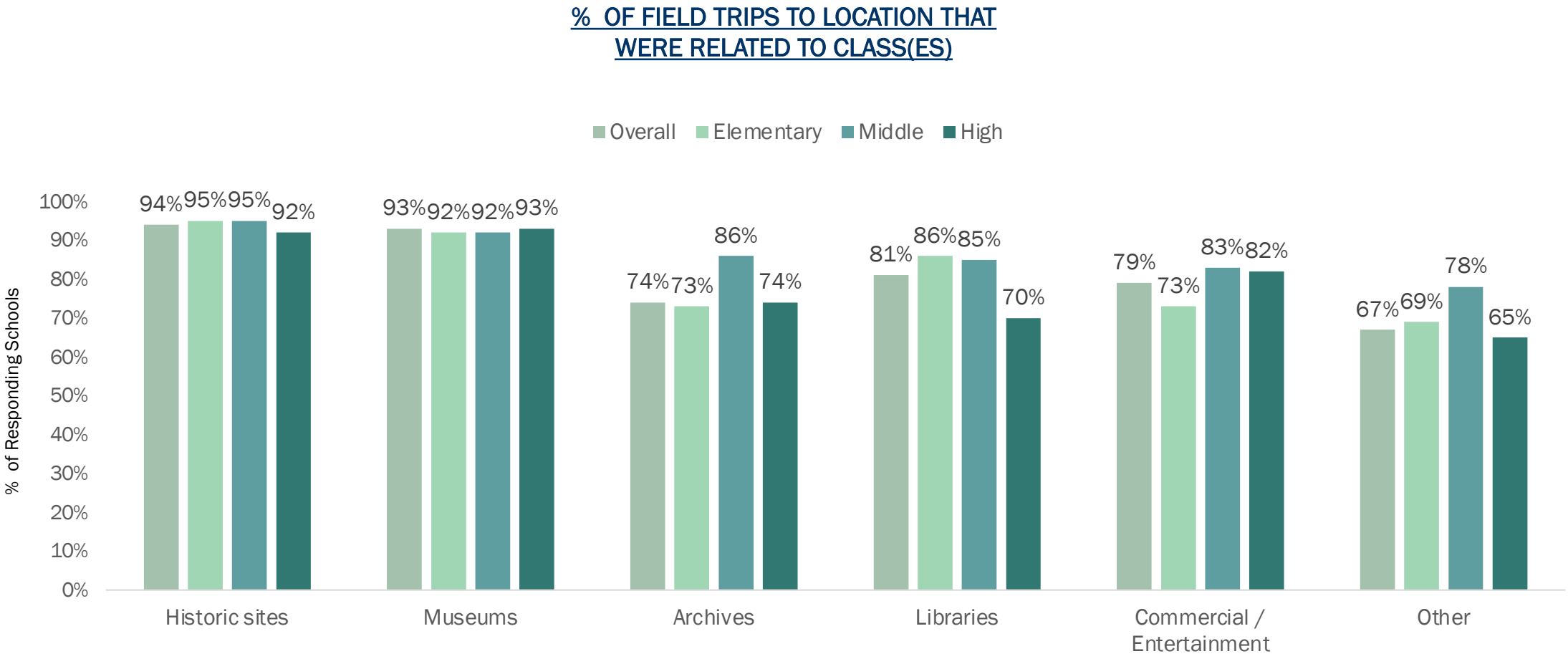
% OF ALL FIELD TRIPS THAT WERE TO SPECIFIC AREA



5A1a) In which of the following social studies related activities have students traveled outside the building for an exhibition, performance or event in the prior school year?
[Base = Schools offering SS instruction + Students traveled outside building for specific purposes to support SS instruction]

LOCATION SPECIFIC FIELD TRIPS IN SS RELATED TO CLASSES

- Schools were asked if any of the social studies trips outside the building in these areas were related to class(es). For those that had a trip to this type of location the vast majority report that the trip was related to class(es).

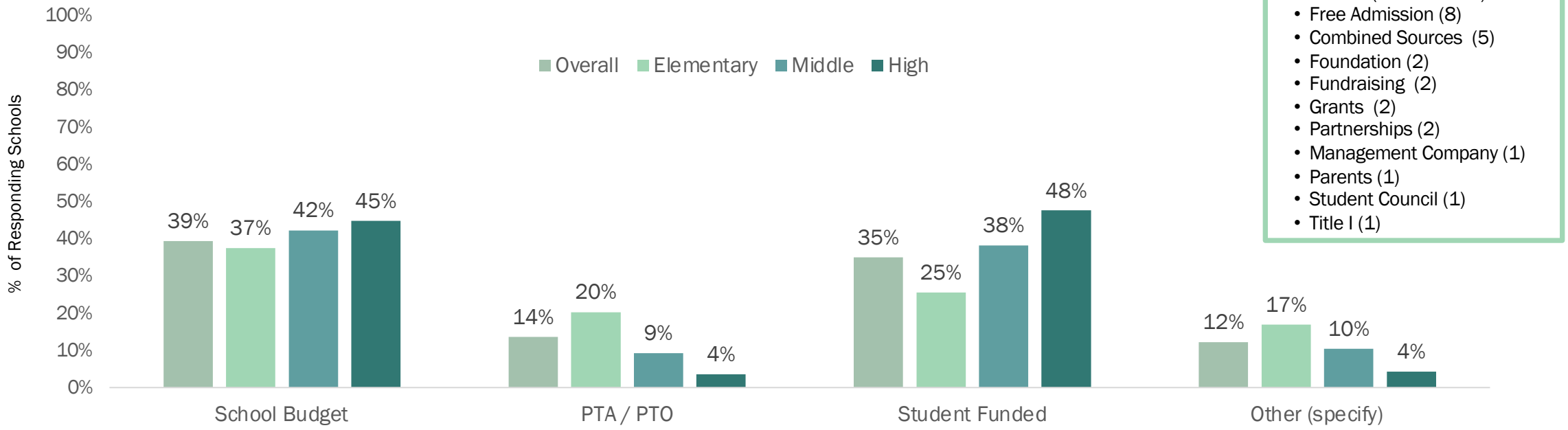


5A1b) Were any of the social studies trips outside the building related to a class(es)? (✓ all that apply)

[Base = Schools offering SS instruction + Students traveled outside building for specific purposes to support SS instruction in this specific area]

PRIMARY SOURCE OF FUNDING FOR FIELD TRIPS IN SS RELATED TO CLASSES

- For most schools, the primary budget source for field trips is 'school budget' with a slightly higher proportion at the high school level reporting that these trips are student funded.

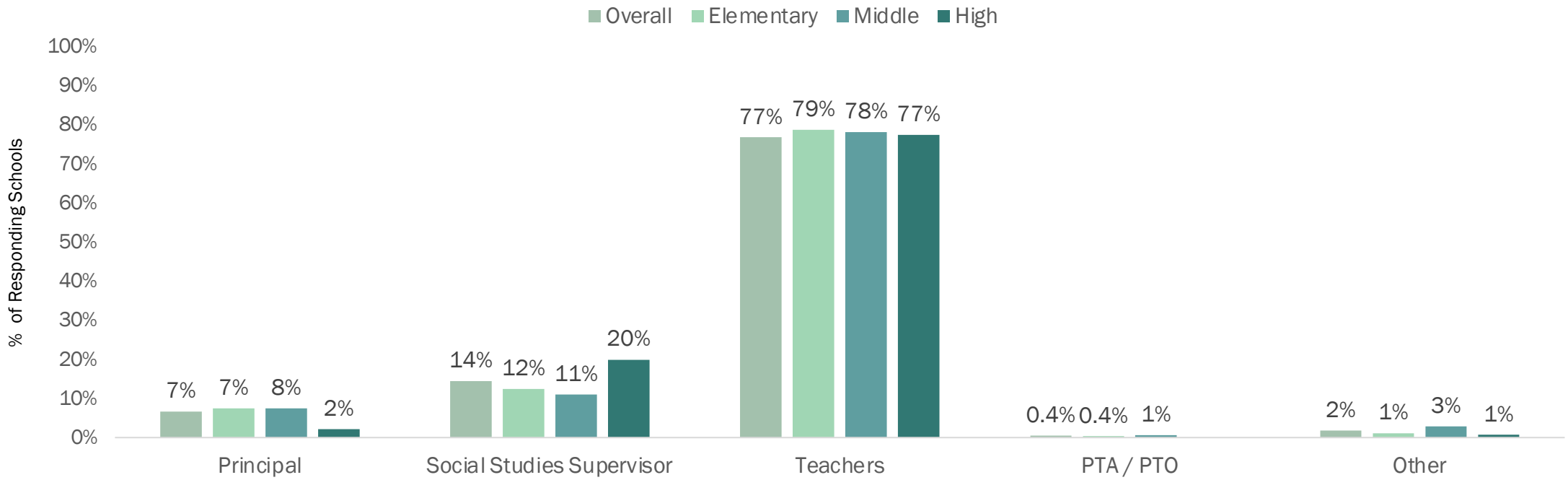


Other (specified):
- District (30 mentions)
- Free Admission (8)
- Combined Sources (5)
- Foundation (2)
- Fundraising (2)
- Grants (2)
- Partnerships (2)
- Management Company (1)
- Parents (1)
- Student Council (1)
- Title I (1)

5A2) In general, what is the primary source of funding for these experiences? (select one)
[Base = Schools offering SS instruction + Students traveled outside building for specific purposes to support SS instruction]

PRIMARY DECISION MAKER FOR SS RELATED FIELD TRIPS

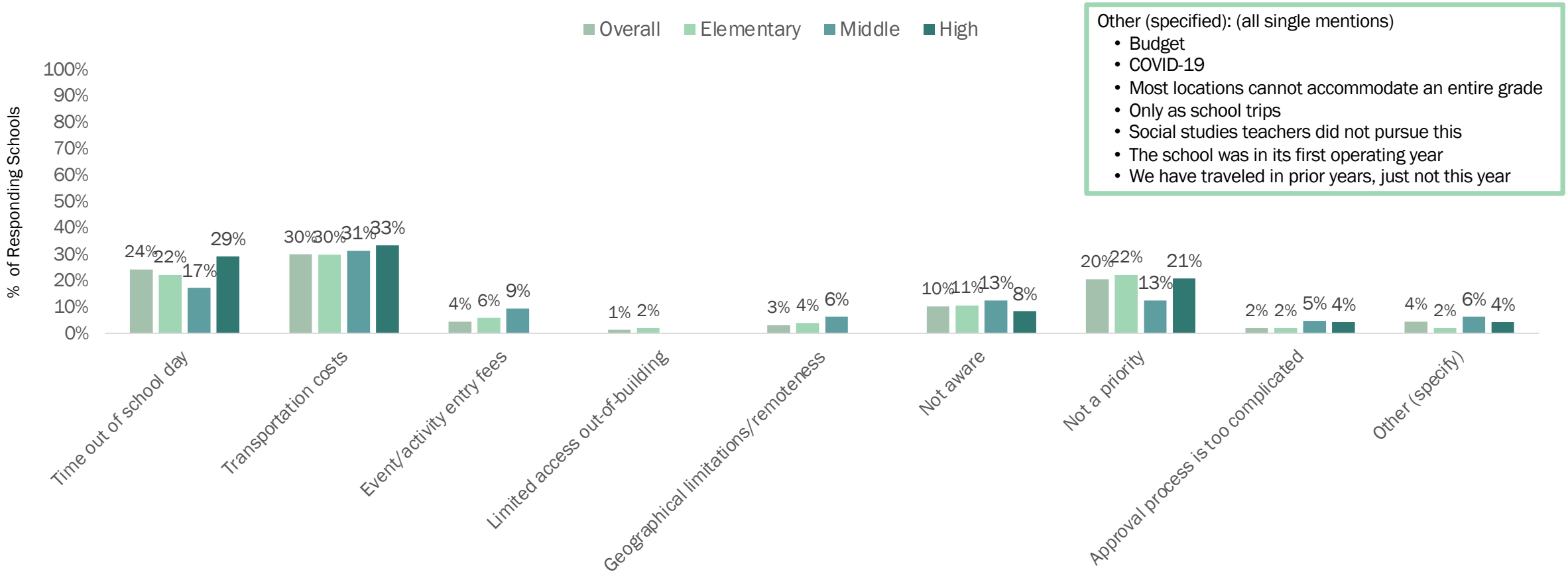
- By far, the primary decision maker for field trips is teachers.



5A3) Who is primarily responsible for organizing the program selection? (select one)
[Base = Schools offering SS instruction + Students traveled outside building for specific purposes to support SS instruction]

BARRIERS TO TAKING SS RELATED FIELD TRIPS

- Among those who <u>have not</u> traveled outside the building, transportation costs were cited by most as the top barrier followed by time out of the school day and field trips not being a priority.



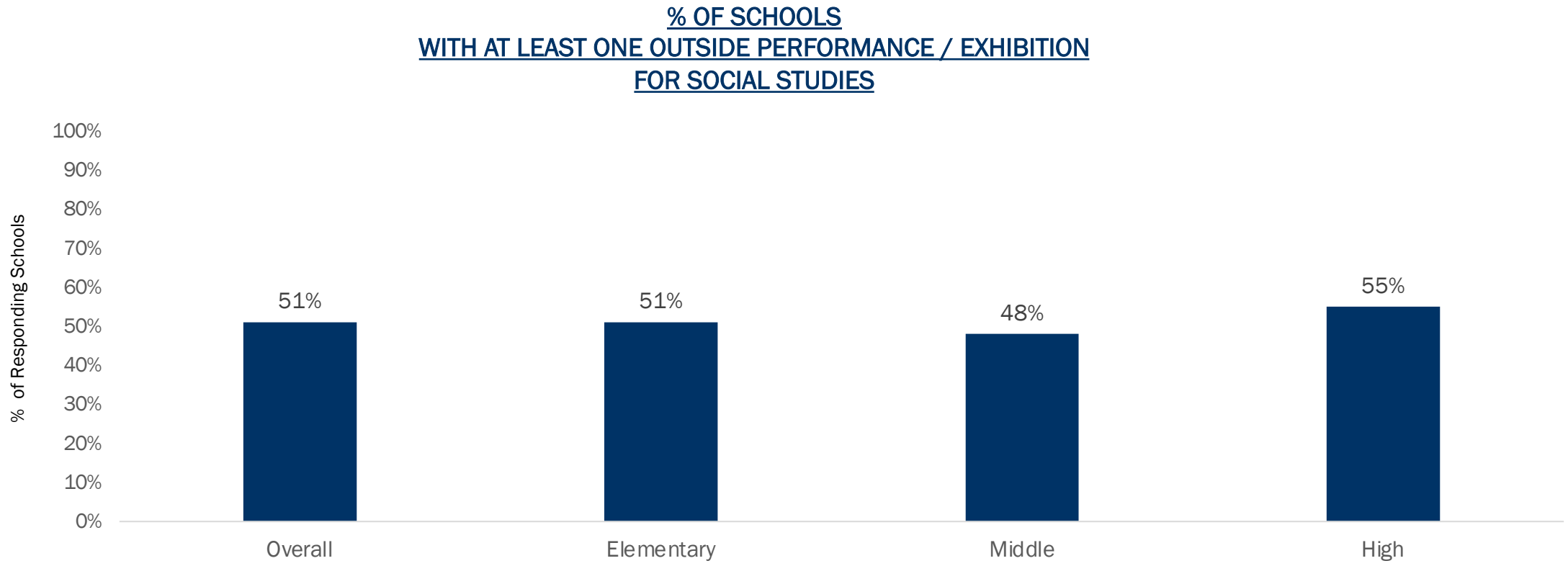
Other (specified): (all single mentions)
- Budget
- COVID-19
- Most locations cannot accommodate an entire grade
- Only as school trips
- Social studies teachers did not pursue this
- The school was in its first operating year
- We have traveled in prior years, just not this year

5A4) If students have NOT traveled outside the building for an exhibition, performance or event, in the past year for the specific purposes to support social studies which of the following would you identify as the greatest obstacle? (select one)

[Base = Schools offering SS instruction + Students HAVE NOT traveled outside building for specific purposes to support SS instruction]

OUTSIDE PERFORMANCES/EXHIBITIONS TO SUPPORT SS INSTRUCTION

- About half of responding schools report that outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies.

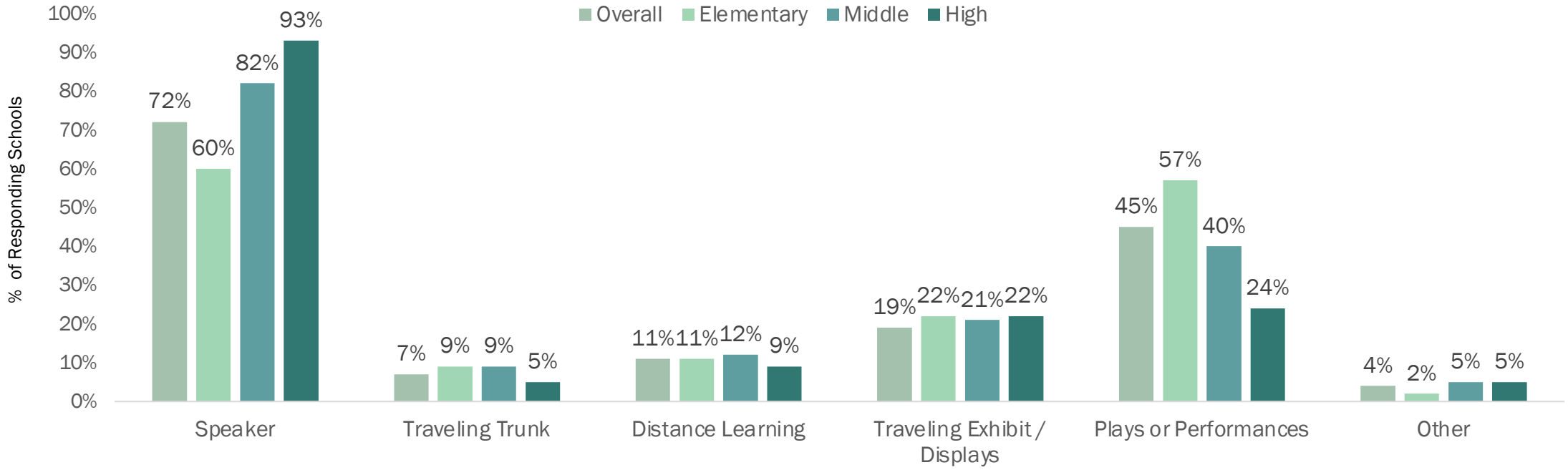


5B1) Have outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies?
[Base = Schools offering SS instruction]

SPECIFIC SS AREAS OF PERFORMANCES/EXHIBITIONS TO SUPPORT SS INSTRUCTION

- 'Speakers' and 'traveling exhibits/displays' were most often cited as the types of outside groups or individuals that have performed/exhibited for students at the school in the past year for the specific purposes to support social studies.

% AMONG SCHOOLS THAT HAD AT LEAST ONE OUTSIDE PERFORMANCE/EXHIBIT TO SUPPORT SS

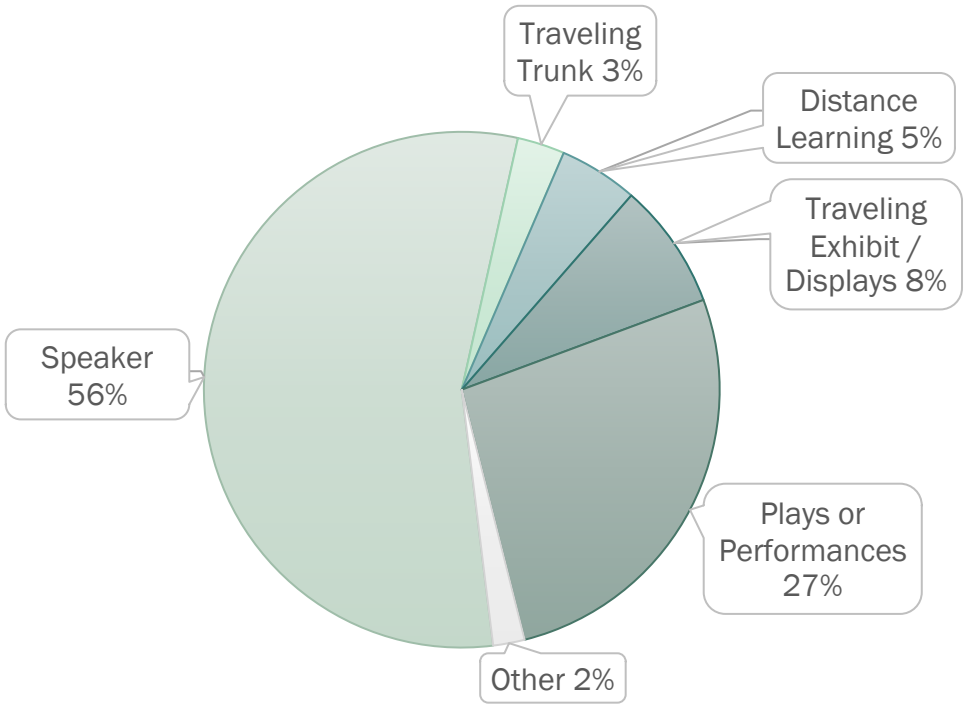


5B1a) Which of the following types of outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies?
[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

SPECIFIC SS AREAS OF PERFORMANCES/EXHIBITIONS TO SUPPORT SS INSTRUCTION

- As a percentage of all outside groups or individuals who performed/exhibited for students at the school in the past year for the specific purposes to support social studies the vast majority were either speakers (56%) or plays/performances (27%).

% OF ALL PERFORMANCES/EXHIBITIONS



5B1a) Which of the following types of outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies?
[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

PRIMARY SPEAKER TO SUPPORT SS INSTRUCTION

Government + Veterans + Military (105)
- Veterans Organizations (26)
- Government / Community / Civic Leaders (Local Political Figures, Mayor, Government Officials) (24)
- Law/Judge/Legal (19)
- One Judge, One School (7)
- Police/Law Enforcement (7)
- Volunteer Fire Dept. / Firefighters (7)
- US Military / JROTC (6)
- NJ State Agency (various) (3)
- League of Women Voters (2)
- American Legion (2)
- County Education Commission (1)
- Pinelands Commissioner (1)
- Tuskegee Airmen (1)
- US Postal (1)

Historical Programs + Commissions (50)
- Holocaust speakers (31)
- Historic Preservation Society/Historian/Historical Societies (9)
- Abe Lincoln Presentation, Civil War History (2)
- Black History (2)
- Passaic Valley (2)
- Anne Frank (1)
- Facing History (1)
- Historic Henry (1)
- Native American History (1)

Programs Misc. (28 mentions)
- Jewish Federation (6)
- Chinese American Coalition, Chinese Cultural Center (2)
- Lenape Tribe (2)
- Mobile Ed Productions (2)
- 7 Principles (1)
- Apple Tree House (1)
- Be A Hero Presentation (1)
- Change Center Brookdale (1)
- Elks Club (1)
- Former Peace Corp. Member (1)
- German Consulate General (1)
- Human Rights and Genocide Education (1)
- Kits Kaboodle (1)
- Metro West Organization (1)
- Power of YET (1)
- PRIDE (1)
- Queen Noor (1)
- Save Latin America (1)
- William Deering (1)
- Winceyco (1)

University Affiliated Programs (5)
- Fairleigh Dickinson University (1)
- Rowan University (1)
- Rutgers University (1)
- Stockton University (1)
- University of Orange (1)

Museums (4)
- Sourland African American Museum, African Culture Speaker (2)
- Newark Museum (1)
- Roebling Museum (1)

Arts-Related (2)
African Drum Dancers (1)
Key Arts Productions (1)

Unsure of exact name of speaker (14)

- When asked to provide the primary speakers providing performances/exhibitions for the specific purpose to support social studies, schools provided a wide variety of speakers and/or topics covered. Most often mentioned were Holocaust speakers & Veterans organizations.

5B1a) Which of the following types of outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies?
Enter Primary Organization
[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

PRIMARY TRAVELING TRUNKS / DISTANCE LEARNING & OTHER ORGANIZATIONS FOR PERFORMANCES/EXHIBITIONS TO SUPPORT SS INSTRUCTION

Traveling Trunks:

- Brookdale Holocaust Center (3 mentions)
- American Lives (2)
- Time Travel (2)
- WW II Museum (2)
- American Revolution (1)
- Archives (1)
- Assembly (1)
- Former student (1)
- Franklin Institute (1)
- Miller Cory House (1)
- New Jersey Sea Grant (1)
- Plains Indians (1)
- Various area studies programs (1)
- Various university area studies programs (1)
- VFW (1)
- What's In Your Suitcase? (1)
- Unsure of exact name of organization (2)

Distance Learning:

- Liberty Science Center (2)
- University Of PA (2)
- Washington DC/National Constitution Center (2)
- Art Horizons (1)
- Edison's Lab (1)
- Ford's Theater (1)
- Inspiration Café (1)
- Kean University (1)
- Mason Gross (1)
- Museum of Early Trades (1)
- Ocean County College (1)
- Pen Pals (1)
- Penn Museum (virtual) (1)
- Plymouth Plantation (1)
- Scholastic Field Trips (1)
- Stanford History Education Group (1)
- Steam Museum (1)
- Understanding Differences workshop (1)
- Virtual Fields Trips (Skype), generic (1)
- Volunteers (1)
- Wyoming State Museum (virtual) (1)
- Zimmerli Museum (1)
- Unsure of exact name of organization (10)

Other: (each mentioned once)

- Dr. Gaba
- Earth dome experience
- Essex County Bar Association
- Garden State Equality
- Fords theatre
- IDE
- Local government
- Medal of Honor
- Milltown American Legion
- Holocaust survivor
- Monmouth Chinese School
- Presentation from African Tribe
- US Armed Forces
- Women's History Month

- Schools also provided a wide variety of responses to who specifically provided traveling trunks, distance learning or other types of performances/exhibitions in the past year for the specific purpose to support social studies.

5B1a) Which of the following types of outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies? Enter Primary Organization

[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

PRIMARY TRAVELING EXHIBIT / DISPLAY USED FOR SUPPORT SS INSTRUCTION

Programs + Theatres (23 mentions)
- Gilder Lehrman (4)
- George Street Playhouse (2)
- Kit's Kaboodle (2)
- Liberty Science Center (2)
- Living Voices (2)
- Alice Paul Institute (1)
- Australia Down Under (1)
- Earth Balloon (1)
- Lenni Lenape (1)
- Penns Treaty (1)
- PTO (1)
- Rolling Thunder (1)
- Social Studies Quiz Show (1)
- Spirit to Overcome (1)
- State Theater (1)
- Zimmerli (1)

Historical Programs + Commissions (13)
- World War II, Holocaust (4)
- Black History (3)
- Ellis Island / Immigration (2)
- Civil War (1)
- Monroe Township Historical Society (1)
- Montclair Historical Society (1)
- National History Day (1)

Government + Veterans + Military (7)
- Local Government and Historian (2)
- Veterans (2)
- NJPAC (1)
- NJ DOE (1)
- XIX Amendment (1)

Museums (6)
- National Archives (4)
- Morris County Museum (1)
- Sourland Historical Museum (1)

Other Misc. (3)
- Home Sponsored (1)
- Library (1)
- Volunteers (1)

Arts-Related (2)
- Dancing / African American Dance (2)

Environmental (2)
- Essex Environmental (1)
- Fire Safety (1)

Unsure of exact name of speaker (6)

- A wide variety of traveling exhibits/displays were also reported by schools that performed/exhibited for students in the past year for the specific purpose to support social studies.

5B1a) Which of the following types of outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies? Enter Primary Organization

[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

PRIMARY PLAYS / PERFORMANCES USED FOR SUPPORT SS INSTRUCTION

Programs + Theatres (81 mentions)

- George Street Playhouse (7)
- Pushcart Players (7)
- Living Voices (6)
- Wynseco (5)
- Key Arts Productions (4)
- Shakespeare Theatre (4)
- State Theatre (4)
- NJPAC (3)
- Puppets (3)
- Young Audiences (3)
- Bergen PAC (2)
- Chinese New Year (2)
- Korean Parents Group (2)
- Mobile Ed Productions (2)
- PTO / PTA (2)
- Turning 15 on the Road to Freedom (2)
- African American Dance Group (1)
- Anti Bullying Show (1)
- Bright Star Theatre (1)
- Change Center (1)
- Clean Communities (1)
- Gilder Lehrman (1)
- Globe Presentation (1)
- Grand Falloons (1)
- Gribin Center (1)
- Hispanic Heritage Assembly (1)
- Jazz Ensemble (1)
- Kits Kaboodle (1)
- Liberty Science Center (1)
- Meta Theatre Group (1)
- Mykee Fowlin (1)
- NHTO (1)
- Prismatic Magic Laser Assembly (1)
- Red Ribbon Assembly (1)
- Segunda Quimbaba (1)
- Soul Step (1)
- Walnut Street Theatre (1)
- Women's History (1)
- Wreaths Across America (1)

Arts-Related (16)

- Ballet / Dance (6)
- Broadway Shows (4)
- Cultural Performances (4)
- African Drumming (2)

Historical Programs + Commissions (9)

- Black History Programs (3)
- American Historical Theatre (2)
- Anne Frank (1)
- Harriet Tubman (1)
- History Alive (1)
- Holocaust Program (1)

School Related Programs (4)

- School Performances (3)
- Murray School Drama Club (1)

University Affiliated Programs (4)

- Stockton University (2)
- Montclair State University (1)
- Pace University (1)

Government + Veterans + Military (1)

- Civil Rights (1)

Unsure of exact name and/or did not provide specific source (34)

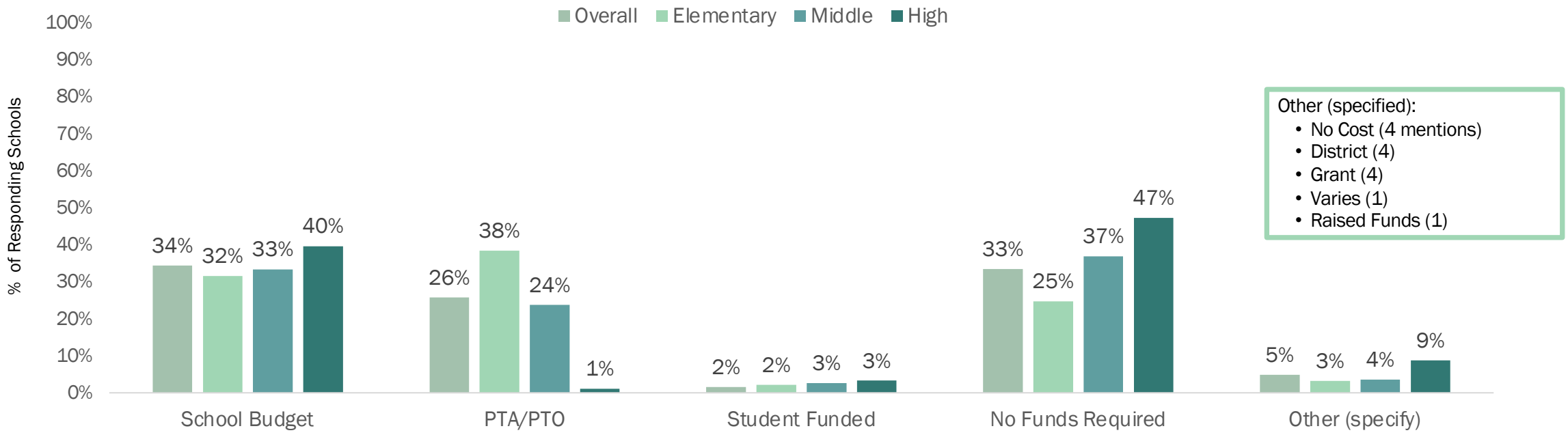
- Likewise, schools reported a wide variety of plays and performances that performed/exhibited for students in the past year for the specific purpose to support social studies.

5B1a) Which of the following types of outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies? Enter Primary Organization

[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

PRIMARY SOURCE OF FUNDING FOR PERFORMANCES/EXHIBITIONS IN SS

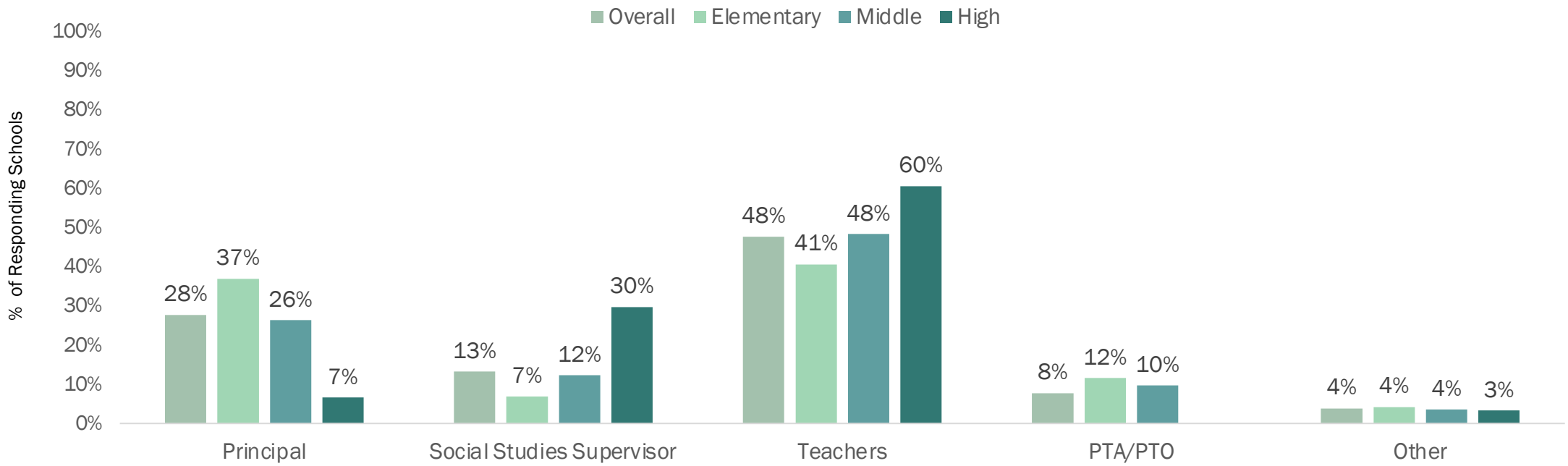
- Most schools cite school budget as the primary source of funds for performances/exhibitions but many also report that no funds were required for performances/exhibitions in social studies.
- High schools were far less likely to report that PTA/PTO were the source of funds for performances/exhibitions in social studies.



5B2) In general, what is the primary source of funding for these performances/exhibitions? (select one)
[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

PRIMARY DECISION MAKER FOR SS RELATED PERFORMANCES/EXHIBITIONS

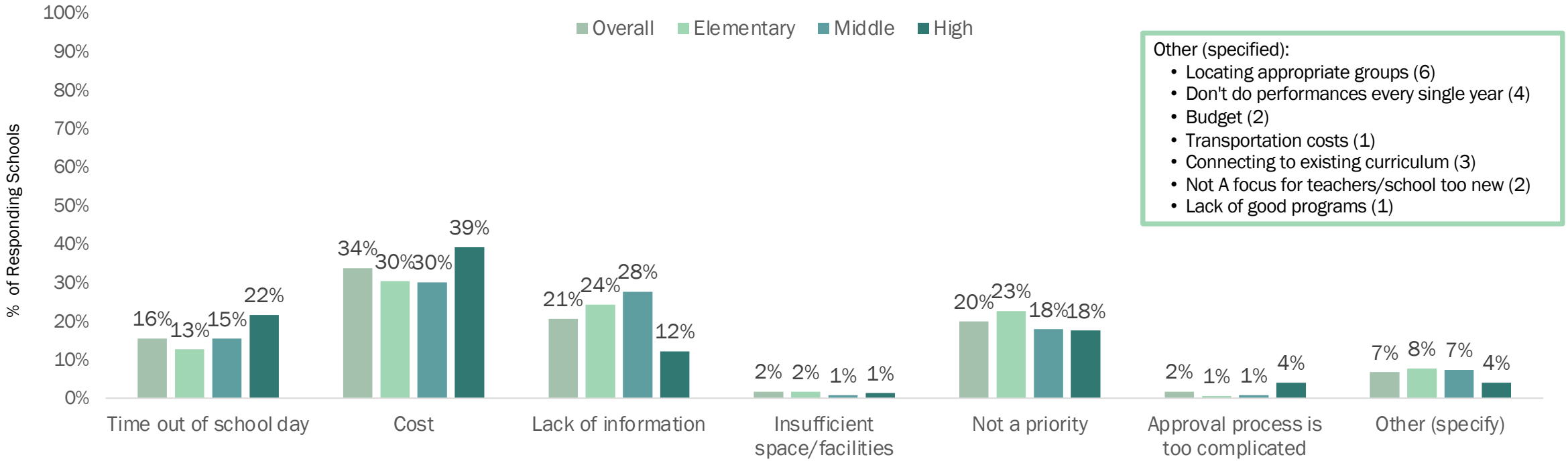
- Teachers, followed by principals are reported as being the primary decision makers on performances/exhibitions in social studies at schools.



5B3) Who is primarily responsible for organizing the program selection? (select one)
[Base = Schools offering SS instruction + Had outside group/individuals perform/exhibit for students at school to support SS instruction]

BARRIERS TO PERFORMANCES/EXHIBITIONS TO SUPPORT SS INSTRUCTION

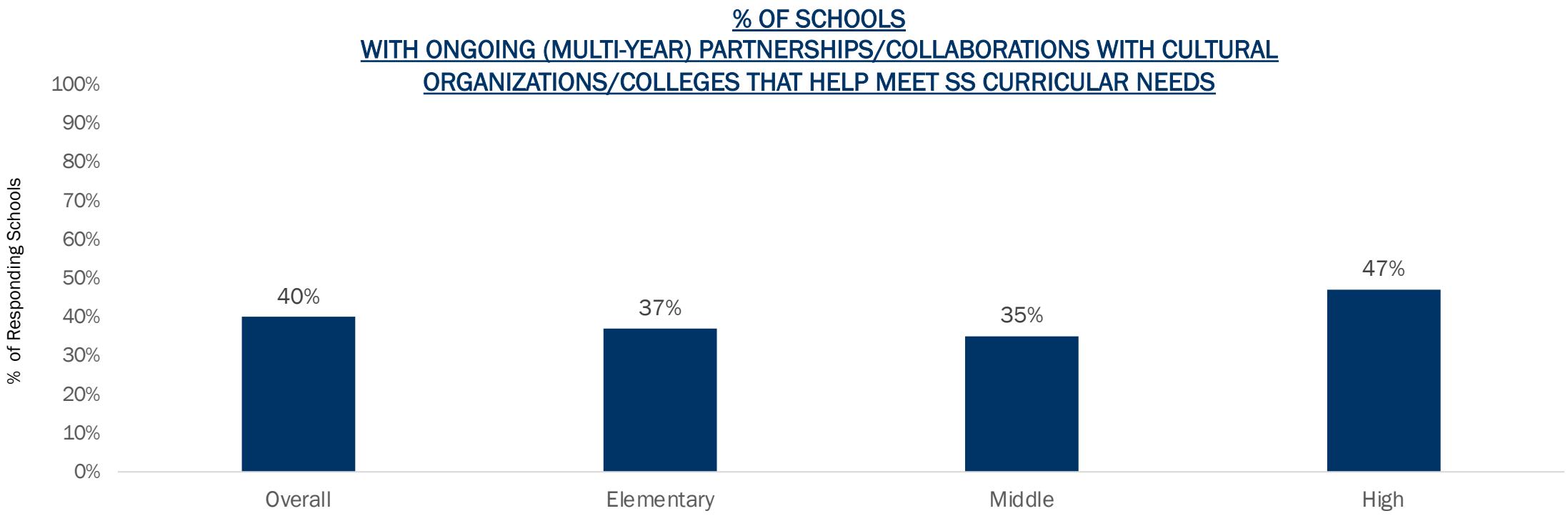
- Among those who <u>did not</u> have any performances/exhibitions in the past year for the specific purpose to support social studies, cost was most often cited as the barrier, followed lack of information and it not being a priority.



Q5B4: If you have NOT had an outside group or individual perform or exhibit in your school in the past year for the specific purposes to support social studies, which of the following would you identify as the greatest obstacle? (select one)
[Base = Schools offering SS instruction + Students HAVE NOT had outside groups/individuals perform/exhibit in school for specific purposes to support SS instruction]

ONGOING MULTI-YEAR PARTNERSHIP/COLLABORATIONS WITH CULTURAL ORGS

- Less than half of responding schools report that their school/district have ongoing (at least multi-year) partnerships/collaborations with a cultural organization(s)/college that help meet their social studies education curricular goals.
- High schools were more likely than middle and elementary schools to report such partnerships.



5C) Does your school/district have ongoing (at least multi-year) partnerships/collaborations with a cultural organization(s)/college that help meet your Social Studies education curricular goals?

[Base = Schools offering SS instruction]

SPECIFIC OUTSIDE GROUPS / ORGANIZATIONS WITH MULTI-YEAR PARTNERSHIP/COLLABORATIONS

Universities + Colleges (185 mentions)

- Kean University (39)
- Stockton University (25)
- Rutgers (24)
- Montclair State University (20)
- The College Of New Jersey (17)
- Diversity Council On Global Education And Citizenship @ Kean University (14)
- Fairleigh Dickinson University (7)
- Seton Hall (6)
- Rowan College (4)
- Syracuse University (4)
- Bard College Institute For Writing And Thinking (3)
- Bergen Community College (3)
- Atlantic Cape Community College (2)
- Ocean County College (2)
- Stanford University (2)
- Sussex County Community College (2)
- William Patterson University (2)
- Camden County College (1)
- Centenary University (1)
- Choices Brown University (1)
- Georgetown University (1)
- Jersey City University (1)
- Pace University's Confucius Classroom (1)
- Passaic County College (1)
- University (generic) (1)
- University of Orange (1)

Historical Societies + Commissions (86 mentions)

- Middletown Historical Society (19)
- Holocaust Memorial Committee, Holocaust Commission, Holocaust Centers (13)
- NJ Amistad Commission (11)
- Monmouth County Historical Association (9)
- Lacey Historical Society (6)
- NJ Historical Commission/Society (6)
- Lambertville Historical Society (3)
- Absecon Historical Society (2)
- Bergen Historical Society (2)
- Hoboken Historical Society (2)
- River Edge Historic Preservation Commission (2)
- African American Heritage Organization (1)
- Historical Women's Society (1)
- Jackson Historical Society (1)
- Jersey City Historical Commission (1)
- Leonia Historical Commission (1)
- Millstone Township Historical Society (1)
- Monroe Township Historical Society (1)
- Ocean County Historical Society (1)
- Riverton Historical Society (1)
- Trenton House (1)
- Ventnor Historical Society (1)

Museums (19 mentions)

- Smithsonian (9)
- Newark Museum (4)
- Sourland African American Museum (3)
- Fords Theatre (1)
- Museums (generic) (1)
- T. Thomas Fortune Museum (1)

Legal (16 mentions)

- NJ Courts (7)
- NJ Courts Careers In The Judiciary Program (7)
- NJ Bar Association (2)

Government (14 mentions)

- Jersey City Office Of Cultural Affairs (3)
- Local Government (2)
- Cultural Affairs Of Jersey City (1)
- Jersey City Cultural Affairs (1)
- Jersey City Department Of Cultural Affairs (1)
- Jersey City History Museum (1)
- Jersey City Public Library (1)
- Monmouth County Freeholders (1)
- NJ Social Studies Supervisors Association (1)
- NJ State Police (1)
- Office Of Cultural Affairs (1)

- Among those with partnerships, a wide variety of partners were named. Colleges & universities were most often cited as partners.

Continued…

5C) Does your school/district have ongoing (at least multi-year) partnerships/collaborations with a cultural organization(s)/college that help meet your Social Studies education curricular goals?

[Base = Schools offering SS instruction + have partnerships]

SPECIFIC OUTSIDE GROUPS / ORGANIZATIONS WITH MULTI-YEAR PARTNERSHIP/COLLABORATIONS

Other Programs / Groups:

- Gilder Lehrman (29)
- American Legion (9)
- Quakers (6)
- TCNJ (6)
- Teaching Tolerance (6)
- Apple Treehouse (4)
- National History Day (4)
- Rotary Club (4)
- CHANGE at Brookdale College (3)
- Elks Club (3)
- GLSEN (3)
- Anti Defamation League (2)
- Count Basie Center For The Arts (2)
- Facing History (2)
- Korean Parent Groups (2)
- NJPAC (3)
- Women's Club, HOF (2)
- 7 Leaders (1)
- Alfred Lerner Fellows (1)
- Artist In Residence (1)
- Ballet Hispanico (1)
- Carnegie Hall (1)
- Charles Eberle (1)
- CJCEE (1)
- Coalition Of Safe Schools (1)
- College Board (1)
- Cyngus (1)
- Dr. William Thomas (Affiliated With Montclair) (1)
- Echoes & Reflections (1)
- Ellis Island / Statue Of Liberty (1)
- ETTC/SRI (1)
- JROTC (1)
- Junior Achievement Of New Jersey (1)
- League Of Woman Voters (1)
- Metropolitan Opera (1)
- Milltown American Legion (1)
- NAMI (1)
- NJCU (1)
- NJIA (1)
- Rachel's Challenge (1)
- RVCC (1)
- Save Latin America (1)
- The Choices Program (1)
- The Educator Collaborative (1)
- Wolf PAC (1)
- Wreaths Across America (1)

5C) Does your school/district have ongoing (at least multi-year) partnerships/collaborations with a cultural organization(s)/college that help meet your Social Studies education curricular goals?

[Base = Schools offering SS instruction + have partnerships]

SUMMARY OF COMMUNITY RESOURCES TO SUPPORT SOCIAL STUDIES INSTRUCTION

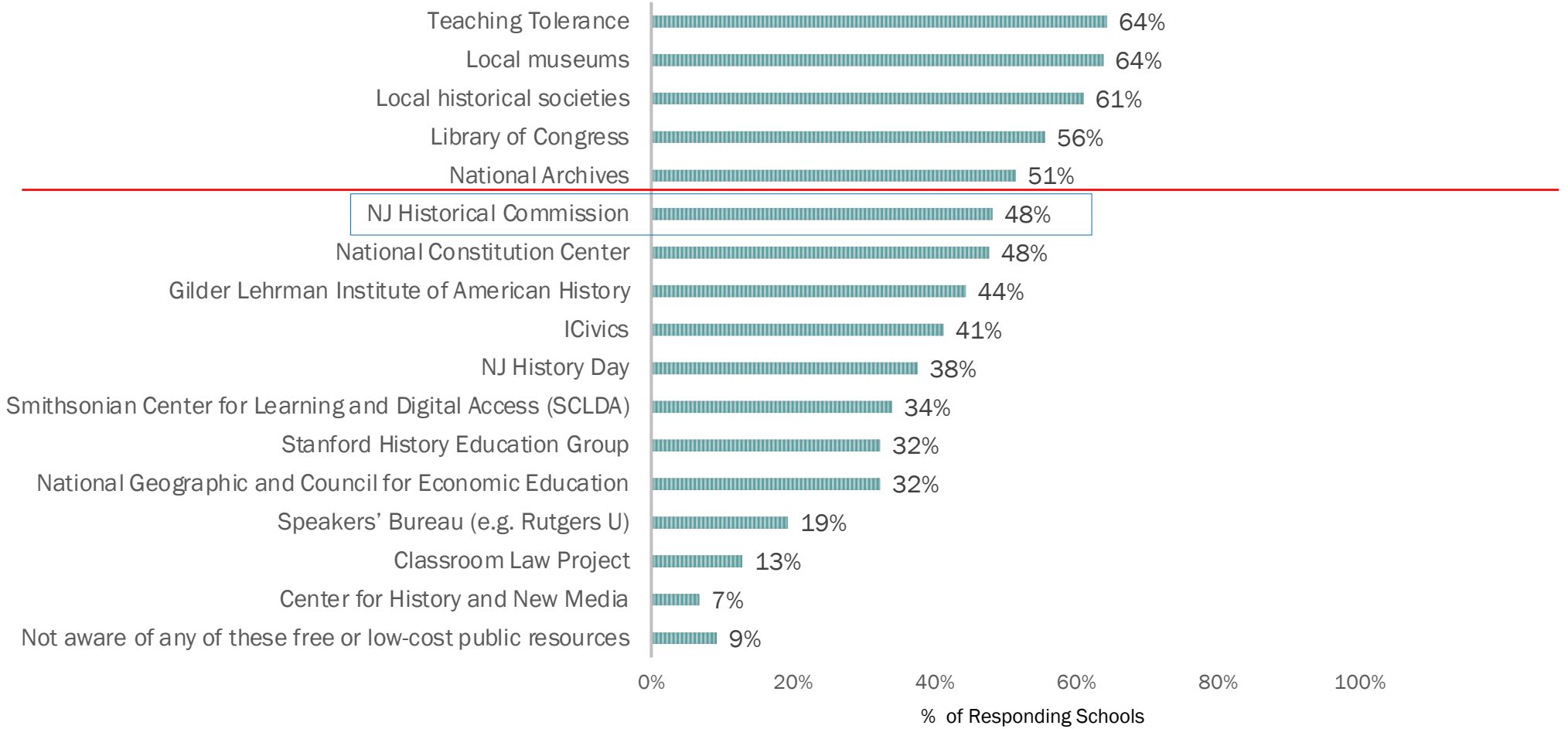
- Very few schools (13% overall) reported no field trips, no outside group performances/exhibitions and no partnerships to support social studies instruction.
- About a quarter overall report having all three (field trips, performances/exhibitions & partnerships).

	Overall	Elementary School	Middle School	High School
% No Field Trips, No Outside Groups Performed/Exhibited & No Partnerships	13%	13%	14%	8%
% With At Least One of These (Field Trips, Outside Groups Performed/Exhibited & Partnerships)	87%	87%	86%	92%
% With At Least Two of These (Field Trips, Outside Groups Performed/Exhibited & Partnerships)	56%	53%	53%	66%
% With All Three (Field Trips, Outside Groups Performed/Exhibited & Partnerships)	22%	21%	18%	30%
% With ONLY Two of These (Field Trips, Outside Groups Performed/Exhibited & Partnerships)	34%	32%	35%	36%
% With ONLY One of These (Field Trips, Outside Groups Performed/Exhibited & Partnerships)	31%	34%	33%	26%
% With Just Field Trips	20%	20%	21%	22%
% With Just Outside Groups Performed/Exhibited	5%	6%	6%	1%
% With Only Partnerships (No Field Trips or Outside Groups Performed/Exhibited)	7%	8%	6%	3%

5A) As a part of a school-sponsored function, have students traveled outside the building for an exhibition, performance or event in the prior school year for the specific purposes to support social studies?
5B1) Have outside groups or individuals performed/exhibited for students at the school in the past year for the specific purposes to support social studies?
5C) Does your school/district have ongoing (at least multi-year) partnerships/collaborations with a cultural organization(s)/college that help meet your Social Studies education curricular goals?
[Base = Schools offering SS instruction]

AWARENESS OF FREE/LOW-COST PUBLIC RESOURCES TO SUPPORT SS INSTRUCTION

- Only 9% of all schools reported not being aware of any of these low-cost public resources that are available to support schools.
- More than half were aware of Teaching Tolerance, local museums & historical societies, Library of Congress and National Archives.



5B5) Are you aware of the following free or low-cost public resources available to your school to support your social studies program? (✓ all that apply)
[Base = Schools offering SS instruction]

AWARENESS OF FREE/LOW-COST PUBLIC RESOURCES TO SUPPORT SS INSTRUCTION

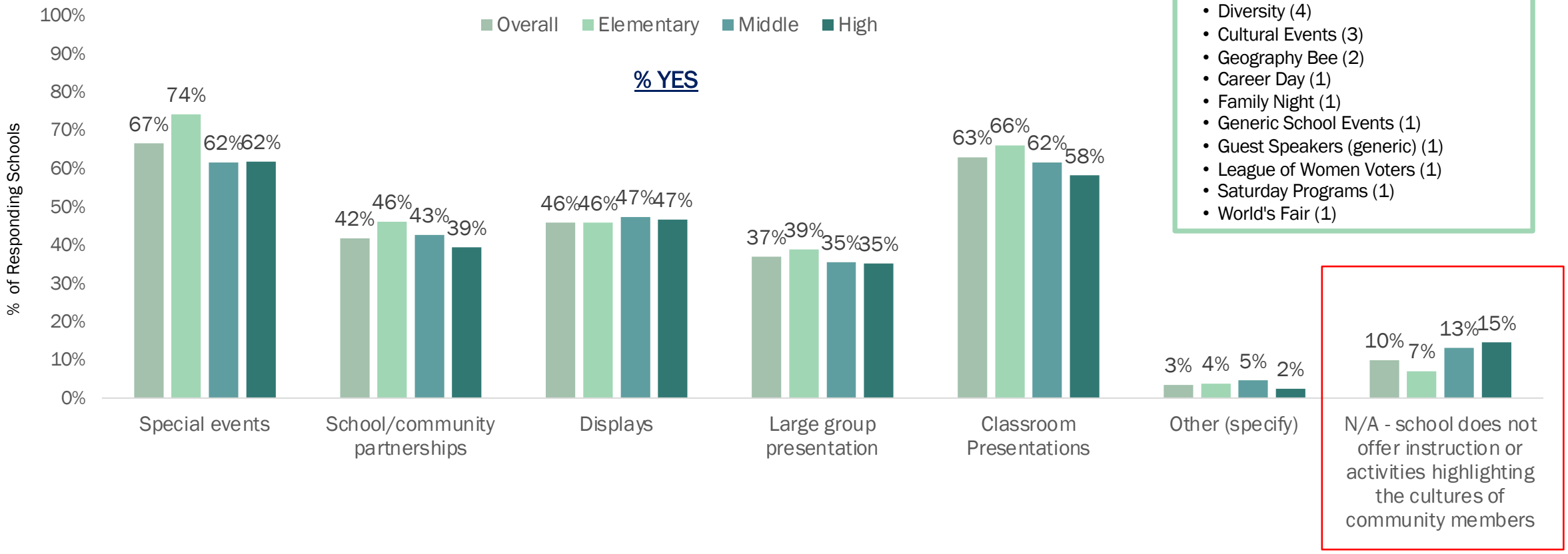
- Highlighted below are those low-cost public resources available to support schools, overall and by school type, that at least 50% of responding schools report being aware of.

	Overall	Elementary School	Middle School	High School
% Aware of at Least One of These Free/Low-Cost Resources	91%	88%	91%	95%
Local museums	64%	67%	61%	61%
Teaching Tolerance	64%	62%	63%	72%
Local historical societies	61%	60%	56%	68%
Library of Congress	56%	48%	57%	68%
National Archives	51%	45%	52%	61%
NJ Historical Commission	48%	45%	46%	58%
National Constitution Center	48%	40%	48%	62%
Gilder Lehrman Institute of American History	44%	36%	41%	61%
ICivics	41%	36%	46%	45%
NJ History Day	38%	34%	35%	45%
Smithsonian Center for Learning and Digital Access (SCLDA)	34%	31%	36%	39%
Stanford History Education Group	32%	25%	32%	49%
National Geographic and Council for Economic Education	32%	28%	32%	41%
Speakers' Bureau (e.g. Rutgers U)	19%	15%	15%	33%
Classroom Law Project	13%	10%	12%	22%
Center for History and New Media	7%	5%	5%	12%
Not aware of any of these free or low-cost public resources	9%	12%	9%	5%

5B5) Are you aware of the following free or low-cost public resources available to your school to support your social studies program? (✓ all that apply)
[Base = Schools offering SS instruction]

SCHOOLS OFFERING INSTRUCTION/ACTIVITIES HIGHLIGHTING CULTURES OF COMMUNITY

- Overall, about 10% of schools report that they do not offer instruction or activities highlighting the cultures of community members, 7% of elementary schools, 13% of middle schools and 15% of high schools.
- Special events and classroom presentations were most often cited as the ways schools offer instruction or activities highlighting the cultures of community.



Other (specified):
- Field Trip (generic) (6 mentions)
- Diversity (4)
- Cultural Events (3)
- Geography Bee (2)
- Career Day (1)
- Family Night (1)
- Generic School Events (1)
- Guest Speakers (generic) (1)
- League of Women Voters (1)
- Saturday Programs (1)
- World's Fair (1)

5D) Does your school offer any of the following instruction or activities highlighting the cultures of community members? (✓ all that apply)
[Base = Schools offering SS instruction]