



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: izzit.org

Name of Primary Contact: Dean Graziano, VP of Education

Mailing Address: 2501 West 12th St Box 614 Erie, PA 16505

Email Address: dean.graziano@izzit.org

Phone Number: 814-833-6950

2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

izzit.org is a non-profit that has provided high-quality educational resources at no-cost to educators for 15 years to develop critical thinking. izzit.org's library consists of video-based material that supplements specific topics in multiple subjects aligned with state and national standards, including teacher guides, activities, automatically graded quizzes, and weekday current event articles. izzit.org also offer customer service by phone, 8am-6pm ET.

izzit.org's vision is to see each generation of students free to flourish through critical thinking, responsible actions, and self-reliance for the benefit of themselves, their families, and communities. izzit.org's mission is to present and explore moral and social choices for living flourishing lives.

3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

The narrator of the on-line videos, Douglas Howard Ginsburg, is an American jurist and academic who serves as a judge on the United States Court of Appeals for the District of Columbia Circuit. He answers the 100 specific questions from the USCIS naturalization exam. All his responses have undergone a rigorous fact-checking system for accuracy.

Dean Graziano, J.D. is an award-winning educator and former Curriculum Specialist Teacher grades 6-12 Social Studies, with over 28 years in education. He served on the Massachusetts MCAS Standard Setting Panel and was selected by the College Board to be an Advanced Placement Reader for U.S. History. In 2007, he was awarded in a surprise visit to his school the United States Department of Education's American Star of Teaching Award. Dean was selected as the 2017 State of New Hampshire's Extended Learning Opportunity Coordinator-of-the-Year.

Dean's pilot program in Rochester, New Hampshire was singled out by Governor Sununu as the model for the State of N.H. Career Academies.

- 4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].**

Any in-person contact with or instruction of students warrants a C.O.R.I (or the equivalent) background check. izzit.org will disclose its criminal background check policy to parents upon enrollment of their children in the Learn Everywhere program.

- 5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].**

Students that successfully complete the proposed Civics Fundamentals Learn Everywhere program shall receive a certificate for high school credit in US and NH government/civics as listed in Ed 306.27(v).

- 6.0 An outline of each program for which approval is sought, which includes a detailed description of the course of instruction, goals, competencies, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].**

This course addresses all areas, I. a-j, of Section 189:11 (revised 2020) [NH Rev Stat 189:11 \(2020\)](#). It also specifically addresses the material necessary to pass the United States Citizenship and Immigration Services test as referenced in II of 189:11 and NH HB320. (The test itself is not an included component of this course.)

1-Competencies:

NH DOE Competencies:

[See Syllabus – 3rd Column labeled Standards/Competencies, which lists all the standards & competencies addressed for each segment of the course.]

New Hampshire Curriculum Framework

Social Studies

Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grades 9-12
<p>SS:CV:1: The Nature and Purpose of Government</p> <p>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p>	<p>SS:CV:12:1.1: Identify the structures and functions of government at various levels, e.g., county—role of the sheriff’s office, or nation—role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:12:1.3: Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)</p> <p>SS:CV:12:1.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>

New Hampshire Curriculum Framework

Social Studies

Civics and Governments (CV:2)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grades 9-12
<p>SS:CV:2: Structure and Function of United States and New Hampshire Government</p> <p>Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p>	<p>SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature’s use of advisory opinions from the New Hampshire Supreme Court. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States, e.g., Truman’s integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>

New Hampshire Curriculum Framework

Social Studies

Civics and Governments (CV:3)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grades 9-12
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	SS:CV:12:3.1: Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) SS:CV:12:3.2: Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs) SS:CV:12:3.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication)

New Hampshire Curriculum Framework

Social Studies

Civics and Governments (CV:4)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grades 9-12
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	SS:CV:12:4.1: Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:12:4.2: Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation) SS:CV:12:4.3: Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement)

7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].

Students will have several ways to both track progress as well as seek supplemental materials. There are a series of badges students will “earn” as they successfully matriculate through Civic Fundamentals. In addition, students receive scores on pre/post testing and are afforded several attempts prior to the final post-test.

Finally, parents/guardians and educators registered at NO COST, will access news, event happenings and progress.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Students are required to take the pre-test, the results of which can be used as a study plan, guiding them to understand which areas of civics knowledge they are weaker in. They will also take a post-test, demonstrating their competency in civics. Realizing this is a competency-based program, our expectation is the overall completion time is expected to be approximately 15 weeks.

In addition, student assessments include:

1. A series of multiple-choice questions
2. Matching vocabulary to civics concepts
3. Short essays focusing on specific supplemental materials
4. Completion of izzit.org's Learning Modules, *The U.S. Constitution and Black History* and *The First Amendment*
5. A written mid-term and final exam
6. Post assessment

izzit.org will utilize teachers in the assessment process who have already undergone selection to our teacher team. These teachers have been on staff as paid consultants and are up to date with current best instructional practices as well as in-house rigorous training, earning the title of Expert Teacher Associate.

These expert Teacher Associates will be part of a group devoted to evaluating student assessments/progress for this course. The team is co-led by Director of Education Susan Gable and National Award-winning Social Studies Teacher Dean Graziano, J.D., VP of Education. In addition, fact-checking for all materials and student submissions will be completed by Marley Behrendt, with 15 years of experience in this capacity for an award-winning PBS production company. Our teaching team is comprised of educators with ten or more years in social studies and/or ELA.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

Students who successfully complete the proposed Civics Fundamentals Learn Everywhere course will be awarded one-half credit in US and NH government/civics.

10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

Our Civics course competency-based grading system is based on a total of points achieved via 2 summative assessments (mid-term and final). The mid-term summative assessment consists of multiple-choice questions and 2 of 3 essays for which a rubric is provided. The final summative assessment is comprised of 3 of 5 essays and multiple-choice questions. In addition, completion of all 100 Civics Fundamentals questions. Students must earn 70 points or more on each assessment and will receive a Certificate marking that they've passed the course. Students will be able to take either assessment two times to achieve a 70 point or better score.

11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

Students will apply for acceptance into the course by submitting our course application form by the required due date. Parental permission and acknowledgement is also required by the form. An orientation presentation that clearly spells out expectations and the rigor of the course will be available for students and parents to view before they apply. Applications will be accepted on a first come, first served basis until available course slots have been filled.

12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].

At the time of enrollment, izzit.org offers parents the opportunity to disclose any information regarding ongoing 504 education plan related accommodations and modifications required for their child. With the parent's permission, izzit.org will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the izzit.org program. Although izzit.org instructors are not explicitly certified to work with students with 504 plans, they are caring, patient and compassionate and can work with the student's LEA representative to understand how to implement recommended accommodations and/or modifications. If izzit.org determines it is unable to provide the required accommodations and/or modifications for a student, the parents will be informed before committing to enrolling their child in an izzit.org program.

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

izzit.org gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If asked, izzit.org staff will work with the parent to contact the student's Local Education Agency (LEA) to assist in the coordination of the student's IEP to include, but not be limited to, the required special education programs, support services, and least restrictive environment. At the parent's request, an izzit.org representative will participate in IEP team meetings that discuss revisions to the student's IEP needed to participate in an izzit.org program. izzit.org will also coordinate with the LEA in fulfilling the LEA's responsibility to provide any special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs. The provision of these services is not the direct responsibility of izzit.org.

14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

izzit.org understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

The Civics Fundamentals Learn Everywhere course proposed by izzit.org is delivered on-line. As such, no facilities controlled by izzit.org are needed for the program.

16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

The Civics Fundamentals Learn Everywhere course proposed by izzit.org is delivered on-line. As such, no facilities controlled by izzit.org are needed for the program.

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

izzit.org does not have insurance which would cover participants of the Civics Fundamentals Learn Everywhere course.