

**NCSL STANDING COMMITTEE on EDUCATION  
POLICY DIRECTIVES AND RESOLUTIONS**

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1 **COMMITTEE: EDUCATION**

2 **POLICY: THE STATE-FEDERAL PARTNERSHIP IN**  
3 **POSTSECONDARY EDUCATION**

4 **TYPE: DIRECTIVE** (amendments submitted by Sen.  
5 Millner and Sen. Dembrow on behalf of the NCSL  
6 Task Force on Higher Education)

7 Reauthorization of the Higher Education Act (HEA) offers another opportunity to renew  
8 this country’s commitment to accessible and affordable postsecondary education and  
9 remove barriers encountered by a changing student population. A strong higher  
10 education system supports individual financial success, provides a foundation for  
11 healthy state economies and ensures our nation’s position in a global economy. When  
12 students fall through the cracks, they do not achieve their full potential and neither does  
13 our country. The federal government has an important role to play in supporting low-  
14 income students, conducting research on innovation and productivity, monitoring  
15 national and regional programming efforts, and providing data and technical assistance  
16 to help states examine and analyze our institutions.

17

### 18 **Postsecondary Affordability**

19 Reauthorization efforts directing federal aid to students who need it most and helping  
20 them quickly become productive members in their communities without substantial debt  
21 will help local, state, and national economies. If federal aid is limited, there are fiscal  
22 impacts for state-funded efforts to support students.

23

24 The federal government should ensure adequate federal funding for the Pell Grant  
25 program to help reduce dependency on student loans. Congress should review Pell  
26 Grant award amounts to guarantee that the purchasing value of this important grant  
27 does not continue to erode and consider moving Pell funding to the mandatory side of  
28 the federal budget. Congress should also ensure Pell serves the broadest number of  
29 students, including adult students enrolled part-time. The federal government should

30 continue to reduce barriers or obstacles that may prevent students from applying for  
31 federal financial aid.

32  
33 If Congress considers a new grant program to create a state-federal funding partnership  
34 in higher education, the nation’s legislators remind Congress that states are primarily  
35 responsible for funding and governing their higher education systems. While each state  
36 has different traditions and goals for its higher education institutions, all institutions  
37 participate in a national higher education marketplace that crosses state lines. Congress  
38 must recognize this by ensuring that any new affordability programs can benefit  
39 students and institutions of all types in all states and territories. Broad state participation  
40 should be a fundamental goal of any state-federal partnership.

41  
42 A state-federal funding partnership in higher education must:

- 43 • provide funding to states in block grants that allow states the flexibility to  
44 distribute funds across institutions and state financial aid programs;
- 45 • Avoid a state maintenance of effort requirement (MOE). As states continue to  
46 prioritize and address competing public needs, federal policy must acknowledge  
47 this reality by noting the fiscal constraints states face in satisfying maintenance of  
48 effort requirements for important postsecondary programs. If MOE is required,  
49 allow states to use a wide range of resources as match for federal dollars, such  
50 as state and local funds not used to match another federal program. MOEs  
51 should be constructed to provide legislatures certainty they will comply with MOE  
52 provisions when budgeting for the upcoming fiscal year;
- 53 • continue to defer to state authority in regulating postsecondary tuition levels;
- 54 • ensure that eligibility requirements are set at the state level; and
- 55 • ensure state legislative authority to appropriate the funds.

56  
57 The federal government should design college savings incentives at the federal level so  
58 as to stimulate and complement, rather than preempt, similar policy initiatives by states  
59 and higher education institutions. Legislators support student aid programs that serve  
60 state and national economic and workforce priorities.

61

## 62 **Accountability**

63 Legislators strongly urge the federal government to defer to the states' leadership in  
64 ensuring the quality of postsecondary education, and to facilitate state efforts to  
65 emphasize accountability. While the federal government has a role in monitoring  
66 national and regional accrediting bodies, accountability of state higher education  
67 programs and institutions is and should remain a state issue. The federal government  
68 should continue to support state authorization reciprocity agreements, which support  
69 expanded access to quality postsecondary distance learning opportunities nationwide.

70 The terms of state authorization reciprocity agreements should be managed at the  
71 discretion of participating states and federal involvement should be minimal and  
72 complementary. States, not the federal government, should determine the governance  
73 arrangements of any authorization reciprocity agreement.

74

## 75 **Teacher Preparation**

76 States have taken the lead in advocating for higher standards for teacher preparation  
77 and performance, and vigorously acted to improve assessments of quality. As such, the  
78 federal government must refrain from setting national standards. The National  
79 Conference of State Legislatures (NCSL) encourages the expansion of several  
80 programs embodied in the Higher Education Act and other federal legislation that  
81 focuses on teacher quality. States should be included as eligible applicants or  
82 encouraged as partners in federal grant projects, so that grant programs can be  
83 developed with statewide goals in mind and best practices can be shared broadly.

84

## 85 **Student Success**

86 Our country will remain internationally competitive if more high school age, non-  
87 traditional students, and working adults not only enroll in colleges and universities, but  
88 complete postsecondary credentials and degrees. Ensuring students gain skills  
89 competency no matter the means used to obtain that competency will help states and  
90 the nation increase productivity, improve competitiveness, and prepare future  
91 generations of leaders and citizens. States, working with national foundations,

92 institutions, and private partners, are implementing policies that focus on maintaining  
93 access to postsecondary education and improving student performance and outcomes.  
94 NCSL supports federal programs that complement state efforts to improve student  
95 participation in and completion of postsecondary education. Legislators welcome federal  
96 efforts, such as the College Scorecard, that provide prospective students with accurate  
97 information on college costs and institution- and program-level student outcomes.  
98 Increased transparency is critical to ensuring students are able to make informed  
99 postsecondary choices.

100

101 Legislators are keenly aware that students benefit from a seamless progression  
102 encompassing preschool through postsecondary education. A growing number of states  
103 are looking at education as “P-16” rather than separate systems serving early  
104 education, K-12 and postsecondary education and updating or amending their statutes  
105 to facilitate this change. Important federal-state educational programs supported by the  
106 states, such as the Perkins Act programs and the TRIO program, must be better  
107 integrated with state postsecondary policy. The federal government has a significant  
108 role and responsibility in working with states and supporting state efforts in college  
109 readiness and providing research and technical assistance. Legislators welcome federal  
110 efforts to facilitate the exchange of best practices around dual enrollment programs.

111

112

### 113 **Student Loans**

114 Increasingly the burden of higher education costs is borne by students and families.  
115 This burden consists of significant educational debt held by students and their families.  
116 Crippling education debt slows any recovery and limits state economic growth. ~~The  
117 federal government should make every effort to improve the federal student loan  
118 program so that borrowers are able to successfully repay their loans and take  
119 advantage of federal loan forgiveness programs. Congress and the U.S. Department of  
120 Education should ensure that loan repayment and forgiveness programs are managed  
121 and administered in a manner that facilitates successful repayment and receipt of  
122 authorized benefits for borrowers. In light of the rapidly increasing costs of the federal~~

123 student loan program, state legislators urge Congress to clarify the role and goals of the  
124 student loan program and assess the design of loan terms and benefits for borrowers,  
125 including loan limits, repayment assistance, and forgiveness options.

126

127 The federal government should also recognize that many states now play a role in  
128 ensuring borrowers are treated fairly and receive appropriate consumer protections. The  
129 federal government should engage in collaborative federalism with states around  
130 providing consumer protections to borrowers and conducting oversight of student loan  
131 servicers.

1 **COMMITTEE: EDUCATION**

2 **POLICY: ENSURING CHILDREN ARE READY TO LEARN**

3 **TYPE: DIRECTIVE** (amendments on page 3 by staff of the  
4 Children, Families, and Human Services Committee  
5 Child Care Policy; amendments on page 4  
6 submitted by Sen. Dondero Loop and Sen. Jones  
7 on behalf of the Education Committee Officers)  
8

9 State legislators have been in the forefront of efforts to create and improve early  
10 learning programs. Some states have maximized the use of the state and federally  
11 funded Child Care Development Fund (CCDF) and used even more of their state funds  
12 to increase the access, quality and effectiveness of early learning opportunities. Several  
13 states have special initiatives to improve the training and compensation of early learning  
14 teachers. States have voluntarily supplemented the federal Head Start program, and  
15 states have created their own pre-kindergarten programs. States have encouraged  
16 parental involvement to enhance children’s early learning experiences and have  
17 supported efforts to ensure a smooth transition between early learning programs and  
18 the K-12 education systems.

19

### 20 **The State-Federal Partnership in Early Learning**

21 Federal efforts to expand or improve early learning opportunities for young children  
22 must:

- 23 • Avoid unfunded mandates and preserve state authority.
- 24 • Provide funding to states in block grants that allow states the flexibility to meet  
25 local needs utilizing a wide range of early learning programs.
- 26 • Avoid a state maintenance of effort requirement (MOE). If MOE is required, allow  
27 states to use a wide range of resources as match for federal dollars, such as  
28 state and local funds not used to match another federal program, private funds,  
29 and in-kind contributions such as facilities, equipment, and services.
- 30 • Ensure that eligibility requirements are set at the state level.
- 31 • Ensure state legislative authority to appropriate the funds.

- 32 • Provide state legislatures access to student outcome data for students that  
33 participate in federally funded early childhood learning opportunities.
- 34 • Include state legislators as appropriate on advisory panels.

35 NCSL encourages the federal government to consider the connections between  
36 different types of child care and early learning and the educators who provide those  
37 services in order to avoid unintended consequences of new policy within the early  
38 childhood sector.

39

#### 40 **Existing Federal Programs**

41 Federal efforts to support early learning programs should not be made at the expense of  
42 efforts to expand the Child Care Development Fund (CCDF). NCSL’s Policy Directive  
43 on Child Care details state priorities in CCDF.

44

45 The federal Head Start program provides early learning services for low income families  
46 that foster school readiness. NCSL values the program’s emphasis on parental  
47 involvement, which can benefit both parents and children. State legislators should be  
48 included in any discussions of options that provide states the opportunity to have more  
49 control over the program or better coordinate Head Start with other state early learning  
50 efforts. To ensure high-quality outcomes in the Head Start program, NCSL supports:

- 51 • Strong staff development and training.
- 52 • Greater coordination among Head Start, early learning programs and elementary  
53 schools.
- 54 • Funding for both quality, access and multiple providers.
- 55 • Expanding opportunities for grantees to use Head Start funding to meet  
56 community; needs in ways that complement state efforts.
- 57 • Disseminating research findings from evaluations.
- 58 • Providing state legislatures access to student outcome data for students that  
59 participate in Head Start.
- 60 • Encouraging legislative involvement in Early Childhood Advisory Councils.



61 [Balancing quality and access in the Head Start program is critical as federal funds are](#)  
62 [limited. NCSL urges federal partners to be mindful of this balance and to avoid making](#)  
63 [decisions that sacrifice quality or access at the expense of the other.](#)

64

## 65 **Family Support and Parental Involvement**

66 NCSL recognizes the vital role of parents, families, communities and faith-based  
67 organizations in the healthy development of children and in creating systems of high-  
68 quality early learning in their states and local communities. NCSL supports states being  
69 provided maximum flexibility in using federal funds for early learning and to support a  
70 broad range of parent engagement strategies, such as home visiting programs and two-  
71 generation approaches, and to develop new early learning policies and initiatives that  
72 support parents and families to ensure that their children and all children are ready to  
73 learn.

1 **COMMITTEE: EDUCATION**

2 **POLICY: FEDERAL EDUCATION RELIEF AID**

3 **TYPE: RESOLUTION** (amendments submitted by Sen.  
4 Tobin)

5 **WHEREAS**, state legislatures have the primary responsibility for funding and governing  
6 their state’s K-12 and higher education systems; and

7  
8 **WHEREAS**, the Elementary and Secondary School Emergency Relief (ESSER) Fund  
9 provided historic amounts of one-time federal funds that gave school districts, rather  
10 than states, discretion over how to spend ninety percent of funds; and

11  
12 [WHEREAS, the American Rescue Plan Act also included \\$800 million in funding for](#)  
13 [Homeless Children and Youth \(ARP-HCY\) to remove barriers to enrollment and](#)  
14 [attendance in school; and](#)

15  
16  
17 **WHEREAS**, school districts were granted unprecedented flexibility over how funds were  
18 spent; and

19  
20 **WHEREAS**, states were expressly prohibited from directing or restricting school district  
21 spending; and

22  
23 [WHEREAS, school districts, by recent estimates, are expected to spend close to half of](#)  
24 [the total allocated local share of ESSER funds over the next year; and](#)

25  
26 **WHEREAS**, any pressure to rapidly draw down [of tens of billions in ESSER stimulus](#)  
27 funds may exacerbate inflation and potentially encourage local spending without a clear  
28 plan for sustainability; and

29

30 **WHEREAS**, a sudden and steep reduction in one-time funds, especially if spent on  
31 what are typically considered recurring expenses, could cause fiscal turmoil in school  
32 districts that state legislatures may be expected to respond to; and

33  
34 **WHEREAS**, each state has its own unique system for funding K-12 and higher  
35 education; and

36  
37 **WHEREAS**, fiscal conditions can vary significantly across states, especially during  
38 times of national economic emergencies; and

39  
40 **WHEREAS**, education is a significant part of state budgets, other compelling priorities  
41 may make demands on state resources while states respond to and recovery from  
42 emergencies; and

43  
44 **WHEREAS**, Congress has included maintenance of effort provisions for both K-12 and  
45 higher education funding from fiscal year 2020 to fiscal year 2023 as a condition of a  
46 state receiving funds from the Elementary and Secondary School Emergency Relief  
47 (ESSER) Fund; and

48  
49 **WHEREAS**, Congress has also included “maintenance of equity” provisions for K-12  
50 funding in fiscal years 2022 and 2023;

51  
52 **NOW, THEREFORE BE IT RESOLVED**, the National Conference of State Legislatures  
53 believes unanticipated federal funding for education should not bypass state legislative  
54 appropriations processes and should allow state legislatures broad discretion in  
55 determining how those funds will best meet local and state education needs; and

56  
57 **NOW, THEREFORE BE IT FURTHER RESOLVED**, the National Conference of State  
58 Legislatures believes Congress should extend the spending deadline for ESSER [and](#)  
59 [ARP-HCY](#) -to December 31, 2026 in order to smooth the rate of school district  
60 spending, which could mitigate the inflationary impact of a rapid draw down of funds and

61 give state legislatures more time to conduct oversight and evaluate whether and how  
62 certain [ESSER](#) expenditures could be sustained; and

63  
64 **NOW, THEREFORE, BE IT FURTHER RESOLVED**, the National Conference of State  
65 Legislatures believes the U.S. Department of Education should implement an orderly  
66 and timely process for states and districts to request and receive permission for a late  
67 liquidation of funds well in advance of the ESSER III [and ARP-HCY](#) obligation deadline  
68 of September 30<sup>th</sup>, 2024; and

69  
70 **NOW, THEREFORE, BE IT FURTHER RESOLVED**, the Secretary of Education should  
71 allow states the opportunity to seek waivers from the maintenance of effort and  
72 “maintenance of equity” provisions associated with the Elementary and Secondary  
73 School Emergency Relief (ESSER) Fund; and

74  
75 **NOW, THEREFORE, BE IT FURTHER RESOLVED**, the National Conference of State  
76 Legislatures believes state fiscal requirements for education relief aid should only ask  
77 states to maintain aggregate funding levels or serve as a guide for how states can make  
78 cuts to education if facing revenue declines.

79  
80 **NOW, THEREFORE, BE IT FURTHER RESOLVED**, the National Conference of State  
81 Legislatures believes state fiscal requirements should not be used to compel states to  
82 make fiscal or policy decisions beyond the purposes enumerated above, which includes  
83 requiring states to increase funding for education or distribute funds to local education  
84 agencies by methods other than a state’s statutorily defined school funding formula.

85  
86 [\*\*NOW, THEREFORE, BE IT FURTHER RESOLVED\*\*, that to help more children and](#)  
87 [youth experiencing homelessness, states, municipalities, and school districts need](#)  
88 [additional sustained funding and flexibility in how and when to use federal funding](#)  
89 [dedicated to children and youth homelessness.](#)

90

91 [\*\*NOW, THEREFORE, BE IT FURTHER RESOLVED\*\*, that as the federal government](#)  
92 [considers how to sustain the supports offered to states and schools through the ESSER](#)  
93 [fund, it should prioritize funding through the McKinny-Vento Act Education for Homeless](#)  
94 [Children and Youth program, which helps school districts identify and support children](#)  
95 [and youth experiencing homelessness.](#)

96

97 **BE IT FINALLY RESOLVED**, that NCSL send a copy of this resolution to Members of  
98 Congress and the U.S. Department of Education.

1 **COMMITTEE: EDUCATION**

2 **POLICY: REAUTHORIZATION OF THE HIGHER**  
3 **EDUCATION ACT**

4 **TYPE: RESOLUTION** (submitted by Sen. Millner and Sen.  
5 Dembrow on behalf of the NCSL Task Force on  
6 Higher Education)

7 **WHEREAS**, Congress has not reauthorized the Higher Education Act (HEA) since  
8 2008; and

9

10 **WHEREAS**, student loan debt has nearly tripled since that time and total debt for  
11 graduate education has steadily increased and surpassed undergraduate debt; and

12

13 **WHEREAS**, higher education remains a great investment for many, yet nearly one third  
14 of borrowers have debt but no degree and more than 7 million borrowers are in default;  
15 and

16

17 **WHEREAS**, annual federal spending on loan repayment has recently surpassed annual  
18 spending on need-based financial aid through the Pell Grant; and

19

20 **WHEREAS**, almost all of the significant federal policies on higher education have been  
21 enacted through regulations from the U.S. Department of Education since the last HEA  
22 reauthorization; and

23

24 **WHEREAS**, federal policymaking that relies heavily on regulation creates an unstable  
25 policy environment for states and higher education, as administrations have engaged in  
26 a pattern of rewriting or rescinding previous rules, or courts have temporarily blocked or  
27 overturned rules; and

28

29 **WHEREAS**, federal regulation is not well-designed to proactively achieve state and  
30 federal goals for better outcomes in higher education;

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**NOW, THEREFORE,** The National Conference of States Legislatures calls on Congress to reauthorize the Higher Education Act on a bipartisan basis to clarify and articulate anew the role of the federal government in supporting the affordability of higher education and advancing better student outcomes; and

**NOW, THEREFORE, BE IT RESOLVED,** that a reauthorized Higher Education Act should emphasize federal efforts to promote transparency and improvement in higher education, rather than pursue expansive affordability or accountability policies, in order to help states and higher education better understand student outcomes and take action to address circumstances where those outcomes fall short of expectations; and

**NOW, THEREFORE, BE IT FURTHER RESOLVED,** that a reauthorized Higher Education Act must clarify and articulate the role and goals of the student loan program, especially as it relates to loan terms, loan limits, repayment assistance, and forgiveness; and

**NOW, THEREFORE, BE IT FURTHER RESOLVED,** that a reauthorized Higher Education Act should better support students' understanding of the costs of higher education by: requiring universities to communicate financial aid through a standardized offer letter, creating a universal net price calculator, requiring students to engage in annual loan counseling with enhanced disclosure requirements; notifying students of their uptake of federal aid relative to cumulative limits; improving the accuracy of student outcomes in federal data collection; and

**NOW, THEREFORE, BE IT FURTHER RESOLVED,** that a reauthorized Higher Education Act should better support student success by: providing greater access to TRIO programs for non-traditional students, increasing meaningful work-based opportunities through the Federal Work-Study program, including allowing students to work for federal Head Start programs.

62 **BE IT FINALLY RESOLVED**, that NCSL send a copy of this resolution to Members of  
63 Congress, including the Chairs, Ranking Members, and members of the Senate Health,  
64 Education, Labor, and Pensions Committee and the House Committee on Education  
65 and the Workforce.



1 **COMMITTEE: EDUCATION**

2 **POLICY: SUPPORTING STATES DURING FAFSA**  
3 **CHALLENGES**

4 **TYPE: RESOLUTION** (submitted by Sen. Millner and Sen.  
5 Dembrow on behalf of the NCSL Task Force on  
6 Higher Education)

7 **WHEREAS**, the National Conference of State Legislatures called for the process to  
8 apply for federal financial aid to be simplified and streamlined and Congress responded  
9 in 2020 by passing the FAFSA Simplification Act; and

10

11 **WHEREAS**, nearly 18 million students rely on the FAFSA each year to access federal  
12 financial aid and states and institutions rely on information from the FAFSA to process  
13 and award their own financial aid; and

14

15 **WHEREAS**, the implementation of the new “Better FAFSA” form for the 2024-2025  
16 award year has been beset by delays and errors that have made it challenging for  
17 students to complete the form; and

18

19 **WHEREAS**, FAFSA completion rates for the Class of 2024 are down nearly 12% from  
20 the previous year as of June 28, 2024; and

21

22 **WHEREAS**, lower FAFSA completion rates could presage enrollment declines in the fall  
23 2024 semester, which could precipitate an unexpected drop in institutional revenues or  
24 state support for higher education, to the extent state funding is contingent upon  
25 enrollment counts; and

26

27 **WHEREAS**, the U.S. Department of Education appears to be behind on meeting its  
28 typical deadlines that are meant to ensure the next FAFSA for the 2025-2026 award  
29 year is ready for release, including the release of a draft form for public comment;

30

31 **NOW, THEREFORE, BE IT RESOLVED**, the National Conference of State Legislatures  
32 calls on the U.S. Department of Education to do everything in its power to ensure the  
33 2025-2026 FAFSA is available to students on October 1, 2024 after being thoroughly  
34 vetted and tested to ensure students and their families are able to apply for federal aid  
35 without issue; and

36

37 **NOW, THEREFORE, BE IT FURTHER RESOLVED**, the National Conference of State  
38 Legislatures calls on the U.S Department of Education to provide full transparency of  
39 the development and rollout of the 2025-2026 FAFSA to ensure that states and  
40 institutions can place full trust and confidence in the form and encourage students to  
41 apply as states deems appropriate; and

42

43 **NOW, THEREFORE, BE IT FURTHER RESOLVED**, the National Conference of State  
44 Legislatures urges Congress and the U.S. Department of Education to communicate,  
45 coordinate, and collaborate with state legislatures, among with other state stakeholders,  
46 to understand and assess the impact of any widespread postsecondary enrollment  
47 declines in the upcoming fall 2024 semester and determine if and how to appropriately  
48 respond to the systemic challenges that may occur in the wake of the uneven FAFSA  
49 rollout.

50

51 **BE IT FINALLY RESOLVED**, that NCSL send a copy of this resolution to Members of  
52 Congress and the U.S. Department of Education.

1 **COMMITTEE: EDUCATION**

2 **POLICY: NCSL AFFIRMS IMPORTANCE OF CIVIC**  
3 **EDUCATION**

4 **TYPE: MEMORIAL RESOLUTION** (proposed for renewal  
5 by Officers of the Education Committee)

6 The National Conference of State Legislatures (NCSL) recognizes that voter turnout in  
7 the United States lags behind that of other countries, with approximately 60%  
8 participation in presidential elections and only 40% in midterm election years. To  
9 address this challenge and increase voter turnout over the long term, cultivating social  
10 and political engagement among students is a crucial strategy.

11  
12 NCSL has been committed to promoting and supporting civic education and learning.  
13 NCSL established the Trust for Representative Democracy, and through this initiative  
14 sponsored the Legislators Back to School Week, fostering engagement between  
15 lawmakers and students. Over time, NCSL has produced a variety of materials,  
16 including educational resources on the legislative process, and the podcast "Building  
17 our Democracy". NCSL has conducted extensive training for legislators, both  
18 domestically and abroad, in partnership with the US State Department, media, and the  
19 general public, focusing on the legislative and elections processes. NCSL is also a  
20 proud member of the CivXNow Coalition, a collective of over 250 organizations  
21 dedicated to promoting civic education.

22  
23 Civic education plays a fundamental role in preparing and encouraging students to  
24 actively participate in the public and political life of their communities. By engaging in  
25 civics, students learn to identify and understand social problems, evaluate potential  
26 solutions, distinguish evidence-based claims from opinions, and take meaningful action  
27 based on what they have learned. This preparation fosters the development of a robust  
28 and healthy civil society.

29 Moreover, civic education is essential for the functioning of a democratic republic,  
30 particularly in relation to the legislative function and the creation of sound laws that

31 enjoy the support and engagement of an informed citizenry. By equipping individuals  
32 with knowledge about their rights, responsibilities, and the inner workings of  
33 government, civic education empowers them to actively contribute to the democratic  
34 process and effectively advocate for their communities.

35

36 In conclusion, NCSL remains committed to promoting civic education as an  
37 indispensable component of a vibrant democracy. By continuing our work in this field,  
38 collaborating with legislators, educators, and partners, and actively participating in  
39 national conversations and events, we strive to create a more informed, engaged, and  
40 participatory citizenry that ensures the vitality and strength of our democratic  
41 institutions.