

Appendix A

Maine Learning Results Material

Maine Learning Results and Assessment Subcommittee Recommendations

1. Executive Summary, “The Citizenship and Education Task Force Subcommittee”
2. Report, “A Report From The Citizenship and Education Task Force Subcommittee”
3. Addendum A, “Hallmarks of An Engaged Citizen”
4. Addendum B, “States Civics Standards”

Student Recommendations to Social Studies Content Panel and Review Panel

1. Report, “Recommendations for the Review of the Maine Learning Results”
2. Addendum, “State Support of Service-Learning Programs”
3. Sub Appendix A, “Paul Gagnon’s Rating of Maine”
4. Sub Appendix B, “Examples of Participatory Language in the Maine Learning Results”

Executive Summary

The Citizenship and Education Task Force Subcommittee

Summary

The Citizenship and Education Task Force Subcommittee met monthly from the fall of 2004 through the winter of 2005. The group was convened by the Department of Education and the State Board of Education on recommendation from the Commission to Study the Scope and Quality of Citizenship Education. The group was charged to “develop a more complete set of plans and strategies for the [sic] implementation of effective citizenship education models and civic engagement practices in our schools, colleges and universities . . . and should address the recommendations proposed by the Commission, including the integration of service-learning into citizenship education. . .” The group reviewed the literature on Civics Education and the Maine *Learning Results* generated a list of recommendations and a list of resources. Both follow below.

Recommendations

- Knowledge of US government and history is an essential component of Citizenship Education.
- Students must attain skills such as those outlined in the “Hallmarks” of an Engaged Citizen found in the *Final Report of the Commission to Study the Scope and Quality of Citizenship Education*. The Citizenship and Education Task Force Sub-committee (CETFS) recognizes that debate (or its component skills) is recognized to be effective in developing the attitudes/beliefs and behaviors of a “good citizen” and should be added to the “hallmark” skills.
- Participation in community and political activities is essential to building citizenship and according to reports read by the (CETFS) is lacking as a component of state standards documents. Schools must create authentic situations for student participation such as service learning, simulations, and interactive lessons, to name a few.
- Less is more in education and civics education is part of the “essential” list of Social Studies knowledge and skills. This is underscored by the prominence of this concept in the Maine *Learning Results* Guiding Principle, “A Responsible and Involved Citizen.
- Attitudes and beliefs is a third essential component of civics education. The “hallmark” list should be expanded to include compromise and the inclusion of disenfranchised groups (the poor, non-voters) as two more attitude/belief of civics education.

Resources

“Citizenship Education.” *The Progress of Education Reform 2004*. Vol. 5, No. 2, May 2004. Denver, CO: Education Commission of the States (ECS).

“National Center for Learning and Citizenship’s (NCLC) State Policies for Citizenship Education Database.” 2005. Education Commission of the States (ECS). Online database. Available at http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp.

State of Maine. Final Report of the Commission to Study the Scope and Quality of Citizenship Education. 21st Legislature First Regular Session, February 2005. Available online from the Office of Policy and Legal Analysis. <http://www.state.me.us/legis/opal/>.

Torney-Purta, Judith and Susan Vermeer. Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators. 2004. Denver, CO: Education Commission of the States (ECS).

A Report From
The Citizenship and Education Task Force Subcommittee
March 22, 2005

Representatives from schools and non-profit organizations worked with the Maine Department of Education to define the parameters of citizenship education and make recommendations to the Maine *Learning Results* Review. The Citizenship and Education Task Force Subcommittee was convened by the Department of Education and the State Board of Education on recommendation from the Commission to Study the Scope and Quality of Citizenship Education to “develop a more complete set of plans and strategies for the implementation of effective citizenship education models and civic engagement practices in our schools, colleges and communities . . . and should address the recommendations proposed by the Commission, including the integration of service-learning into citizenship education. . .” (Commission to Study the Scope and Quality of Citizenship Education, 2004). Toward this end it was the express goal of the group to provide clear recommendations for citizenship education that would guide the revisions to the standards and performance indicators during the review of the Maine *Learning Results* and would leave the decision making for adding, deleting or editing language within the standards and performance indicators to the review process. During the monthly meetings from the fall of 2004 through the winter of 2005 the group reviewed the recommendations of the Commission, literature from the Education Commission of the States’ National Center for Learning and Citizenship and summaries of citizenship education standards and curriculum, policies and assessment and accountability systems for all 50 States.

The findings were clear. Citizenship Education is a vital component of school programming; providing the essential knowledge, skills, attitudes and beliefs for future community involvement and active participation in voting.

The Committee makes the following recommendations without reservation. These recommendations should provide a cornerstone for the framework guiding revisions to the Maine *Learning Results*.

- Citizenship education must include three components, **knowledge, cognitive skills and attitude and beliefs** braided together within the context of a **community**. It should be the responsibility of schools to ensure that instruction for citizenship education leads to the goal of authentic experiences for students that blend these components.
- **Knowledge** of US government and history is an essential component of Citizenship Education; the idea of civics must be imbedded in an understanding of democracy and liberty.
- Students must attain **cognitive skills** such as those outlined in the “‘Hallmarks’ of an Engaged Citizen” found in the *Final Report of the Commission to Study the Scope and Quality of Citizenship Education (See Addendum A)* The Citizenship and Education Task Force Sub-committee (CETFS) recognizes that debate (or its component skills) is recognized to be effective in developing the attitudes/beliefs and behaviors of a “good citizen” and should be added to the “Hallmark” skills.
- **Attitudes and beliefs** must be developed as part of civics education. The “Hallmark” list should be expanded to include two additional attitudes and beliefs of civics education: compromise and the inclusion of disenfranchised groups (the poor, non-voters, etc.).

- Participation in **community*** and political activities provides the essential context for building citizenship and are lacking as a component of state standards documents according to reports read by The Citizenship and Education Task Force Sub-committee. Schools must create authentic situations for student participation such as social justice learning, service learning, simulations, and interactive lessons, to list a few.
- Less is more in education and civics education must be part of the “essential” list of Social Studies knowledge and skills. This is underscored by the prominence of this concept in the Maine *Learning Results* Guiding Principle, “A Responsible and Involved Citizen.”
- The Maine *Learning Results* Review should use language found in the Civics Standards from Alabama, Alaska, Delaware, Hawaii, Louisiana, Nebraska and West Virginia as a base for developing standards or performance indicators for the *Learning Results* (See Addendum B).
- Community based knowledge, cognitive skills and attitudes and beliefs must be mapped out and developed over the K-12 educational span of students if it truly is our goal is to develop responsible and involved citizens.

***Community** shall be defined as the classroom or greater.

Resources

- Ayers, William eds. et.al. Teaching for Social Justice. New Press: New York. 1998.
- “Citizenship Education.” The Progress of Education Reform 2004. Vol. 5, No. 2, May 2004. Denver, CO: Education Commission of the States (ECS).
- Hibbing, John R and Elizabeth Theiss-Morse. Stealth Democracy: Americans’ Beliefs About How Government Should Work. Cambridge University Press: DATE?
- “National Center for Learning and Citizenship’s (NCLC) State Policies for Citizenship Education Database.” 2005. Education Commission of the States (ECS). Online database. Available at http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp.
- State of Maine. Final Report of the Commission to Study the Scope and Quality of Citizenship Education. 21st Legislature First Regular Session, February 2005. Available online from the Office of Policy and Legal Analysis. <http://www.state.me.us/legis/opal/>.
- Torney-Purta, Judith and Susan Vermeer. Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators. 2004. Denver, CO: Education Commission of the States (ECS).

ADDENDUM A

“Hallmarks” Of An Engaged Citizen

Commission members agreed that our schools and communities need to “strike a balance” between the transmittal of knowledge through civic education and the development of skills and attitudes that are associated with citizenship; and that we must accomplish this by means of engagement and accountability. Towards these ends, the Commission offers the following “hallmarks” of an engaged citizen for consideration by policymakers, educators and community leaders. Commission members propose that these characteristics, habits and skills should be promoted for our youth; and that Maine should establish meaningful benchmarks and rubrics to measure civic engagement. An analysis of the “hallmarks” of an engaged citizen, data on the problem situation, and potential solutions is included in Appendix G.

Civic Attitudes and Beliefs. An engaged citizen . . .

- Appreciates constitutional principles and democratic traditions and believes in the ability of government to bring about positive change;
- Believes that one person – through a passionate commitment to their ideals --can make a difference;
- Is able to tolerate conflict, appreciates the necessity of conflict resolution in a democratic society, and is able to engage in dialogue to exchange ideas and understand diverse perspectives;
- Understands the importance of civic responsibility, including respecting government and laws as well as passion and issues;
- Believes in the value and effectiveness of working with others to solve problems;
- Demonstrates curiosity about our community, nation and the world and welcomes diversity in their own community; and Demonstrates concern for the rights and welfare of others.

Civic and Political Knowledge and Cognitive Skills. An engaged citizen . . .

- Understands the history, structure and process of government, democracy and civic participation;
- Understands the relationship between government and community;
- Understands the roles of interest groups and the media in our democracy;
- Is able to think critically, to formulate opinions and defend judgments, to listen to and persuade others, and to evaluate positions;
- Is able to research political issues, obtain information and understand diverse perspectives about these issues; and
- Understands how to engage in civic and political processes within and outside their community.

Political and Community Participation. An engaged citizen . . .

- Participates in their community by voting, attending community meetings, serving the community as a volunteer or serving the public as an elected or appointed official;
- Participates in and contributes to community-based or political organizations;
- Encourages others to participate in public service and the political life of their community;

- Is able and willing to work in groups and to speak in public, including voicing their concerns and opinions when they perceive an injustice; and
- Is able to obtain information and to engage in dialogue and act collaboratively with their fellow citizens and public officials in resolving social problems and political concerns.

ADDENDUM B

States Civics Standards

"Alabama's Standards on "civic problem-solving"

Alabama Social Studies Course of Study includes content standards for representative democracy, law, personal economics and civic responsibility, which includes language about (1) "civic problem-solving" including identifying a problem, gathering information, generating possible solutions, developing and implementing an action plan; and (2) evaluating the responsibilities of citizens, including civic responsibilities such as obeying the law, paying taxes, being informed, participating in the political process through such activities as voting, working in a campaign, holding office, attending rallies, writing letters and petitioning. Students are also expected to discuss the influence of the media on voters and consumers. 7th-grade focus is on citizenship; 12th-grade focus is on American government.

"Alaska's Content Standards include language about participatory skills"

Alaska Government and Citizenship Content Standards (not grade-level standards) include language about participatory skills such as discussing public issues, building consensus, becoming involved in political parties and campaigns, voting, recognizing the value of community service.

"Delaware Standards: Students will develop and employ the civic skills necessary for effective, participatory citizenship. "

Delaware The introduction to the content standards in the State of Delaware Social Studies Curriculum Framework includes the statement, "The unifying objective of this course of studies is preparing young people to become informed and active citizens, who accept their responsibilities, understand their rights, and participate actively in society and government."

There are four standards, relating to government, politics, citizenship and participation, with grade-cluster-specific expectations for each, and sample activities: 1. Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. 2. Students will understand the principles and ideals underlying the American political system. 3. Students will understand the responsibilities, rights, and privileges of United States citizens. 4. Students will develop and employ the civic skills necessary for effective, participatory citizenship.

"Hawaii's citizenship/participation standard for grades 9-12 includes "take action to gain larger community involvement on the issues, e.g., a service-learning project."

Hawaii Social studies content standards include political science/civics strand, which addresses governance/power/authority; democracy; global cooperation, conflict and interdependence; citizenship/participation; and political analysis. The citizenship/participation standard for grades

9-12 includes "take action to gain larger community involvement on the issues, e.g., a service-learning project."

["Louisiana: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic..."](#)

Louisiana The Louisiana Content Standards Task Force identified 5 "foundation skills" that "should apply to all students in all disciplines." The 5th is citizenship: "The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners." The citizenship and government standard is "Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship." There are benchmarks for K-4, 5-8 and 9-12.

["Nebraska's Frameworks: provide increased opportunities for students to get involved in civic activities in the school and community"](#)

Nebraska Social Studies/History Standards state "The goals of civics and government is to develop informed, competent, and responsible citizens who are active politically and committed to the fundamental values and principles of American constitutional democracy." Standards organized by grades K-1, 2-4, 5-8 and 9-12. Standards focus mostly on explaining, analyzing, understanding, comparing and evaluating, rather than on demonstrating skills by addressing real community issues. Includes suggested course outline for social studies/history grades 9-12. Civics or citizenship education curriculum framework

Nebraska K-12 Social Studies Framework is based on the NCSS National Standards. One goal of the framework is to "provide increased opportunities for students to get involved in civic activities in the school and community." Suggested activities include having students plan and implement a community improvement project, interview community leaders, provide voluntary service for community agencies, make maps of the community, create an "attribute web" with responsibility in the center and ways to be a responsible citizen, as well as activities such as explaining the Declaration of Independence and debating its contemporary relevance and analyzing a significant U.S. election.

["Ohio: Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system"](#)

Ohio Academic Content Standards for Social Studies include benchmarks and indicators for each standard. Benchmarks are provided for K-2, 3-5, 6-8, 9-10 and 11-12. Indicators are provided for each grade and there is one standard for each discipline area. Two of these are "Government" and "Citizenship Rights and Responsibilities." The citizenship standard is:

"Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system."

"West Virginia's citizenship objective includes community service, student participation in school and community governance, community problem solving, citizen influence on public policy, and taking and defending positions"

West Virginia New Instructional Goals and Objectives for social studies took effect 7/1/03. They include content standards for citizenship and civics/government across grades, with K-11 grade-level objectives under each standard. Each standard also includes performance descriptors at 5 levels: novice, partial mastery, mastery, above mastery and distinguished. Citizenship objectives include community service, student participation in school and community governance, community problem solving, citizen influence on public policy, taking and defending positions, etc.

Recommendations for the Review of the Maine Learning Results

December 2005

Christine Chmura, Megan Manning,
Margaret Kinney, Jemma Stromwick, Caroline Walker
Bates College Undergraduates
Lewiston, Maine

Recommendations for the MLR Review

Schools have a civic responsibility to equip students with the skills and experience necessary to become active, informed and involved citizens in the community. An important part of the Maine Learning Results (MLRs) is to prepare Maine students for the three C's – college, career, and citizenship. In the past the MLRs have focused more heavily on preparing students for college and careers and we feel that citizenship has been largely overlooked. Although civic education is clearly written into the guiding principles and as a section in the social studies standards, the standards are not written keeping in mind the importance of each student's participation in his or her community. For students to truly understand their roles as citizens, civic education needs to be integrated into all parts of the curriculum.

Developing a Civic Core

The Executive Summary of The Citizenship and Education Task Force Subcommittee defines citizenship education in terms of three components; **knowledge, cognitive skills, and attitudes and beliefs**. Currently, the knowledge portion seems to be the primary focus of citizenship and with all the knowledge that teachers are currently asked to cover, there is no time for them to consider the skills and disposition portion of citizenship education. In order to better balance the three components, we feel that the state needs to further define the essential material.

Paul Gagnon suggests that in order to better define the material, states should create standards around a "civic core" of foundational knowledge. Gagnon outlines five criteria that he defines as making standards strong in terms of a civic core. These five criteria, taken directly from Gagnon (2003), are presented below in question format, followed by Gagnon's ranking of Maine for each criterion:

- 1 – Are the essentials of a civic core specified clearly?**
Maine partially meets the criteria.
- 2 – Are the topics teachable within the allotted timeframe?**
Maine does not meet the criteria.
- 3 – Do the documents provide scope and sequence?**
Maine partially meets the criteria.
- 4 – Is the essential content required of all students?**
Maine does not meet the criteria.
- 5 – Are the important facts and ideas presented coherently across subjects?**
Maine does not meet the criteria. [*See appendix A for more information*]

When evaluating standards in terms of these civic core criteria, it's essential for the state to question what is achievable. Serious time constraints within the school year create a need for the state to recognize and reevaluate the broad and all encompassing nature of the current standards.

We, along with Gagnon, argue that **less is more**. We would like to see the state refine the standards in order to make clear what it considers to be essential, keeping in mind time constraints within schools. By creating more defined standards, the state would be providing teachers with **LESS** overall material, which gives teachers **MORE** flexibility and time.

Ohio Grade Level Indicators

A strong example of clear state standards that are written in such a way as to provide sequence and scope are the **Ohio State Standards**. These standards provide benchmarks that are similar to the current Maine state standards, which are identified by grade clusters (K-2, 3-5, 6-8, 9-10, and 11-12). However, in order to better clarify and map out how these benchmarks should be met by the end of the cluster, there are grade-level indicators. Ohio presents a benchmark for a cluster and then outlines the steps that should be taken at each grade in order to meet that benchmark. For example:

Benchmark for 6-8: Show the relationship between civic participation and attainment of civic and public goals.

Grade Level Indicator for Sixth Grade: Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.

Grade Level Indicator for Seventh Grade: Explain how the participation of citizens differs under monarchy, direct democracy, and representative democracy.

Grade Level Indicators for Eighth Grade:

1) Show the relationship between participating in civic and political life and the attainment of individual and public goals, including:

A – The Sons of Liberty and Committee of Correspondence/American Independence;

B – The Underground Railroad and the abolitionist movement/abolition of slavery.

2) Explain how the opportunities of civic participation expanded during the first half of the 19th century including:

A – Nominating conventions

B – Expansion of the franchise

C - Active campaigning

We recognize the arguments against the state becoming more specific in the state standards, but we feel that by providing a more prescriptive set of standards, the local districts and teachers will have more time and resources to divert elsewhere. The local level, having already been given clearly defined essentials, can develop creative and unique ways to both teach the material and to assess the essentials set forth by the state.

Participatory Language

By more clearly defining the civic core teachers will have more time to emphasize the skills and disposition necessary for meaningful civic education. Hawaii has Social Studies standards that not only assess civic knowledge, but also the motivation and participation of students.

The Hawaiian Department of Education expects that “All Hawaiian school graduates will... exercise the rights and responsibilities of citizenship” (Hawaii Department of Education). Hawaii’s standards state that “students have the opportunity to debate positions on issues regarding the rights and responsibilities of citizens, and come to a consensus on the issues, take action to gain larger community involvement on the issues.” We believe that Maine should adopt this type of participatory language when writing standards because it allows students to be active in their learning. A service learning project, which takes what the students are learning in the classroom and applies it to a real life setting, can be used to encourage a student’s participation. The student’s civic knowledge, skills and disposition can be assessed as a result of the service learning project they complete. [*See appendix B for examples*]

Integration across Subjects

Civic engagement can be put into all aspects of the curriculum as a way to apply what the students are learning to their daily lives. Nebraska State Standards Pilot Project is a strong example of an integrated approach to civic education through its usage of their Character Education (CE) component suggested after each standard. For example, a first grade math standard states:

1.1.2: By the end of first grade, students will demonstrate ways of representing numbers and compare relations among numbers.

Example CE Integration: Fairness in sharing parts of a whole (halves are the same size, etc.) Honesty in dividing an object or several objects so they are equal.

Caring in giving more or the bigger item to someone and keeping less for yourself.

This method allows teachers to easily connect civics to the curriculum in an engaged manner that relates to the students’ lives. As a result, civic education will become a standard practice and students will recognize interconnecting themes. This will allow them to continue looking for connections and learning long after they have graduated.

Assessment Dictates the Essentials

Maine needs standards and assessment methods that examine students' civic knowledge, motivation and participation in the local community. In her report, *Developing Citizenship Competencies from Kindergarten through Grade 12*, Judith Tourney-Purta states, "We can learn a great deal about the standards, and what they mean as a result of the way they are assessed. As a result proper testing and assessment methods are critical to the success of any citizenship education program, because they emphasize the important values of the learning" (8). The goal of citizenship education is to get students to apply and utilize their knowledge in real world situations and life experiences (Tourney-Purta, 10).

Assessing Participation and Motivation

Assessment should be a continuation of a student's learning. This should be located both inside and outside the classroom and situated within the community. The assessment of civic knowledge and participation needs to be made by the local communities and districts, the people who know the needs and abilities of the students and the community best. When assessment is done this way, the local curriculum is not driven by outside sources. As a result, learning becomes relevant and more meaningful to the students' lives. Some examples of how this can be accomplished are (Kids Consortium, 62):

- Portfolios that track a students progress throughout the year.
- Group work or projects that encourage collaboration with other class members.
- Presentations to community members.
- Multimedia projects.

To further accentuate the variety of multi-faceted, non-standardized assessment methods, a section should be added to the Preface of the MLR. This section should address creative practices and direct readers to sources like Kids Consortium and the Best Practices Subcommittee of the Citizenship Education Task Force for exemplary ideas.

References

- Bartsch, Julie (and contributing teachers). *Community Lessons: Promising Curriculum Practices*, March 2001. <http://www.doe.mass.edu/csl/comlesson.pdf>
- Citizenship and Education Taskforce Subcommittee. Executive Summary, 2005.
- Gagnon, Paul. *Educating Democracy: State Standards to Ensure a Civic Core*. Washington, DC: Albert Shanker Institute, 2003
- Hawaii Department of Education: Hawaii State Standards. <http://doe.k12.hi.us/standards/>
- Kids Consortium. *Kids as Planners*. ME: Kids Consortium, 2001.
- *Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities*. Conducted in part by the Education Commission of the States and Learning in Deed, Sept. 2001. <http://www.ecs.org/clearinghouse/40/54/4054.pdf>
- Nebraska Department of Education: Nebraska State Standards. <http://www.nde.state.ne.us/>
- Ohio Department of Education: Ohio State Standards. http://www.ode.state.oh.us/academic_content_standards/
- Tourney-Purta, Judith and Susan Vermeer. *Developing Citizenship Competencies from Kindergarten through Grade 12: A Background for Policy Makers and Educators*. Denver, CO: Education Commission of the State, 2004.

ADDENDUM

State Support of Service-Learning Programs

We recognize that service-learning is only one aspect of civic education. However, due to our experiences working with service learning in the classroom, as well as researching its benefits, we decided to suggest one possible method that would encourage Maine Public Schools to adopt service learning as one means of integrating civic education into their curriculums.

In order to provide the means and motivation for schools to utilize service-learning as an effective teaching tool, it is recommended that the state will set up a system where schools willing to integrate service-learning programs into their curriculum will receive additional funding from the Maine Department of Education (DOE). One possible system to achieve this goal could include **an annual allocation of funds, by the Maine Department of Education, for service-learning start-up grants. Each year, interested schools will be able to apply for these grants.**

Attached to this recommendation will be a one page memo written to the Maine DOE to explain this recommendation. It will include:

- Why the state government (through the Maine DOE) should be involved.
- Why and for what the additional funding is needed.
- Explanation of why service-learning should be encouraged and supported in Maine's public schools.

There are several reasons why the Maine DOE¹ should provide financial encouragement for schools to start up service-learning programs; and why the MLR Review Committee should encourage them to do so.

- “State policymakers are interested in seeing students become productive and responsible members of society.” And several studies have shown that service-learning helps students “become more knowledgeable about career options”, and develop “a greater sense of civic responsibility and commitment to serve” (*Learning that Lasts* 23).
- It is a means for the state to demonstrate their support for the integration of service learning into the curriculum.
 - “The endorsement of state policymakers can mean increased visibility and credibility for service-learning among all constituents” (30).

¹ It is realized that state policy makers are only one actor of many of the entire education system, and that all actors, including teachers, school administrators and other key players, will need to play a role in promoting service-learning in the classroom. For more information on the role other actors need to play, please refer to *Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities* – which can be found at <http://www.ecs.org/clearinghouse/40/54/4054.pdf>.

Research has shown that “many service-learning efforts begin exclusively with grant funding” (25). The funding that schools would receive from these start-up grants could be used for a variety of much-needed resources - such as postage materials for a letter writing campaign or gardening tools for a community garden project.

Service-learning should be encouraged and supported in Maine’s schools due to its unique ability to accomplish many of the goals outlined in our recommendations for integrating civic education into the Maine Learning Results. Projects have the capacity to:

- provide the knowledge deemed to be necessary for the civic core;
- be defined as “participatory”;
- integrate different subject areas; and
- provide an alternative means through which students’ civic participation and motivation can be assessed.

One key source which provides examples of service-learning projects is Community Lessons: Promising Curriculum Practices, by Julie Bartsch and contributing teachers.

Sub Appendix A:

Paul Gagnon's Rating of Maine

Criterion 1: Are the essentials of a civic core specified clearly?

-“It has clear language and a number of specifics, meeting Criterion #1 in small part. But the specifics are mostly examples and too few for a common core of learning”

Criterion 2: Are the topics teachable within the allotted timeframe?

-“Criterion #2, is not met; although what is here could perhaps be taught in school time available, it would not make for well-rounded citizenship education.”

Criterion 3: Do the documents provide scope and sequence?

-“Criteria #3 is partly met through a sequence of learning in grade spans”

Criterion 4: Is the essential content required of all students?

-“Criterion #4 is not met since it is unclear that topics are to be offered to all students.”

Criterion 5: Are the important facts and ideas presented coherently across subjects?

-“Contrary to the premises of its introduction and the idea of a common core, the document also fails to meet Criterion #5. It does not integrate the separate subjects to convey or dramatize the complexity of human experience.”

Sub Appendix B:

Examples of Participatory Language in the Maine Learning Results

(Original language taken from the Social Studies Section of the MLR)

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

MIDDLE GRADES 5-8

1. Identify and display the characteristics of an effective citizen.
2. Evaluate and ~~defend~~ debate positions on current issues regarding individual rights and judicial protection.

CIVICS AND GOVERNMENT

Students will learn the constitutional principles and the democratic foundations of national, state, and local systems and institutions. Further, students will learn how to exercise the rights and responsibilities of participation in civic life and to analyze and evaluate public policies. This understanding entails insight into political power, how it is distributed and expressed, the types and purposes of governments, and their relationships with the governed. Political relationships among the United States and other nations are also included in this content area.

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will witness these things first hand through in class elections and debates.

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand and debate the constitutional principles and the democratic foundations of the political institutions of the United States.

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations.

Appendix B
K-12 Exemplars

K-12 Exemplars

Promising Practice	K-4	5-8	9-12
Instruction in history, gov't, and democracy	Project Citizen (grade 3) We the People Civil Rights Team	Civil Rights Teams Project Citizen We the People	1 st Amendment School BQBD Choices Civil Rights Teams Law and Ethics Mock Trial Project Citizen Street Law We the People
Discussion of current issue	Responsive Classroom Project Learning Tree Civil Rights Team	Civil Rights Teams Community Dialogue Project Learning Tree	BQBD Choices Civil Rights Teams Community Dialogue Street Law Project Learning Tree
Service-learning	Kids as Planners Project Citizen	Kids as Planners Peer Mediation Project Citizen	Kids as Planners Youth Court Youthink Orono HS
Extracurricular activities	Civil Rights Team	Civil Rights Team	Boy's State Civil Rights Team Girl's State Mock Trial Peer Mediation Youth Court
School Governance	Responsive Classroom Mast Landing School (coming)	Community Dialogue Mast Landing School (coming)	1 st Amendment School Community Dialogue Youth Court Youth on School Boards
Simulations		We the People	Boy's State Choices Girl's State Mock Trial We the People YMCA Youth and Gov't.

See <http://www.mecitizenshiped.org> for descriptions of exemplars.

Appendix C
8 Promising Approaches to Citizenship Education in Higher Education

Eight Promising Approaches to Citizenship Education **In Higher Education**

(Adapted from the Civic Mission of Schools)

- 1. Provide instruction in academic disciplines through the lens of government, history, law and democracy.** Formal instruction in U.S. government, history and democracy is assumed to have taken place in high school. In college, students can connect their coursework in any discipline to the way that discipline contributes to our democracy. Students learn how to connect their discipline and/or profession to public problem-solving. This may contribute to young people's tendency to engage in civic and political activities over the long term.

For example: Students in a chemistry class learn how soil chemistry analysis is used to formulate public policy around pesticide use near rivers.

- 2. Incorporate discussion of current local, national and international issues and events into the classroom, particularly those that young people view as important to their lives.** When students have opportunities to discuss current issues in a classroom setting and/or the college community, they tend to have greater interest in politics, improved critical thinking and communication skills, more civic knowledge, and more interest in discussing public affairs outside of the campus environment. When current events bring out controversial issues, there needs to be a campus-wide response to foster debate and dialogue, using a variety of methods and forums for discussion. Students should feel welcome to speak from a variety of perspectives. Teachers need support in broaching controversial issues in the classrooms since they may risk criticism or sanctions if they do so.

For example: 1) A 'History of Education' class discusses the No Child Left Behind Act and it's historical antecedents, 2) When end-of-life decisions were being decided by the courts in the Terry Schiavo case, the Debate Club sponsors a public debate on the issues involved.

- 3. Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.** Service programs are common on college campuses. The ones that best develop engaged citizens are linked to the curriculum; consciously pursue civic outcomes rather than seek only to improve academic performance or to promote efficacy; allow students to engage in meaningful work on serious public issues; give students a role in choosing and designing their projects; provide students with opportunities to reflect on the service work; allow students to pursue political responses to problems; and see service-learning as a part of a broader philosophy toward education and not just a program that is adopted for a finite period in a particular course.

For example: Strong service-learning courses that are part of curricula in the majors.

- 4. Encourage and support activities and student and community organizations that provide opportunities for students to be engaged in their campuses and communities.** Long term studies of Americans show that those who participate in extracurricular activities remain more civically engaged than their contemporaries - even decades later. These activities and organizations support the development of teamwork skills, communication skills, and skills in working with bureaucracies and systems for governance and making change.

For example: Student Community Service Organizations, Outing Clubs, Sororities and Fraternities, etc.

- 5. Encourage student participation in leadership and campus and community governance.** A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms, campuses and communities builds their civic skills and attitudes.

For example: 1) Students being given the opportunity to request lectures on particular topics in classes, 2) Students sitting on the boards for campus and community organizations.

- 6. Encourage students' participation in forums that model democratic processes and procedures, both curricular and extracurricular.** Students gain citizenship experience through opportunities such as: Debate, mock trial, legislative deliberations, cross cultural communication exercises such as model U.N., methods of dialogue, conflict resolution, historical reenactments, etc.

- 7. Encourage and support interactions across cultural differences.** Democracy depends upon the ability of people from various cultural backgrounds to work together. Students need practice in doing this through experience. Students test their own beliefs in new contexts with people different from themselves.

For example: Study abroad or service learning in a variety of socio-economic communities.

- 8. Involve students in the development and sustaining of campus/community partnerships.** Students should be exposed to reciprocity in collaborative community partnerships which model equality among partners. Students can learn about partnership processes and coalition building.

For example: A student fellowship program where students are assigned to broker campus/community relationships with a certain partner for a semester or a year.

Appendix D
Student Representation on Maine School Boards

Student Representation on Maine School Boards

May 23, 2005

Survey created and administered by Kerry Salvo, KIDS Consortium AmeriCorps*VISTA

Background: The Maine State Task Force on Citizenship Education is working to implement strategies for promoting effective citizenship education models in our schools, colleges, and communities. As a grantee of the Carnegie Corporation's Campaign for the Civic Mission of Schools, the Task Force aims to create an educational system whereby:

Maine youth are knowledgeable as citizens, and are motivated and do participate in the democratic process, thereby invigorating the public life of our communities, State and nation in a responsible way.

The Youth Voice and Leadership committee has decided to gather information about the opportunities for meaningful youth involvement on district school boards and committees, and other decision-making bodies in their school district.

A. Methodology:

A list of all Maine superintendents and their emails was obtained from the Maine School Management Association. An initial email survey was sent to all superintendents, and three email follow-up inquiries have been sent to non-respondents. The inquiries asked the following questions:

1) Do you have young people on your district's school board?

If YES,

- 2) How many students?
 - 3) How long is their term?
 - 4) How are they selected?
 - 5) In what capacity do they serve? (Do they have voting rights, only play advisory roles, etc.)
 - 6) What was the process that led to the integration of students on the school board?
 - 7) When did this happen?
 - 8) What are your opinions and the opinions of other school board members in the district about these young people and the role they play?
- 9) Are young people members of any other important boards/decision-making bodies in the district? If so, could you provide me with some details on this involvement?

B. Respondents:

According to Maine School Management Association, there are 163 districts and superintendents in the state. All 163 districts were contacted via email. 106 districts have responded to the survey, which is a return rate of 65%. Of the respondents, 99 were superintendents, 3 were principals, 3 were administrative assistants to the superintendent, and 1 was an administrative assistant and a student. The geographic distribution of responses is as follows:

- o Southern (19): 17.9%
- o Midcoast (12): 11.3%
- o Central (17): 16.0%

- Downeast (13): 12.2%
- Western (12): 11.3%
- Northern (33): 31.1%

C. Summary of Responses:

- 1) Do you have young people on your district's school board?
 - Yes (27): 25.5%
 - Southern (9): 33.3%
 - Midcoast (4): 14.8%
 - Central (7): 25.9%
 - Downeast (1): 3.7%
 - Western (2): 7.4%
 - Northern (4): 14.8%
 - No (79): 74.5%
- If YES:
- 2) How many students?
 - 1 (10): 37.0%
 - 2 (15): 55.6%
 - 3 (2): 7.4%
 - Have alternates (3): 11.1%
- 3) How long is their term?
 - 1 year (13): 48.1%
 - 2 years (7): 25.9%
 - Until graduation (4): 14.8%
 - As long as they are Student Council President (1): 3.7%
 - Undetermined (1): 3.7%
 - No response (1): 3.7%
- 4) How are they selected? (May not total 100%--districts can have more than one selection process)
 - Peers/student body elect representative (9): 33.3 %
 - Student council/senate selects (7): 25.9%
 - Applicant submits application and school committee/board votes (4): 14.8%
 - Applicant is Student Council or Student Body President/Vice President (4): 14.8%
 - Teachers select (3): 11.1%
 - Student is Nominated (2): 7.4%
 - Student is interviewed (2): 7.4%
 - Board chair invites student to join (1): 3.7%
- 5) In what capacity do they serve? (Do they have voting rights, only play advisory roles, etc.) (May not total 100%--districts can select more than one option)
 - Advisory (17): 63.0%
 - True vote (1) [This is a special state Magnet school]: 3.7%
 - Show vote, but not counted (8): 29.6%
 - Do not participate in executive sessions (4): 14.8%

- No response (1): 3.7%
- 6) What was the process that led to the integration of students on the school board? (May not total 100%--districts can provide more than one response)
- Unknown (2): 7.4%
 - Recommendation of superintendent/principal (5): 18.5%
 - Recommendation of board (3): 11.1%
 - Request from student council (3): 11.1%
 - Need for more democratic process (1): 3.7%
 - Need to expand communication between youth and boards (2): 7.4%
 - Need for more student voice/empowerment (8): 29.6%
 - Shift to public school board (1): 3.7%
 - Discussion between administration and board (1): 3.7%
 - Written into rules with school's inception (1) [This is a special state Magnet school]: 3.7%
 - No response (1): 3.7%
- 7) When did this happen?
- Unknown (2): 7.4%
 - This year (2): 7.4%
 - 1-4 years ago (6): 22.2%
 - 5-8 years ago (5): 18.5%
 - 9 or more years ago (6): 22.2%
 - No response (6): 22.2%
- 8) What are your opinions and the opinions of other school board members in the district about these young people and the role they play? (May not total 100%--districts can report more than one opinion)
- Very positive (12): 44.4%
 - Add to board function (3): 11.1%
 - Youth are valued/heard (22): 81.5%
 - Formalizes youth voice/expands youth role (3): 11.1%
 - Board can give youth too much influence (1): 3.7%
 - Improves communication with high school principal/student body (7): 25.9%
 - Critical part of student government (1): 3.7%
 - Depends on the adults on the board (2): 7.4%
 - Too soon to know (1): 3.7%
 - No response (1): 3.7%
- 9) Are young people members of any other important boards/decision-making bodies in the district? If so, could you provide me with some details on this involvement?
- Of districts having young people on school boards (27):
 - Hiring, policy, budget committees (9)
 - General committees within schools (3)
 - Student government (2)
 - Curriculum, education plan, and accreditation committees (2)
 - City Youth Advisory Council (2)
 - Invited to present at board meetings (1)

- Calendar, Newsletter committees (1)
- Safe and drug free school committees (1)
- Dress code committee (1)
- Youth court (1)
- Youth philanthropy groups (1)
- Leadership team (1)
- No (2)
- No response (8)
- Of districts NOT having young people on school boards (78):
 - Student government (8)
 - Hiring, policy, budget committees (4)
 - General committees within schools (2)
 - Curriculum, education plan, and accreditation committees (2)
 - Leadership team (2)
 - Invited to present at board meetings (1)
 - Task Force to develop strategic plan (1)
 - Student Advisory Group (1)
 - No (4)
 - No response (60)

Other interesting responses:

- 1 district is K-5 and 8 are K-8.
- 4 districts are currently researching and/or considering youth membership on their school board/committee.
- One district reported that it offers students a monetary stipend, just like adults!
- One district used to have youth on the board, but due to disinterest by students the seat was discontinued. This district is considering reactivating this seat (and is included in the tabulation in the bullet directly above).
- One district has the option for student membership on the board, but there has been no interest from qualified candidates
- Another district reports encouraging student council representation at the school committee level, but not having a student who will make a regular commitment to this date.
- One district even has a middle school student as one of its 3 student representatives!
- 2 districts report that students regularly give updates to the board in a formal way.
- One school committee does involve students through standing committee participation. It has student representatives on policy and budget committees. Students have voting rights on these committees. Committee recommendations go to the full school board for approval.

D. Reflections on the Survey Results:

This data indicates that about 26% of school districts involve students on their school boards and committees. This survey is representative of the state and had a strong overall response rate with geographic diversity.

There is a need for further research on this topic. I see a need to more closely examine the procedures districts use to select young people to the board. In several cases it appears a young person is simply appointed if they serve as Student Body President and this may not necessarily be the most just procedure. Perhaps some of the districts that have trouble finding young people to serve in these positions should reevaluate their criteria and selection processes. Additional research could also be done on identifying other opportunities for student involvement on decision-making bodies in the districts because many districts did not respond to question #9 of this survey. The target audience and respondents of this survey were primarily adults in influential positions (superintendents). A next step to gather more comprehensive data on youth involvement on school boards and other decision-making bodies in school districts would be to contact and/or gather the young people who are members of their school boards to answer these same questions and share their perspectives on their involvement.

One could ask the question of whether youth involvement on the overall school board is the best way for authentic student involvement in Maine since Maine State Charter prohibits student school board members' votes from being officially counted. Survey results do indicate that once students do get a seat on their school boards, they are well received. For this reason, I see a great need for the discussion of student representation on district school boards/committees to continue. The emphasis of education needs to be shifted from an adult perspective to a student perspective since the job of our schools is to fully educate young people—according to results from this survey, the viewpoints and first-hand experiences of students prove to be valuable once they are finally included at the table.

Appendix E
Task Force and Subcommittee Membership

The Citizenship Education Task Force Membership

Max Adams, Kennebunk High School
Pamela Anderson, UMaine School of Law
Nelson Beaudoin, Kennebunk High School
Barney Berube, Maine Department of Edu.
Representative Stephen Bowen
Steve Bromage, Maine Historical Society
Gale Caddoo, Maine School Board
James Carignan, State Board of Education
Amanda Coffin, UM at Farmington
Susan Corrente, Maine Department of Edu.
Representative Glenn Cummings
Representative Gerald Davis
Senator Neira Douglass
Doug Dunbar, Office of Secretary of State
Becky Dyer, Maine Department of Edu.
Suzanne Goucher, ME Assoc. of Broadcasters
Arnold Greenburg, The Liberty School
Thomas Harnett, Office of the Attorney General
Charlie Hartman, Maine Department of Edu.
Judith Harvey, SAD # 50
Tamara Heligman, Maine Campus Compact
Kathryn Hunt, Margaret Chase Smith Policy Center
Erik Jorgensen, Maine Humanities Council
Barabara Kaufman, KIDS Consortium
Ann Luther, League of Women Voters
Richard Lyons, SAD #22
Connie Manter, CISE Consultant and MDOE
Regional Education Services Team
Senator Arthur Mayo

Liz McCabe Park, Maine Campus Compact
Phillip McCarthy, Office of Policy & Legal Analysis
Dara McIntire, Margaret Chase Smith Policy Center
Senator Betty Lou Mitchell
Alice Olson, Winthrop Elementary School
Patrick Phillips, Maine Department of Edu.
Colleen Quint, Sen. George Mitchell Institute
Sarah Redfield, Franklin Pierce Law Center
David Richards, Margaret Chase Smith Library
Fran Rudoff, KIDS Consortium
Kerry Salvo, KIDS Consortium
Susan Savell, Communities for Children & Youth
Ted Sharp, Gorham School Department
Myrian Smith, Kennebunk High School
Stacy Smith, Bates College
Maureen Smith, UMaine
Kit St. John, ME Center for Econ. Policy
Michael Starn, Maine Municipal Assoc.
Senator Ethan Strimling
Peter Taylor, Maine Community Foundation
Jen Thompson, Legislative Youth Advisory Council
Representative David Trahan
Julia Underwood, UM School of Law
Sam Underwood, Casco Bay High School
Crystal Ward, Lewiston High School
Bob Woodbury, Maine Community Foundation

The Citizenship Education Task Force Subcommittee Committee Membership

Building a Broader Coalition

Nelson Beaudoin, Kennebunk High School
Steve Bromage, Maine Historical Society
Jim Carignan, Maine State Board of Education
Doug Dunbar, Office of Secretary of State
Erik Jorgensen, Maine Humanities Council
Ann Luther, League of Woman Voters
Colleen Quint, The Mitchell Institute
Fran Rudoff, KIDS Consortium
Susan Savell, Communities for Children and Youth Council
Ted Sharp, Gorham School Department
Peter Taylor, Maine Community Foundation
Robert Woodbury, Maine Community Foundation

Civic Mission of Higher Education

Amanda Coffin, University of Maine at Farmington
Tamara Heligman, Maine Campus Compact
Mark Kavanaugh, Kennebec Valley Community College
Holly Lasagna, Bates College Center for Service Learning
Dara McIntire, Margaret Chase Smith Policy Center
Liz McCabe Park, Maine Campus Compact
Janet Sorter, Southern Maine Community College

Learning Results and Assessment

Representative Stephen Bowen, District #46
Anita Bernhardt, Maine Department of Education
Tracy Harkins, KIDS Consortium
Erik Jorgensen, Maine Humanities Council
Patrick Phillips, Maine Department of Education
Vince Shatto, Distinguished Educator, Maine Department of Education
Maureen Smith, University of Maine
Crystal Ward, Lewiston High School

Promising Practices and Professional Development

Pamela Anderson, UMaine School of Law
Steve Bromage, Maine Historical Society

Chip Curry, Communities for Children
Becky Dyer, Maine Department of Education
Thomas Harnett, Office of the Attorney General
Charlie Hartman, Maine Department of Education
Barbara Kaufman, KIDS Consortium
Kathryn King, Hampden Academy
Rick Lyons, MSAD 22
Connie Manter, CISE Consultant and MDOE Regional Education Services Team
Ted Sharp, Gorham School Department
Stacy Smith, Bates College

Youth Voice & Leadership Subcommittee

Justin Alford, League of Pissed Off Voters
Cara Anderman, Americorps VISTA Winthrop High School
Deb Bicknell, Maine Youth Action Network
Mariah Carver, Maine Youth Action Network
Ian Engdahl, Winthrop High School
Erica Famous, Americorps VISTA, University of Maine at Machias
Tamara Heligman, Points of Light Foundation
YES Ambassador, Maine Campus Compact
Noah Keteyian, Realize!Maine, Midcoast Magnet
Kerry Salvo, Americorps VISTA, KIDS Consortium
Marwin Spiller, University of Maine
Jennifer Thompson, Maine Legislative Youth Advisory Council, Maranacook High School
Cory True, Maine Legislative Youth Advisory Council, Cony High School

Steering Committee

Jim Carignan, Co-Chair
Patrick Phillips, Co-Chair
Pamela Anderson
Charlie Hartman
Tamara Heligman
Kathryn Hunt
Barbara Kaufman
Elizabeth McCabe Park
Dara McIntire
Francine Rudoff
Kerry Salvo

Appendix F
Front Page, Task Force Web Site



DEPARTMENT OF EDUCATION

MAINE CITIZENSHIP EDUCATION TASK FORCE

STATE OF MAINE


[Home](#) | [Contact Us](#) | [News](#) | [Calendar](#)
[Site Map](#) | [Search Task Force:](#)

GO

INFORMATION

[Maine Citizenship
Education Task Force](#)
[Campaign for the Civic
Mission of Schools](#)
[For Educators](#)
[For Communities](#)
[For Youth](#)

Welcome to the Maine Citizenship Education Task Force

The Maine Citizenship Education Task Force is a coalition of more than 50 individuals and organizations committed to promoting and strengthening citizenship education and civic engagement across Maine.

The Task Force was established via legislative resolve in May 2004, and is co-chaired by the Deputy Commissioner of Education and Chair of the Maine State Board of Education.

The Task Force is guided by the belief that it is necessary, but not sufficient, for youth to acquire *knowledge* through the study of history and government. It is equally vital that youth gain effective *skills* to act on civic knowledge, develop *attitudes* and *beliefs* that predispose them to civic engagement, and have *authentic opportunities* to participate in the civic and political life of their schools and communities.

Latest News

March 26, 2005: News Stories

[Caribou students give panel earful](#)

March 28, 2005: News Stories

[Community service is key aspect of education](#)

January 28, 2005: News Stories

[Fewer women in state politics Maine out of top 10 in female legislators](#)

[more news](#)



Act Up, Learn More: YOUTH Make a Difference



What is Citizenship Education?

Upcoming Events

Deadline is April 3, 2006.: Margaret Chase Smith Essay Contest

March 13-15, 2006: Teaching Youth About Law: National Training Institution

: December 15th is Bill of Rights Day!

[more events](#)

Appendix G
The National Campaign for the Civic Mission of Schools

Press Release

Front Page, Web Site

▶ The Campaign

▶ Resources & Strategies

▶ Community Exchange

▶ Take A

Press Releases

For Release Thursday, August 19, 2004 Contact Richard Russo, 202-530-3260

\$150,000 Grants to Six State Coalitions to boost Civic Mission of Schools

[Washington, D.C.](#) — Six \$150,000 grants – to promote civic learning in the public schools of Colorado, Maine, Michigan, Nevada, North Carolina and Pennsylvania – were announced today by the Campaign for the Civic Mission of Schools.

The Campaign is a major national initiative to renew and restore a core purpose of public education – preparing America’s young people to be informed and active citizens in our democracy. It is funded by Carnegie Corporation of New York and the John S. and James L. Knight Foundation and managed by the Council for Excellence in Government in partnership with the Academy for Educational Development. The Campaign endorses a comprehensive approach to civic learning, with schools not only being places where young people acquire knowledge but where they also are exposed to all facets of citizenship through experiential activities that instill civic knowledge, skill, and behavior.

The grants were awarded through a rigorous national competition, with the six winning coalitions selected from 36 state proposals. Each grant covers a two-year period beginning in November and will help support the work of state-level coalitions organized to advance the cause of civic learning.

“This is a milestone for a Campaign that’s only six months old,” David Skaggs, Executive Director of the Campaign and former Congressman from Colorado, said in announcing the grants. “Over the next two years we expect these state coalitions to show what can be done to restore civic learning to a central place in our schools.”

"Today's students must experience, debate, understand and argue about what it means to be a citizen. There is no better place to transmit the ideas – and the challenges – inherent in our democracy than in school," said Vartan Gregorian, president of Carnegie Corporation of New York. "The work to be done in the states chosen for these grants will not only revitalize the teaching of our democratic principles, but strengthen them as well."

Knight Foundation president and CEO Hodding Carter III voiced his support of the campaign. "We are convinced that we need to reknit the strands tying together the republic's civic life," he said. "That means we must be about the business of encouraging and supporting citizenship education, beginning in grammar schools and progressing straight through secondary and higher education."

The six state coalitions consist of a wide range of civic and professional organizations, educators, government officials, youth service organizations, philanthropies, media and corporations. The grant selection criteria specifically encouraged broadly based coalitions to apply.

"We want all Colorado students to experience high quality civic education," said Jill Conrad, Director of the Colorado Campaign for the Civic Mission of Schools. "Our bipartisan coalition of over 150 educational, community, and policy leaders is ready to take action so that all our students graduate with knowledge and skills needed to be productive citizens."

"We are delighted to be among the grant recipients," Maine Education Commissioner Susan A. Gendron stated. "The grant will help us provide our young people with opportunities for authentic participation in democratic processes and ensure that they develop the beliefs, skills, and knowledge to be effective citizens."

"What could be more important than civic education?" asked Senator Ron Jelinek and Representative Hoon-Yung Hopgood, Co-Chairs of the Michigan Coalition on Civic Education. "Active participation is a cornerstone of democracy, and this grant will help Michigan in both improving civic learning and also instilling the excitement of being active citizens."

Judith Simpson, Coordinator from the Nevada Advisory Committee on Participatory Democracy, stated, "A revived and focused civics education program in our schools

will help our youth better understand the greatness of our nation and more fully appreciate the political process that has made the United States a beacon for democracy in the world."

"The North Carolina Civic Education Consortium is excited about the opportunity provided by this grant," Debra J. Henzey, Director of the Consortium, commented. "It will assist us in filling gaps in our knowledge of best practices that promote life-long civic engagement and in giving policymakers better information on decisions that support these practices."

"We welcome the opportunity this grant affords us to improve civic learning across the Commonwealth of Pennsylvania and to inspire our youth with a better understanding of the importance of participation in our democratic system and the gift that is our United States citizenship." U. S. Circuit Judge Marjorie O. Rendell, First Lady of the Commonwealth of Pennsylvania, said.

The Campaign's focus on improving policy and practice affecting civic learning at the state and local level reflects the fact that most educational policy is made and most resources are provided at that level. The Campaign is reviewing applications to support smaller projects and will announce grants to 12 additional state coalitions next month. It will also pursue support for the civic mission of schools at the national level, working with Congress, the Administration and various national organizations.

The Campaign's work is grounded in the *Civic Mission of Schools* report (February 2003, www.civicmissionofschools.org) and is guided by a Steering Committee composed of representatives from some 40 national organizations active in the field. These organizations have a variety of missions and emphases but are working collaboratively to develop a richer, comprehensive approach to civic learning.

The Council for Excellence in Government (www.excelgov.org) is a nonpartisan, nonprofit organization in Washington, D.C. The Council's mission is to improve understanding of, participation in, and performance of our government and representative democracy. The Academy for Educational Development (www.aed.org) is a leading human and social development organization. It operates more than 250 programs in all 50 states and 80 countries to help people improve their lives through better education, health, and economic opportunities.



 [Practice Examples](#)

Recent News:

Judge Marjorie Rendell writes of Justice O'Connor and her commitment to civic learning. [Read More»](#)

Justice Sandra Day O'Connor visits with the Campaign for the Civic Mission of Schools' Steering Committee during their October Meeting. [Read More»](#)

Are you educating students for dem

[Find practice examples.](#) [Submit a practice example.](#)

[Toolkit](#)

Our advocacy toolkit is designed to attain your civic learning policy obje

[more »](#)