

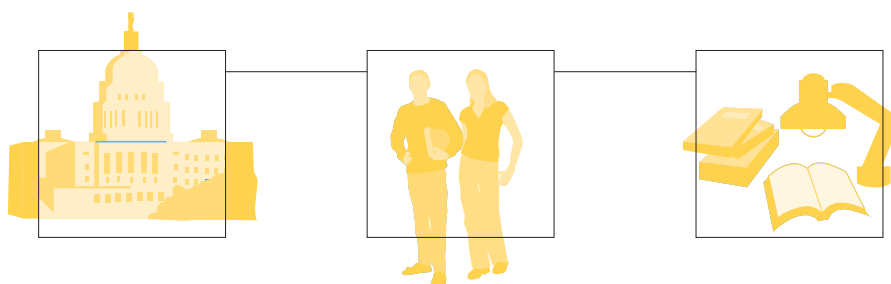
Restoring the Balance Between Academics and Civic Engagement in Public Schools

by Bruce O. Boston

Sarah S. Pearson and Samuel Halperin, Editors

2005

BRIDGING YOUTH POLICY, PRACTICE AND RESEARCH



AMERICAN YOUTH POLICY FORUM
AND
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT



American Youth Policy Forum

— Bridging Youth Policy, Practice, and Research

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ACKNOWLEDGMENTS

Creating academically proficient *and* civically engaged students seems a reasonable task on the surface, but in practice the idea reveals itself as an enormous challenge. As we currently know, just one of the tasks is capable of consuming all the resources we can give to it. But can addressing just one of those tasks give us the educational system our children and youth need for a promising future? The question we chose to explore was this: How can we balance the dual mission of academic proficiency and civic education (with engagement) in our public education system without compromising either? The seven propositions listed in the report, shaped by numerous national, state, and local-level discussions among a diverse group of individuals, attempt to answer our question. The aim of the report is to inform and ignite interest in moving beyond a reflection on the dual purpose of public education to an action plan that seeks to strike the balance between academics and civic engagement for our students.

In the winter of 2004, working under a grant from the W.K. Kellogg Foundation, leaders in education reform, policymaking, and research, as well as front-line practitioners and administrators, were invited as panelists (Appendix A) to look at key issues affecting academic and civic preparation through three lenses: research, leadership in state-level education policy, and local or “ground level” concerns from local practitioners and administrators. All three Washington, DC-based Roundtables were asked to examine this question:

“As states implement the No Child Left Behind Act (NCLB), many education leaders fear that much of the civic development that schools traditionally provided runs the risk of becoming marginalized. NCLB is breaking new ground in attempts to prepare students to attain higher levels of academic achievement, but how will it support the development of the knowledge and skills necessary to prepare an active, informed, principled, and engaged citizenry?”

Approximately 150 participants (Appendix B) listened to the panelists’ presentations and participated in small group discussions to further examine this question. Participants were asked to identify the basic elements of an action plan to be formalized in a final report summarizing their discussions. Their ideas were captured and cast in the form of the propositions that form the outline of this report. In the spring of 2004, these propositions were discussed in detail by several groups of state- and district-level policymakers, education leaders, community and business leaders, educators, parents, youth, and other citizens at meetings in Washington, DC; Orlando, Florida; Stafford, Virginia; Arlington, Virginia; Takoma Park, Maryland; Portland, Oregon; Phoenix, Arizona; and Boston, Massachusetts. Feedback from each of these meetings was reviewed, assessed, and incorporated into this report.

The American Youth Policy Forum and the Association for Supervision and Curriculum Development would like to express our appreciation to all who joined in the Forum and Roundtable discussions as panelists or participants, and to those who attended regional meetings that further informed the report. Without the focus and participation from a variety of educators, administrators, policymakers, researchers, parents, business and community members, and youth this report would not have been possible.

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EXECUTIVE SUMMARY

Although the *No Child Left Behind Act of 2001* (NCLB) refocused a generation-long emphasis on the importance of “core” subjects such as math and reading in our schools, this renewed concern with academics has a blind spot. The opening section of this report, “What Is The Problem?” points to a disturbing imbalance in the mission of public education. It notes that the recent preoccupation of the nation with reshaping academics and raising academic performance has all but overpowered a task of equally vital importance—educating our young people to become engaged members of their communities as *citizens*. The “Telling Evidence” offered by the report points to an undercurrent of apathy eroding civic participation among the young, beginning with voting patterns and extending to a tale of disturbing disengagement from civic and political institutions. A number of assessments, including the National Assessment of Educational Progress (NAEP), the International Education Assessment Civic Education Study, and surveys conducted by the Center for Information and Research on Civic Learning and Engagement (CIRCLE) bear out the conclusion that levels of civic learning—and more importantly civic engagement—in the areas vital to the exercise of citizenship are disappointing.

Reports from many quarters lend credence to such concerns. Since the implementation of *No Child Left Behind*, the amount of time teachers spend on social studies, geography, civics, and other related subjects has decreased at the elementary level, while time spent on reading, mathematics, and science has increased. Additionally, time allocated to foreign languages, art, and music has decreased at both elementary and secondary levels.¹ This is especially true among schools with high minority populations. How, the report asks, can schools reverse this pattern, and provide students with an education that will allow them to become well-rounded both academically and civically?

An Action Agenda. Under a grant from the W.K. Kellogg Foundation, the American Youth Policy Forum (AYPF), partnering with the Association for Supervision and Curriculum Development (ASCD), undertook the task of developing an action agenda to assist legislators, other education policymakers, school administrators, teachers, parents, and citizens to identify ways to help students become both academically proficient and civically engaged. The report offers that agenda in the form of seven propositions. Taken together, they form the skeleton of a step-by-step argument that provides a different perspective and the specific, concrete steps we need to take if we are to educate students who are both academically proficient *and* civically engaged. The propositions

around which the report’s action plan is fundamentally organized, therefore, are these:

Proposition 1: The business of public education in America is, and should be, to teach young people how to take charge of their own learning and to become responsible, informed, and engaged citizens.

Proposition 2: We must sharpen the mission of our schools to make sure it includes the knowledge, dispositions, virtues, and skills of responsible citizenship.

Proposition 3: Civic knowledge—learning how the community works—and civic engagement—the practice of becoming effective in that process—must become integral to a broadened “core” of learning.

Proposition 4: Civic education, which includes the methodologies of service-learning and character education, has demonstrated success in improving student engagement in school and community life, bolstering academic performance, and reducing negative behaviors.

Proposition 5: Realign education reform efforts to support opportunities of integrated curricula.

Proposition 6: An action plan is required to accomplish the mission outlined in this report. The plan should provide a clear path for educators to link academic subjects with service-learning and character education, or other strategies, in

support of greater civic knowledge and engagement experiences for students. The plan should include these elements:

- Expectations for both program and student performance regarding civic education and civic engagement are clearly connected to state or district standards and assessment;
- Supportive education policy at the national, state and local levels that provides a framework for balancing academic performance and civic engagement is enacted;
- A system-wide accountability plan, including meaningful assessments of both student outcomes and opportunities to learn, is implemented;
- Planning and funding for professional development for educators is secured and supports mastery among students of the knowledge and skills required for civic engagement;
- Funding is secured by districts and/or schools to hire a coordinator to facilitate collaboration between the school and the community.
- Active awareness and sensitivity to the role of school culture in academic performance is maintained;
- Commitment to a programmatic approach that focuses on students, their needs, and the needs of the students' community is made; and
- Communication and public relations efforts to inform all stakeholders are maintained.

Proposition 7: Success in all these approaches should be grounded in a collaborative effort that links community resources—schools, families, higher education, community organizations, philanthropic organizations, local government, and the business and nonprofit sectors—in support of student success in civic learning and civic engagement.

The main argument of the report is followed by brief descriptions of several programs that have successfully brought together academic learning and civic engagement, followed by a summary of research on school-community partnerships as particularly promising programmatic approaches to launching an action plan like the one offered here.

The report concludes with an assertion and an appeal. Citizenship in the American tradition, the report insists, is more than a status conferred. It has always aspired to the much higher level of personal participation, and is a continuing affirmation of the role of the *self* in self-government. But citizenship in the American tradition also carries with it the expectation that we will both enlarge its boundaries and pass it on to our children. We appeal to all Americans, therefore, to broaden our concept of public education to embrace civic learning and engagement.



A GLOSSARY OF TERMS

A number of terms in this document have a special meaning to those who use them in education settings and to describe particular kinds of education experiences.

Character education — The process by which students learn and adopt certain core values and character traits that form the foundation of their attitudes, beliefs, and behaviors. Lists will vary, but usually included are personal moral traits such as compassion, honesty, self-respect, prudence, courage, and personal integrity. Core social values include courtesy, caring, helpfulness, cooperation, social responsibility, service to others, and tolerance.

Civic character — “Responsible moral action that serves the common good.” This umbrella term links the complementary goals addressed by current efforts in civic education, character education, service-learning, and social and emotional learning.

Civic or citizenship education — The process of acquiring (1) knowledge about American polity, politics and government, and about the rights and responsibilities of citizenship; (2) skills in understanding political communication and civic participation; and (3) the dispositions or motivations necessary to be engaged, not merely passive participants. This education takes place primarily in the classroom and school but is contextualized through participation in community and civic life.²

Service-learning — A teaching methodology based on active participation, in which students learn and develop through thoughtfully organized service that meets community needs. Service-learning is coordinated within schools, institutions of higher education, community service programs, and with the community itself. It is integrated into and enhances the academic curriculum and/or the educational components of a partnering community service program. A key component of service-learning is structured “reflection” time to review the service experience.

Social and emotional learning — Social and emotional competencies refer to skills that help students build respect for others, leading to more fulfilling lives personally, professionally, and as engaged citizens of the world. Two processes work in coordination: (1) promoting social and emotional competency; and (2) systemically working to create safer, more caring, and responsive schools, homes, and communities.

INTRODUCTION

“We need to teach youth that their contributions are needed not only in times of crisis, but as a regular and ongoing part of life in a democratic country. Educating youth for citizenship should be the job of all teachers, not just those who teach history, social studies, and civics.”

— John Glenn and Leslie Hergert, *Letters to the Next President*³

What’s the Problem?

As a new century unfolds, we find a disturbing imbalance in the mission of public education. America’s recent preoccupation with reshaping “academics” and raising academic performance has all but overpowered a task of equally vital importance: Educating our young people to become engaged members of their communities, not just as wage earners and taxpayers, but as *citizens*—people who participate in the civic life of their communities.

In a democracy, there is a need for citizens to understand what self-government means, and for each new generation to learn the skills that can bring the power of democracy to bear on the problems faced by communities and persons. There is now strong evidence that we have allowed the crucial processes and learning indispensable to productive citizenship to become marginalized. In too many schools today, hands-on experience that might teach and train young people in the vital tasks of citizenship remain untaught, unexperienced, and untested. Yet an imperative continues to confront us. If we are to “sustain and expand the American experiment in liberty and justice, students *must* acquire civic character—that is, the knowledge, skills, virtues, and commitment necessary for engaged and responsible citizenship.”⁴ The neglect must be remedied.

Beyond gathering the *core knowledge* they need to understand the meaning of citizenship and to act as citizens, our students must also have opportunities, under adult guidance, to become *civically engaged*. Their personal development grows exponentially when they are able to “test drive” the learning that happens in classrooms by applying those ideas in the real world. Youth also need

role models—older students, their parents, teachers, and leaders in the community, business, and government—to demonstrate the skills and disposition of good citizens. Sadly, too few students know what they need to know, and they are not acquiring the first-hand experience needed to undertake a life of active citizenship.

Telling Evidence

At the most basic level of civic participation, an undercurrent of apathy is eroding the exercise of the most precious of all civic duties—voting itself. Put differently, it seems too many youth are not rising, as adults, to meet even this elemental expectation of citizenship. In the presidential elections running from 1972 to 2000, for example, the voting rate among younger voters declined by a total of 13 points and, across all states, younger voter turnout was on average 28 points lower than the turnout among adults age 25 and older.⁵ According to CIRCLE (Center for Information and Research on Civic Learning and Engagement), 20.9 million voters in the 18-29 age group cast a ballot in the 2004 election, an increase of 4.6 million over 2000 and a 9.3 percent rise in the turnout rate. A list of talking points provided at the Second Annual Congressional Conference on Civic Education revealed that “under 20 percent of eligible 18 to 25-year-olds voted in the 2004 presidential election” and “non-political voluntarism among youth has increased while political voluntarism has decreased.”⁶

The Civic Mission of Schools, released by the Carnegie Corporation in 2003 addressed a broader concern:

“In recent decades ... increasing numbers of Americans have disengaged from civic and political institutions such as voluntary associa-

tions, religious congregations, community-based organizations, and political and electoral activities such as voting and being informed about public issues. Young people reflect these trends. As a result, many young Americans may not be prepared to participate fully in our democracy now and when they become adults.”⁷

The report describes a competent and responsible citizen as one who is informed and thoughtful, participates in his or her community, acts politically, and has moral and civic virtues. It stresses that schools are important venues for civic education and suggests approaches to civic education, encouraging further discussion and action.

By contrast with the *Civic Mission* ideal, too many young people seem clearly disconnected from civic mindedness or an understanding of themselves as civic beings. Looking at our schools we find that many young people are not learning the basic information about the government and citizenship, including history that would support meaningful civic engagement [see sidebar].

LOSING TOUCH WITH CIVIC KNOWLEDGE AND ENGAGEMENT

- In the most recent National Assessment of Educational Progress (NAEP) for Civics (1998), a third of all students did not reach a “Basic” level of achievement in their knowledge of civics. Only 23 percent of fourth graders, 23 percent of eighth graders, and 26 percent of twelfth graders scored at or above the “Proficient” level.*
- In the IEA Civic Education Study in which nationally representative samples of 14-year-olds were tested in 1999, students in the United States ranked 10th of 28 countries in knowledge of basic, cross-nationally comparable concepts of democracy and government.**
- At each tested grade level, much higher percentages of white students were at or above the “Proficient” level than black, Hispanic, or American Indian students,* a further index of cultural alienation within the citizenry.

- The 2001 NAEP in U.S. History found that 69 percent of twelfth graders did not know the purpose of NATO; only 35 percent of eighth graders understood the term “Jim Crow laws”; only 29 percent could give an “appropriate” or even “partial” explanation of the purposes of the checks and balances in our Constitution.†
- Only 11 percent of high-school students scored at the “Proficient” or “Advanced” levels in U.S. history.‡
- In a recent survey of 55 of the nation’s elite colleges and universities, 81 percent of the students surveyed earned a grade of “F” or “D” when asked to answer 32 basic questions, drawn from a typical high school history curriculum. For example, only 23 percent correctly identified James Madison as the “Father of the Constitution,” 24 percent thought the *Magna Carta* was the charter document signed on the Mayflower, while 99 percent correctly identified Beavis and Butthead as cartoon characters.‡

Sources:

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

** Judith Torney-Purta and colleagues, *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, International Association for the Evaluation of Educational Achievement (IEA): Amsterdam, 2001. (Chapter 3) See www.ecs.org or www.wam.umd.edu/~iea.

† Elizabeth McPike, “Education for Democracy,” *American Educator*, Fall, 2003, pp. 8-9.

‡ Jerry L. Martin and Anne D. Neal, *Losing America’s Memory: Historical Illiteracy in the 21st Century*, Washington, DC: American Council of Trustees and Alumni, p. 3 and Appendix A, p. 2, February 11, 2000.

But the academic performance reflected in the sidebar tells only part of the story. There is also an attitudinal toll, equally troubling. Among secondary school students surveyed by phone (3,246) and the Internet (1,166), CIRCLE found that 57 percent were disengaged from civic life and did not share the older generation’s views about the responsibilities of citizenship.⁸ Another recent survey of 1,500 college students indicated that young people are reluctant to participate in public life, even though the events of September 11, 2001, might have stirred the embers of patriotism and heightened a sense of community responsibility.

According to the survey:

- 52 percent said they thought they could make little or no difference in solving community problems;
- 34 percent viewed voting as merely a personal option, compared to 20 percent who saw it as a responsibility, and nine percent who saw it as a civic duty;
- 53 percent said they believed that politics, elections, and government addressed their concerns;
- 80 percent were unlikely to pursue public service careers in local government and 75 percent unlikely to do so in the federal government; and
- 53 percent were unlikely to work for a political party and 46 percent were unlikely to volunteer in a political campaign.⁹

The Albert Shanker Institute has done state-by-state reviews of how well states are teaching students the academics required for civic knowledge. It found that not one of the 48 states that claim to have instructional standards in history and social science has developed a standards document that has a clear focus on civic/political education and that is also accompanied by materials that are teachable in the time available.¹⁰ Because coverage of curricular content is not timely, neither student nor teacher performance can be measured by standardized tests. Students suffer twice over, both in terms of weak or absent policy support for instructional commitments and, in consequence, a weakness in the very instructional foundation that would enable them to build toward “citizenship.” Furthermore, many young people simply don’t experience civic engagement—in any form. Most of the formal education they receive occurs in a classroom, insulated from any direct or meaningful connection with their own community.

The Good News

There is an encouraging silver lining of data on increasing levels of youth volunteering, and it appears there is a growing culture among our



² youth for “making a contribution” to their communities. The following numbers point to a relatively untapped energy potential that can be channeled into new and more productive relationships of civic engagement.

Volunteering rates among young people are generally higher than in years past, and notably higher than among adults. When the invitation comes to participate in activities that foster an ethic of “giving back” to the community, many American youth respond eagerly.¹¹ Encouragingly, 81 percent of student respondents in a recent poll favored a year of national or community service as a way to earn money for college or advanced training; 66 percent favored requiring civics and government classes in high school; 61 percent said they would favor a new draft that gives young people a choice between civilian or military service; but 55 percent opposed *requiring* community service as a high school graduation requirement.

What Are the Implications?

In the face of this troubling evidence of civic disengagement among our youth, we need to ask: “What are the short- and long-term implications to individuals, communities, and the nation?” In the short term, those prepared to cede their own civic responsibilities to others will have greatly compromised their ability to decide what happens in their community and to shape the alternatives from among which the choices for the community are made. They will not be in control of their

environment as they could and should be, leaving many important decisions to others.

In the long term, leaving the choosing to others can lead to dubious results. When there is little sustained civic participation, the legitimacy of government and its decisions are at risk. Civic atrophy results when too many citizens withhold their time, talent, and commitment from the whole people. When young people become too disengaged or disinclined to vote, volunteer at school or with neighborhood groups, support civic goals, or give of themselves for the betterment of others, then the community's collective energy is diminished. Historically, peoples who neglected their civic obligations often found that others had quietly, and with little resistance, concentrated power into fewer hands. If we do not plan now to prepare our youth to take on the mantle of citizenship, we leave the future of democracy hanging in the balance.

What Must Be Done?

The evidence shaping America's civic future highlights three major areas of concern—the knowledge, skills, and dispositions (attitudes) of our youth.

First, surveys and assessments reveal we are not teaching our young people the *knowledge* they need to act responsibly and effectively as citizens. By “knowledge” we mean such things as a grasp of the basic facts and analyses that describe our world and its problems, a comprehension of the ideas that shape people's lives and choices, and grounding in the processes of democracy and how they work. Formal classroom learning must be connected to real-world experience.

Second, we are not, as a matter of education, helping students sharpen the skills they will need if they are to make practical use of what they learn in school. By “skills” we mean such capabilities as critical and flexible thinking, problem-posing¹³ and problem-solving, data analysis, the ability to make judgments, as well as crucial communication skills such as expressing ideas and persuading others. Knowing *what* to do is not enough; knowing *how* to do it is equally essential.

Third, in too many ways we fail to teach—by example—the *attitudes and dispositions* of productive citizenship. By “attitudes and dispositions” are meant: a tenacious commitment to the liberty and equality of all; a determination to assume personal responsibility; a tolerance for the differences among people; a profound respect for the rights of others; as well as such personal character traits as honesty, courage, trustworthiness, loyalty, and kindness. This is a task that extends well beyond the classroom.

The seven propositions that follow form the skeleton of an argument for “a course correction in public education,” i.e., for realigning public education's focus under the banner of the uniting theme: “*Developing Academically Proficient and Civically Engaged Students.*” These propositions argue that our children's civic future requires that they know how to act effectively, and that they be directly engaged with issues and problems, not merely as an academic matter, but as a matter of wrestling with serious issues in real-life contexts. Academic endeavor and civic engagement must each inform and challenge the other, just as each must support and question the other. The relationship between these two arenas of endeavor must be brought into vital balance.

PROPOSITION 1

The business of public education in America is, and should be, to teach young people how to take charge of their own learning and to become responsible, informed, and engaged citizens.

What kind of citizen should our schools seek to develop? We argue that a good place to start is to help youth grow to become citizens who can:

- learn for a lifetime;
- make a meaningful contribution to our pluralistic society;
- meet the demands of the workforce/economy and culture;
- be actively engaged as a citizen, a decision-maker, and someone who responds sympathetically to the needs of others; and finally
- be a steward and advocate of the beliefs and values that enliven our communities and our nation.

In short, we want an education system that will prompt young people “to become their best selves.”¹⁴ Among the tools for achieving that aim are the “Principles of Effective Character Education” (Appendix C) developed by the Character Education Partnership (www.character.org). They can be effectively used to develop the internal grounding required for civic engagement. On the programmatic side, the Service-Learning Clearinghouse (www.servicelearning.org) provides evidence that a number of districts and schools have begun to change the way they educate, with a solid concept of citizenship built into the changes they are making. Also, the Association for Supervision and Curriculum Development (ASCD) promotes a position on educating the *whole child* [see sidebar].

The Whole Child

The current direction in educational practice and policy focuses overwhelmingly on academic achievement. However, academic achievement is but one element of student learning and development and only a part of any complete system of educational accountability. ASCD believes a comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders. Together, these elements support the development of a child who is healthy, knowledgeable, motivated, and engaged.

To develop the whole child requires the following contributions:

Communities that provide:

- Family support and involvement.
- Government, civic, and business support and resources.
- Volunteers and advocates.
- Support for their districts' coordinated school health councils or other collaborative structures.

Schools that provide:

- Challenging and engaging curriculum.
- Adequate professional development with collaborative planning time embedded within the school day.
- A safe, healthy, orderly, and trusting environment.
- High-quality teachers and administrators.

- A climate that supports strong relationships between adults and students.
- Support for coordinated school health councils or other collaborative structures that are active in the school.

Teachers that provide:

- Evidence-based assessment and instructional practices.
- Rich content and an engaging learning climate.
- Student and family connectedness.
- Effective classroom management.
- Modeling of healthy behaviors.

Researchers Westheimer and Kahne found certain teaching methods or approaches that have produced three distinguishable types of “student-citizen.”¹⁵ They describe competent and responsible citizens as:

- informed and thoughtful;
- having a grasp and appreciation of history and the fundamental processes of American democracy;
- understanding and being aware of public and community issues;
- being able to obtain information, think critically, and enter into dialogue with others with different perspectives;
- participating in their communities through membership in or contributions to an array of cultural, social, political, and religious interests and beliefs; and
- acting politically by using the skills, knowledge, and commitment needed to accomplish public purposes.

Among the civic virtues they identified are these: concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference. Based on a



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close examination of 10 different programs, Westheimer and Kahne further found that different educational approaches have affected students in ways that produced three distinguishable types of “student-citizen.”¹⁶ Briefly, these types are:

- The *personally responsible citizen* acts responsibly in his or her community essentially by doing good deeds, e.g., picking up litter, giving blood, recycling, and volunteering. Education programs and methods that yield this kind of student-citizen tend to focus on the development of personal character traits, such as honesty, doing one’s duty, personal integrity, and a strong work ethic. Such programs also seek to engender compassion by engaging students in pure service activities.¹⁷
- Programs and methods that produce the *participatory citizen* see good citizens as those who are not just personally but also organizationally active in community affairs and social life. For example, while the personally responsible citizen might contribute food items for the homeless, the participatory citizen might organize the food drive.

Programs with this emphasis focus on teaching students the nuts-and-bolts of government, the value of community-based institutions, and the importance of organizing and advocacy. Their teaching often highlights practical skills, such as how to conduct a meeting or mount a media campaign.¹⁸

- Least commonly pursued among citizenship education programs are those that aim at producing the *justice-oriented citizen*. Whereas the personally responsible citizen might individually collect clothing for poor children, and the participatory citizen might organize a clothing drive, the justice-oriented citizen would work to challenge the struc-

tures underlying poverty and devise community-based, institutional responses to them. The focus of these programs is on social change and social justice; they do not, however, entail partisan political perspectives, conclusions, or priorities.¹⁹

Taken together, all three program types share in common a goal of this report—that our schools focus on educating young people to understand that part of what it means to be an American, indeed, a human being, involves participating or “giving back.”

PROPOSITION 2

We must sharpen the mission of our schools to make sure it includes the knowledge, dispositions, virtues, and skills of responsible citizenship.

Thomas Jefferson wrote, “I know no safe depository of the ultimate powers of a society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.”²⁰ A century and a half later, Chief Justice Warren wrote for the Court, “Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society ... It is the very foundation of good citizenship.”²¹

Given endorsements like these of the importance of education for democratic societies, the results of a *Phi Delta Kappa*/Gallup Poll conducted in 2000 should come as no surprise. It revealed that, over the prior 32 years, Americans believed “preparing young people to become responsible citizens” to be the number one purpose of the nation’s schools.²² Many state constitutions reflect this priority and sentiment; and most of them declare something like “a system of public instruction is required because an informed and capable citizenry is vital to the preservation of a free and democratic government.”²³

Reorientation

We need to reinvigorate the notion of “seedbed of democracy” as fundamental to what schools do, both in terms of the curricula they impart and the results we expect when we hold schools accountable for teaching our children. But beyond reinvigoration, we need to *reorient* the educational experience so it equips and motivates young people to participate knowledgeably, productively, and energetically in their communities.

What, in practical terms, would such a basic reorientation entail? How do we reacquire this aspect



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of public education so it balances our commitment to academic performance? And who is responsible for getting the job done?

Several things must happen simultaneously. We need to reclaim the fact that all stakeholders in our schools have a role in making the case for realigning public education’s orientation, and that each group of stakeholders needs to reignite its interest in those forums where they can make an impact. *Policymakers* are a good group to start with. State legislators are responsible for articulating broad, public goals for education; it is they who decide on funding, establish and enforce state education guidelines and standards, and (in some states) speak on matters of curriculum. Beyond the policymakers, we look to the *implementers* of policy—state-level administrators, local superintendents and boards of education (who make policies of their own), and finally to *instructional leaders*

at the building level (principals and teachers), who can most effectively decide how to carry out policy. These individuals, and the bodies on which they sit, matter most when the rules of the game must be addressed. Communication with them to provide information, arguments, and where appropriate, pressure, is critical.

Those with the largest stake in reshaping civic education at the classroom level—parents—are the ones who have the greatest responsibility—and the most clout. Because the stakes are highest for their children, the case for civic knowledge and civic engagement is finally theirs to make. Parents should mobilize to join in alliance-building with policymakers and those who influence policy at all levels.*

It is not necessary to dismantle the curriculum, as many may fear. But we will need to reassess and rearrange the *focus* of the curriculum to include the “civic mission” as a natural target of *opportunity* for virtually all subject matter. We have to keep the civic mission of public education continually in mind by instilling the value of service and providing the experience of civic engagement within the curriculum. This refocusing process can now be envisioned as a possibility across the curricular board—in English, math, science, history, social science, foreign language, the arts, and many other disciplines.

As we sharpen the curricular mission of the schools to focus on academically proficient and civically engaged students, civic environments

can be transformed into learning environments that teach young people the real “stuff” of citizenship. These experiential settings can open up classroom learning:

- by using teaching methodologies like service-learning;
- by employing the philosophies and behaviors espoused by character education; and
- by active involvement in, and alliances with, community groups.

A Role for Service-Learning

In many imaginative schools and districts around the country, young people are learning *how to make real-life connections between academic learning and the value of service to their communities*. They do it by participating in issues and projects that are not mere icing on the curricular cake, but essential ingredients that provide nourishment across the curriculum, not only to the community at large, but to the cultures of individual schools as well. In this way, the curricular change available through service-learning can yield real pedagogical change. That change has already occurred in many places across the country (see **Proposition 4**), helped along the way by a national program called Learn and Serve America from the Corporation for National and Community Service.

PROPOSITION 3

Civic knowledge—learning how the community works—and civic engagement—the practice of becoming effective in that process—must become integral to a broadened “core” of learning.

Both civic knowledge and civic engagement have an equal place alongside, and are on an educational par with reading, writing, mathematics, the sciences (physical, social, and computer), and the arts. Part of the problem in recognizing this parity has been that recent preoccupations of national education policy generally, and the concerns of education reform specifically, have yielded pride of place to reading and mathematics as *the* “core disciplines.” That’s on the one hand. On the other, accountability in education has become so closely attached to a widespread accountability strategy based on standardized, high-stakes testing that a kind of tunnel vision takes hold, in which only “raising the scores” matters.

While reading and mathematics will remain the basis for all other learning in our public schools, and while it is true that any child is at a severe disadvantage without a solid grounding in both, it is equally true that learning in these “core” academic subjects is not all there is to learning or living—or anywhere near it. Civic fundamentals can be used just as effectively to help teach “core” subjects as direct classroom instruction—and they often better reveal the meaning and purposes of learning. Indeed, research on civic education shows that academic achievement actually improves when “core” subjects are taught in the context of community service. “Recently the *American Educator* noted the banal quality of many current materials used to teach children to read. Current textbooks used in teaching citizenship don’t stack up very well on either the information included or on their potential to motivate students to be interested in participation. An emphasis on improving the civic content of learning material, including reading textbooks, could be a point of contact for citizenship and No Child Left Behind.”²⁴



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We can and must teach “core” subjects as foundational, both to learning as an enterprise and to skill-development as a strategy for life-long learning. But as important as these core subjects are, we cannot neglect the task of helping students learn to travel along the *full spectrum of learning*. We need to teach them how to acquire subject-matter content in the setting of meaningful life contexts, not the least of which is our governance as a people.²⁵ Situating civic education within the same frame of reference as the consensus “core” subjects has the exciting potential to align basic educational priorities within a much broader spectrum of both short- and long-term national needs. (See **Proposition 6** for suggested strategies.)

Reorienting the framework of learning to broaden the meaning of “core” disciplines will depend on evoking a commitment to civic literacy at all levels, pre-K through college, lest the commitment itself fail. Students must learn at an early age, and often, that no individual, society, or structure of government exists in a vacuum, but all are part of the human web of interdependence.

PROPOSITION 4

Civic education—which includes the methodologies of service-learning and character education—has demonstrated success in improving student engagement in school and community life, bolstering academic performance, and reducing negative behaviors.

Researchers have demonstrated that civic education positively affects civic knowledge and skills. Niemi and Junn’s examination of National Assessment of Educational Progress (NAEP) data, for example, shows a positive relationship between the two.²⁶ Torney-Purta’s evidence from the Civic Education Survey of the International Association for the Evaluation of Educational Achievement (IEA) provides a similar picture.²⁷ It should be noted that while civic knowledge on the NAEP correlated highly with likelihood of voting as an adult, it was not highly correlated to the likelihood of other forms of political engagement such as running for office. A 2003 report from the National Conference of State Legislatures, *Citizenship: A Challenge for All Generations*, suggests further that civics education is an “antidote to indifference.” The NCSL study, together with that of Niemi and Judd, found that:

- Members of the 15 to 26-year-old generation who had taken a course in American government or civics were more likely to see themselves as responsible for improving society;
- 71 percent believed voting was a necessary component of good citizenship;
- Two of five Americans ages 15-26 said their interest in government increased as a result of taking a school civics course; and
- Members of this same age group were two to three times more likely to vote, follow government news, and contact a public official about an issue that concerned them.²⁸

In a nationwide survey of 1,799 leading schools that offered service-learning, nine of ten principals testified that the experience had a positive effect on students’ academic knowledge of civic affairs, civic engagement, on their personal and

social development, and on school-community partnerships.²⁹ Using service-learning as an educational methodology has been shown to help transform

civic education

(education about being a citizen)

into

civic engagement

(education while acting as a citizen).

In sum, “[a]t its best, service-learning goes beyond volunteerism because it increases students’ personal involvement in academic and civic life.”³⁰

Curricular enhancement via service-learning is yielding broader pedagogical change in many schools and districts around the country. Students are learning how to make connections between academic learning and community problem-solving, and in some cases, have used service-learning to participate in and affect local-level decision-making (see sidebar).³¹

Students Impacting Community Decisions

- At Quest High School, in Humble, Texas, seniors serve in a semester-long internship with a community partner one day a week to explore career options. As part of their internships, students complete a group research paper on a social issue. One requirement of the project is the design and implementation of a sustainable social action plan to address a student-identified social issue. Students engage with non-profits and government agencies as partners to develop their plan. For example, students have investigated the impact of the current national defense policies

on personal liberties, including designing an activity to educate fellow students and middle school students as well as developing a website for teachers who are interested in teaching civil liberties as a part of their curriculum. Another group of students worked with district-level administrators to attempt to restructure the district's approach to drug awareness and prevention. The main focus of that group was to develop a support structure for students who were currently having drug issues and seeking help.³²

- At Langley Middle School in Langley, Washington, all of the school's 520 students and a majority of their teachers participate in more than 60 classes that incorporate service-learning directly into academic study. Langley's Youth in Philanthropy Project, for example, integrates eighth grade English and Communications instruction into a process that uses interviews of community leaders to identify community needs and locate a range of assets for meeting them. Another group has integrated their classroom and laboratory science instruction (while also meeting Washington State Science Standards) into an effort to restore local wetlands, working with a local AmeriCorps team.
- At Perry Meridian High School in Indianapolis, some 1,700 students in 13 different academic departments participate in 39 courses with specific service-learning tie-ins to academic pursuits. One program has developed a special relationship with a local shelter for victims of domestic abuse and their children. Students have met with civic leaders to research and address community transportation problems, with a focus on persons with special needs.
- Students in Springfield, Massachusetts, used service-learning to participate in and affect local-level decision-making. At Pottenger Elementary School (K-5), nutrition students prepared lunches for a local soup kitchen

while simultaneously engaging in community survey work to learn why there was a need for such a facility. At Chestnut Middle School, science students studied the effects of pollutants in the atmosphere—zeroing in on the pollution caused by burning Styrofoam lunchroom food packaging in school incinerators. Using their scientifically backed data, students succeeded in persuading school committee members to switch to paper products in the city's school cafeterias.

Service-learning can have systemic effects that aid school reform in general. Hudson School District, in central Massachusetts, with 2,800 students in six schools, uses service-learning as a tool for reorienting both the curriculum and the school culture.³³ The superintendent's goal is to foster the development of an "intellectually thoughtful, socially conscious, and socially responsible citizenry."³⁴ District-wide, the faculty committed itself to a professional development program geared to school-wide goals that integrated service into the curriculum.

Although an estimated 69 percent of public schools involve some 15 million students in community service projects,³⁵ the impact of their service has not yielded gains in civic knowledge alone. "Community service" is not the same as "service-learning." The latter is grounded in the curriculum and involves a reflection component; the former need not contain these elements. The academic performance of participants has also improved. According to a National Youth Leadership Council survey, 83 percent of principals said that service-learning had a "very positive" (32 percent) or "somewhat positive" (51 percent) impact on overall academic achievement. Encouragingly, 43 percent of principals in "high poverty level" schools reported a "very positive impact" from service-learning efforts.

Impact Of Service-Learning

A summary of some of the most recent research (2000-2004) on the impact of service-learning on student growth and development shows promising results across three broad areas: academic performance, student citizenship, and the reduction of “risk” behaviors:

Academic Performance

- A study of Learn and Serve (service-learning) sites in Michigan looked at academic performance among 1,988 students, 1,437 of whom (72 percent) had participated in service-learning. Students participating in service-learning in grades 7-12 were shown to be more cognitively engaged in language arts studies compared to non-service-learning students. For students in grades 2-5, there were statistically significant differences in all aspects of cognitive engagement, e.g., paying attention to homework, concentration on learning, and classroom effort. Among fifth grade students, scores were significantly higher on writing and three strands of social studies; scores approached statistical significance in earth science.³⁹
- Sixth grade student participants in the Philadelphia “Need in Deed” service-learning program scored higher on the Terra Nova test of language arts and science than students not involved in service-learning.⁴⁰
- More than two-thirds of service-learning students in grades 3, 5, 8, and 10 in Flint, Michigan, reported that their participation helped them better understand what they were learning in school and improved their academic achievement.⁴¹
- A California study compared the academic performance of students in three groups: those who participated in service-learning, those who performed community service, and those who engaged in service-based internships. Academic outcomes were defined in terms of mastery of course content, thinking and problem-solving skills, and attitudes toward learning. Students engaged in any type of service had significantly higher scores



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on surveys measuring attitude toward school. The service-learning group scored higher on all academic measures.⁴²

- A study of sites in New England states determined the impact of participation in Co-SEED, a service-learning program focused on environmental stewardship. New Hampshire students had significantly higher achievement scores on state assessments in language arts, mathematics, social studies, and science than their past averages.⁴³
- Two studies focus on alternative school students as the primary respondents. In a Michigan alternative school that implemented the Literacy Corps program, its students had statistically significant positive differences from non-participants in grade point average, English grades, math grades, and the state science assessment.⁴⁴ In a Kansas alternative school, strong differences were measured in qualitative measures such as attitude toward school, and positive increases on a writing assessment, reading level indicators, and grade-point averages.⁴⁵

Student Citizenship

- Studies of the Colorado Learn and Serve program looked at 761 students in 35 classrooms,

about evenly divided between service-learning participants and non-participants. Results for participating students showed a statistically significant difference in their connections to school and community.⁴⁶

- An evaluation of Philadelphia's Freedom Schools Junior Leader Program, in which students participated in a year-long service-learning project on community issues, showed that participants increased in statistically significant ways on measures of connection to the community, connection to American society, making community changes, and the acquisition of both planning and leadership skills, among other measures.⁴⁷
- In an evaluation of service-learning civic impacts in Waianae, Hawaii, researchers found that participants had statistically significant positive outcomes in their feelings of contribution to school and community, had feelings of being valued by the community, understood issues affecting the well-being of the community, and took actions to make changes.⁴⁸
- An examination of the Serve America, Learn and Serve, and Citizenship Today (ACT) middle and high school programs across the United States showed that both the Serve America and ACT programs had significant, positive impacts on students civic attitudes and behaviors, particularly in areas of personal and social responsibility, leadership, acceptance of diversity, and communication skills.⁴⁹
- Service-learning participants evaluated in Waianae, Hawaii, in 2002 and 2003 showed that, compared to their peers, they were significantly more likely to think school was stimulating, and in focus groups, students said their participation in service-learning resulted in learning practical knowledge and skills and in learning about Hawaiian culture.⁵⁰

Reduction of "Risk" Behaviors

- Students engaged in service-learning were less likely to be referred to the school office for disciplinary measures.⁵²
- Students in elementary and middle school service-learning programs showed reduced levels

of alienation and behavioral problems.⁵³

- Middle school students engaged in service-learning, and who were engaged in a structured health curriculum, were less likely to engage in unprotected sex or violent behavior.⁵⁴
- High school and middle school students engaged in service-learning were less likely to engage in behaviors that lead to pregnancy or arrest.⁵⁵

Two recent landmark reports have spoken to the value of civic engagement regarding the kind of student involvement that is reinforced by service-learning initiatives. Cited earlier in this report, *The Civic Mission of Schools* (2003) injected new energy into the national discussion about the role of schools in preparing young people to take their place in our democracy.⁵⁶ The report posited four goals for civic education, which this AYPF/ASCD report reaffirms:

- (1) Helping students become better informed and thoughtful about American democracy and more skilled at obtaining and analyzing information, problem-solving, and talking to people with differing perspectives;
- (2) Increasing student participation in their communities, through either service or membership (and we would add here, through service-learning);
- (3) Facilitating the acquisition of political skills related to civic enterprises; and
- (4) Helping students acquire the civic virtues they need to act responsibly and with efficacy, as discussed above.

Second, the National Commission on Service-Learning Report, *Learning in Deed* (2002), called for schools to take a strong role in helping to build civic knowledge and skills. It argued that as an educational methodology, service-learning is uniquely equipped to help young people acquire the civic virtues, especially in the context of public interchange and in partnerships with community groups.⁵⁷ (More discussion on this report is found in **Proposition 6**).

PROPOSITION 5:

Realign education reform efforts to support opportunities for integrated curricula.

As we renew our commitment to higher achievement across the spectrum of academic disciplines, we need to make sure that they are more deliberately integrated, i.e., that curricula respond to the demands of the 21st Century. Strengthening civic education in the social studies and history curricula is a good place to start. American history, world history, geography, economics, and government are areas that help students make sense of the complex, interdependent world in which they live.

Cross-disciplinary, or integrated learning is among the most fruitful and energetic approaches to bringing academic disciplines together, coherently, with civic knowledge and civic engagement.⁵⁸ This approach runs directly counter to the tendency to create new curriculum by simply building on top of what we already have, or by stringing subjects together with little thought to how they relate. If the overall objective of schooling is to maintain a rigorous academic stance while simultaneously fostering civic literacy and civic engagement that focuses on real problems, then making these academic connections *deliberate* is among the most powerful ways to leverage well-rounded learning.

Opportunities to integrate service with academics across the curriculum are abundant. Learning chemistry, for example, has applications in dealing with community problems related to issues of environmental degradation, public health, and wildlife habitat preservation. Foreign language translates the conjugation of Spanish verbs into the potential for efforts to assist in daycare centers, urban youth programs, volunteering among the elderly, and voter registration. The use of the arts and communications technologies as tools to foster public awareness—on any issue at all—builds bridges for students between formal learning and civic engagement. The possibilities are endless.

Examples Of Service-Learning Integrated Curriculum

In Menasha High School, consecutive cohorts of students have carried the torch in the Legacy Park Project in Menasha, Wisconsin. The student project includes refining and expanding park features and maintaining the completed work of their predecessors. Each semester challenges students to initiate, plan and participate in the work-in-progress. At each stage of the project, students apply their knowledge and skills from several different disciplines. This integration requires students to pull from different disciplines and connects their work to state standards from those disciplines. Students use English language arts in the preparation of grant proposals to fund their work; information and technology literacy for the computer-assisted research used for the design of the park; technical education in the construction of an open-air pavilion, birdhouses, feeders, picnic tables and benches; and science for the development of authentic Wisconsin habitats, including sensitivity to indigenous vegetation. Social studies standards have also been included, as students have tackled issues involving local building codes and ordinances. Other curriculum connections that also address career preparation include creating timelines, forming a budget, determining priorities and acquisition costs, delegating responsibilities, and historical and geographic accuracy. Integration of a diverse range of content areas make the Legacy Park project an engaging experience where students are challenged to apply their academic knowledge to a civic project.⁵⁹

Middle school students at the River Bluff Middle School in Stoughton, Wisconsin, participated in a project called “Teens Against Teen Pregnancy Public Service Campaign,” which integrated

English language arts, health, social studies, family and consumer education, visual arts, and information and technology literacy standards. Students chose this project to raise peer and public awareness. They wrote, designed and participated in the production of a public service campaign for television and print and their public service announcement (PSA) script received a national award. This success encouraged more students at the school to develop and design a PSA featuring anti-smoking and teen pregnancy prevention messages. As students acquired advanced leadership and collaborative team skills through the service-learning projects, they learned how to market their message to a target audience and present it in a persuasive and professional manner. The project was easily aligned to the curriculum and the teacher used her planning time to help students build a knowledge base of the relevant issues surrounding teen pregnancy, researching facts and statistics, interviewing other teens and key professionals in the field, and establishing contacts with social services agencies in the community.⁶⁰



PROPOSITION 6

An action plan is required to accomplish the mission outlined in this report. The plan should provide a clear path for educators to link academic subjects with service-learning and character education, or other strategies, in support of greater civic knowledge and engagement experiences for students. The plan should include these elements:

- Expectations for both program and student performance regarding civic education and civic engagement are clearly connected to state or district standards and assessment;
- Supportive education policy at the national, state and local levels that provides a framework for balancing academic performance and civic engagement is enacted;
- A system-wide accountability plan, including meaningful assessments of both student outcomes and opportunities to learn, is implemented;
- Planning and funding for professional development for educators is secured and supports mastery among students of the knowledge and skills required for civic engagement;
- Funding is secured by districts and/or schools to hire a coordinator to facilitate collaboration between the school and the community;
- Active awareness and sensitivity to the role of school culture in academic performance is maintained;
- Commitment to a programmatic approach that focuses on students, their needs, and the needs of the students' community is made; and
- Communication and public relations efforts to inform all stakeholders are maintained.

Bringing academics and civic engagement back into balanced dialogue challenges us to forge three kinds of connections: (1) linkages among curricular objectives in the classroom (the subject matter); (2) linkages among academic disciplines that enhance the development and exercise of citizenship; and (3) linkages between school and

community contexts and partners where real civic engagement occurs (see **Proposition 7**).

The following elements provide the framework for achieving the objectives of this education reform effort.

- *Expectations for both program and student performance regarding civic education and civic engagement are clearly connected to state or district standards and assessment.*

Curriculum should state specifically what students are to learn and how that learning will be accomplished, for both academic content and experiential learning contexts. Students and teachers should be enabled to use both the classroom and community settings as venues for learning. Program efficacy and student performance should be measured by: (1) short- and long-term assessments of both traditional and performance-based types; (2) formative and summative program evaluations; (3) positive change in the levels of student engagement; and (4) tangible and measurable changes in school and community settings.

Students' academic and performance growth should be tracked or accounted for to clearly show: (1) increased civic knowledge; (2) skills in reading and thinking about civic issues; (3) ability to reflect consciously on learning in an experiential context; (4) developed problem-posing and problem-solving participatory skills; and (5) ability to understand and contribute to democratic discourse. Civic engagement by students should have an authentic impact on the community, and the lesson planning and programs that guide this activity should avoid:

- The absence of a legitimate academic focus, or a mismatch between academic objectives and pedagogy;
- developmentally inappropriate activities for the age of students involved;
- careless student recruitment; and
- low or inappropriate expectations of students.
- *Supportive education policy at the national, state and local levels that provides a framework for balancing academic performance and civic engagement is enacted.*

Because education is the constitutional responsibility of the states, it is state policy that must provide the framework for revitalizing civic education and civic engagement. That framework, in turn, will position civic education and engagement as necessary complements to a commitment to academic performance in “core” subjects. Ideally, a state would endorse curriculum or programs but leave the details of implementation up to individual districts.

Support for policy initiatives needs to be attained both from the gubernatorial administration and from the state legislators. There are several ways to educate politicians; for example, by showing decreases in dropout rates or suspensions that can be seen as results of effective programming or curriculum. Those in power need to realize how civic-minded curriculum can be a vehicle toward high achievement and other positive student outcomes.

State legislators should improve existing legislation to incorporate more flexibility for including civic education, civic engagement curriculum, or programs. Existing policies should be streamlined and updated to develop the most effective strategies for learning. The goal should be to dissuade states from becoming so focused on raising test scores that they forget about civic and citizenship education. There are areas where these two elements merge and more areas should be explored.⁶¹

State policy should be reflected and reiterated in local policy and implementation in ways that cre-

ate room for a well-grounded experience of civic education and civic engagement based on local needs. Most policy is only as good as its implementation and should be reviewed periodically and checked for effectiveness.

Local-level professional development efforts that are poorly grounded in state policy goals and objectives can easily lead to policy failure. State education agencies (SEAs) will need to make sure that a reoriented curriculum will accommodate the instructional agenda outlined here, as it is supported by training in service-learning and character education methods, and reinforced by in-service at the local level. One low-cost, effective in-service tool already firmly in place at many state-run regional centers is SEA-supported teams. These facilities are often able to provide both training in instructional methods and long-term follow-up support.

Arizona – A Leader in Connecting Academics and Service

Supported by Learn and Serve America grants from the Corporation for National and Community Service, the Arizona Department of Education has directly linked service-learning projects with student academic achievement. The effort includes a service-learning curriculum framework that identifies specific competencies Arizona students are expected to master when involved in a service-learning project. The curriculum framework links identified competencies with the appropriate state academic standard being addressed at each grade level.

The state legislature supports service-learning and legislation is pending based on the desire to promote volunteer and service experiences for students and to have the state board of education adopt the guidelines. The service-learning curriculum framework goes to the state board in early 2005 to be considered for adoption.

The framework supports legislation passed in 2003 that requires the state board of education to adopt guidelines encouraging students in grades 9-12 to volunteer for 20 hours of community

service, including service-learning. To comply with the new legislation, the SEA must also: (1) develop a list of categories in which community service may be performed; (2) provide a description of the methods by which the service will be monitored; (3) develop a risk assessment for projects; (4) provide orientation and procedures for students wishing to participate in service opportunities; (5) develop a notification form to be signed by the student and parent, together with a student-written proposal that outlines the type of community service to be performed; and (6) specify procedures for administrators designated as the community service program coordinators.

Source: Jan Brite, Education Program Specialist, Arizona Dept. of Education, Interview, Dec. 2004.

Recent explorations into how policy support can further the use of service-learning at state and local levels can be found in “Learning In Deed,” the nationwide effort of the National Commission on Service-Learning (NCSL). Suggestions are provided in its 2002 report, which explored the potential of service-learning for more effective learning and school reform.⁶² Although the NCSL report encourages service-learning specifically, its advice applies equally to creating a policy framework that can strengthen both civic education and civic engagement. It is therefore offered as a model in this report. Thus, where *Learning in Deed’s* suggestions refer to service-learning, the action recommendations apply those readily adaptable suggestions to initiatives for civic education and civic engagement (see Appendix E).

- *A system-wide accountability plan, including meaningful assessments of both student outcomes and opportunities to learn, is implemented.*

Accountability should include a programmatic focus on real community problems and on identifying the real consequences—positive and negative—of student engagement. Although variables like student buy-in, parental and community support, and an adequate education policy framework will all have a role to play, principals, students, and teachers should *all* be held accountable for both the program’s results and for student performance.



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Parent, citizen, and community groups that enter into partnerships with schools and districts should clearly identify their stake in achieving program results and declare their intention to achieve them. All stakeholders should be asked to identify their roles in successes and failures, and be encouraged to state how successes can be leveraged and failures can be transformed into learning experiences. One approach to accountability is through “contracts” that bind community sponsors, parents, and educators to a shared vision that supports program objectives, an agreement about outcomes, an acceptance of responsibility, and a plan for continuing program assessment, especially in the face of program difficulty.

- *Planning and funding for professional development for educators is secured and supports mastery among students of the knowledge and skills required for civic engagement.*

To assure a mastery of effective knowledge and skills for delivering civic learning and encouraging civic engagement, teachers must be offered and given time for professional development. Teachers can profit from training in local, nation-

al, and international issues and in facilitation of student governance. Professional development experiences should also include exposure to practice and experience, assessment, examples of quality service-learning curriculum, and projects linked to a variety of disciplines.

- *Funding is secured by districts and/or schools to hire a coordinator to facilitate collaboration between the school and the community.*

The role of a coordinator at the district and school levels is critical for managing and coordinating the work to be done. In many cases, the coordinator, who may also be a teacher, serves as the nexus, coordinating curriculum and standards with teachers, establishing a relationship with community partners to bring students to important learning opportunities, making travel arrangements for students, handling school and district procedural forms and risk management, and securing and managing grants to support the service project.

- *Active awareness and sensitivity to the role of school culture in academic performance is maintained.*

Inevitably, introducing more civic education and engagement will change the culture of a school; this culture shift should not only be expected but planned for. Conscious attention to the positive potential that change carries can help make schools better places to learn, while quick and sympathetic discernment of new expectations and “changes in the rules” can enable those who feel like they have been “blind-sided” to overcome their resistance to change. Collaborative effort among teachers, principals, parents, and involved community leaders is important.

A fully embedded civic or service program in a school or district will take time and must be allowed to evolve over time. Service that promotes civic engagement sometimes starts in schools as extra-curricular activity then evolves into a required graduation project, as has happened in Pennsylvania. For example, the Chicago

Public Schools did not start with a fully embedded, district-wide service-learning program. With some district assistance, schools reviewed the benefits of service-learning to their students and tailored planning according to where they saw their focus of service within the immediate community. Also, in some schools and districts, only a handful of teachers get involved and their successes inspire others to join in.

- *Commitment to a programmatic approach that focuses on students, their needs, and the needs of the students' community is made.*

Programs must be student-focused and democratic in nature, mirroring the civic environment we seek to create. The educational approach should focus on community issues using such learning tasks as: developing personal criteria for community involvement and citizenship; developing the skills necessary to reflect critically on learning; using interdisciplinary instructional methods in contextual learning; and assuming personal responsibility in social and political contexts. Some districts have had remarkable success in creating linkages between student government, local boards of education, and school governance at the building level.

- *Communication and public relations efforts to inform all stakeholders are maintained.*

A strong and vigorous program must promote itself through a focused communications or PR effort to build and sustain public support. The communication plan should be comprehensive and include presentations, op-ed pieces, guest columns, appearances on local radio and TV shows, and other media outlets. Impacts on student performance should be highlighted.

PROPOSITION 7

Success in all these approaches should be grounded in a collaborative effort that links community resources—schools, families, higher education, community organizations, philanthropic organizations, local government, and the business and nonprofit sectors—in support of student success in civic learning and civic engagement.

If schools are to introduce young people to civic learning and civic engagement, they will find it necessary to engage community stakeholders at all levels and to draw on many resources. Placing one person or group at the nexus of these activities is critical; wherever possible, the school district should provide a coordinator or director for this effort. In many cases, this person or group will also coordinate service-learning activity. Many schools and districts are already doing this, and in more heavily populated areas, teams of coordinators, including teachers, oversee the evolving school-community relationship, marshaling limited resources to create high-quality civic engagement experiences. In this regard, states should consider enriching the SEA's service-learning director position to facilitate state and even federal initiatives in the area of service and citizenship. In some states, this position is only part-time or shared with competing duties.



CIVIC EDUCATION AND CIVIC ENGAGEMENT PROGRAMS

Efforts are already underway at the national, state, and local levels to bring efforts in civic education and participation, service-learning, community involvement, and character education to students.

- Leaders of the **Alliance for Representative Democracy** have designed five annual conferences to allow groups from 50 states, including national organizations, to “work together to help schools fulfill their essential role of educating for democracy.” The conferences are under the joint leadership of key leaders of the U.S. Congress, the Center on Congress at Indiana University, Center for Civic Education, and the National Conference of State Legislatures. <http://www.representativedemocracy.org>
- The **Civic Mission of Schools** report has spawned a collaborative venture of the Carnegie Corporation and the John S. and James L. Knight Foundation, jointly managed by the Council for Excellence in Government and the Academy for Educational Development. In August of 2004, the initiative announced the award of six 2-year \$150,000 grants to promote civic learning in Colorado, Maine, Michigan, Nevada, North Carolina, and Pennsylvania. <http://www.civicmissionofschools.org/>
- The **National Conference on Citizenship** (NCOC) is a non-profit, nonpartisan organization, chartered by Congress in 1953, whose mission is to encourage a more active, engaged citizenry. Their efforts include creating a national network of leading institutions and organizations working on making civic health vital nationwide. <http://www.ncoc.net>
- **We the People: Project Citizen** is a curricular program for middle-grade students that promotes competent and responsible participation in local and state government. The program helps young people learn how to monitor and influence public policy. The Project Citizen program is administered with the assistance of a national network of



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state and congressional district coordinators in every state and is conducted with the assistance of the National Conference of State Legislatures. It is funded by the U.S. Department of Education by act of Congress. Additional funding at the state level is also provided by an increasing number of state legislatures. <http://www.civiced.org/index.php>;

- A joint effort of the First Amendment Center, the Character Education Partnership and the Association for Supervision and Curriculum Development convenes groups from various fields to discuss mutual goals in public education, especially character development and civic learning. One outcome of their conversations is the widely distributed, one-page document, “**Pathways to Civic Character.**” (See Appendix D) The document offers a shared vision for America’s schools which posits the acquisition of civic character—the knowledge, skills, virtues and commitment necessary for engaged and responsible citizenship—as a central goal for excellence in education.

- The **National Service-Learning Partnership (NSLP)**, through a series of national meetings and publications, brings together students, teachers, parents and policymakers at the local, state, and national level to discuss issues involving service-learning in schools. <http://www.service-learningpartnership.org>
- The **State Education Agency K-12 Service-Learning Network (SEANet)** is a national network of staff from state education agencies and other organizations focused on providing leadership for statewide K-12 school-based service-learning initiatives. <http://www.seanetonline.org/pages/1/index.htm>.
- The **First Amendment Schools** is a project of the **First Amendment Center and the Association for Supervision and Curriculum Development** that seeks to create a vision of public schools as laboratories for democracy and freedom. At a First Amendment School (FAS), teachers and administrators provide students and all members of the school community with opportunities to practice democracy (see sidebar). <http://www.firstamendmentschools.org>.

Butler Middle School — A First Amendment School

Butler Middle School, a 1,000-student public school in Salt Lake City, has been involved with the First Amendment Schools (FAS) project since 2002; the youth civic education project is the Student Senate. Each student Senator collects issues from his or her constituency and represents them at Senate meetings. Individual Senators have engaged in service projects and, due to positive policies enacted by the Senate, new students to the school are assigned a buddy for the day.

Students have reacted positively to the program. “This has been a really big jump for us,” said a 9th grader. “It’s helped us get more involved.” “It feels good to know we’re being listened to,” said another. However, students candidly pointed out some obstacles. “This

year Senate meetings were too rushed.” “We need more time next year.” “Not every class talks about the issues enough.” “The whole class doesn’t always participate.” Seeing the potential to get more students focused on civic character and responsibility, the principal has agreed to provide more professional development for teachers to better prepare students for Senate elections.”

As a result of the early success of the civic education program, one Butler teacher is championing a reassessment of how to integrate FAS principles throughout the curriculum; another is planning a special assembly to celebrate the First Amendment and the arts; and a third is developing a ceramic First Amendment tile project for one of the school’s central hallways. “Our focus on FAS has helped support our ongoing dialogue about what’s good for kids. And the community has started to see that this is not an add-on – it’s an integral part of what we do as a school,” said one teacher.

SCHOOL-COMMUNITY PARTNERSHIPS RESOURCES

Civic Education and Civic Engagement

Recent publications from the Education Commission of the States (ECS) are worth reviewing for assistance on how to use community partnerships to advance service learning. Among the most helpful is *Building Community Through Service-Learning: The Role of the Community Partner* (2004).⁶⁴ Two other ECS publications of note for assisting districts and states are: *Every Student a Citizen—Creating the Democratic Self: Campaign for Action* (July, 2000) and *Learning That Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities* (September, 2002).⁶⁵

The Coalition for Community Schools (CCS) (www.communityschools.org) extensively documents processes and models helpful to school districts and communities in achieving educational objectives via community-wide collaborative efforts.⁶⁶ The recent CCS publication *Making the Difference* (2003) amalgamates information from 15 community schools in 13 states that can help communities forge alliances to leverage educational efforts. While “how to” manuals have not yet begun to appear in the civic learning and civic engagement arena, the Coalition’s on-line newsletter (“What Kids Can Do”) features recent programs that have implications and ideas for programmatic efforts.⁶⁷

Other resources provide guidance on building school-community partnerships specifically around civic learning and civic engagement. Profiles of local efforts that provide exemplars of this kind of collaborative effort can be located by searching the Internet for literature on school-community partnerships.⁶⁸

Unlike traditional public schools, community schools link school and community resources as an integral part of their instructional design and everyday operation. According to the Coalition for Community Schools, such an arrangement offers three advantages: (1) it generates additional community

resources that can be used for education; (2) it provides learning opportunities that develop both academic and nonacademic competencies; and (3) it offers young people, their families, and community residents the opportunity to build social capital, e.g., community networks, information resources, mentoring, internships, community service venues and opportunities, contexts for identifying and building leaders, and others.⁶⁹

School Reform and Civic Engagement

In addition to the brief description above about Hudson, Massachusetts, on how school reform can be accomplished through service-learning, below are some national models or school reform designs that use strategies that demonstrate strong support for student civic engagement. Comprehensive school reform models are often hired by schools and districts as external partners to help in education reform efforts (see sidebar).⁷⁰

Comprehensive School Reform Models

Accelerated Schools Project – This model focuses on higher-order thinking skills found in gifted and talented programs and relates subject matter in the curriculum to student’s lives. A key element of the model, *Taking Stock*, allows students to research community resources and needs, utilizing this information to inform curriculum instruction decisions.

Audrey Cohen College (now Metropolitan College) – Purpose-Centered Education® seeks to organize learning around purposes that motivate students to find answers by bringing the classroom into the community and the community into the classroom.

Coalition of Essential Schools – The Coalition model encourages real-life application of knowledge and skills. Curriculum supported by the model includes development of civic responsibilities. The Coalition strongly believes in developing a tone of decency within the school community, as

well as pushing students to think deeply about what it means to be a good citizen.

Co-nect – The model bases its design on the belief that students learn best in schools that emphasize thoughtful discourse, authentic work, and the investigation of rigorous academic subject matter in the context of problems and issues that have meaning beyond the classroom.

Different Ways of Knowing – The model provides guidance for educators to help students explore resources outside of their classrooms and the curriculum opens doors for students to make civic connections to their own community and to find that they have the power to change the way other people see and think about civic issues and challenges.

Expeditionary Learning Outward Bound – Learning expeditions are hands-on studies of single topics such as the Civil Rights Movement and water quality. These studies are long-term, lasting between three and six months long and feature in-depth projects and a final performance or presentation to an authentic audience.

Integrated Thematic Instruction – The model is based on two premises: 1) that experience is important in brain development, and 2) that experiences provide a rich sensory input beyond the capacity of written materials.

League of Professional Schools – The League uses democratic principles as a guide for school governance and practice. The model’s premise is that student learning should be linked to real issues in their community.

Microsociety – Civic skills and competencies are addressed when students become involved in parts of a microsociety that consists of a student legislature, enforcement, and court. Civic core values are addressed.

Paideia – Coached Projects and Paideia Seminars guide students to take on real-world problems where academic skills are honed as they imagine a solution, develop a method, and solve the problem.

Community Based Organizations and Civic Engagement

Community-based organizations (CBOs) provide the locus for another “outside-the-box” approach to learning—one that connects academics to community work-related careers. Street Law and the American Corporate Counsel Association (ACCA), in collaboration with the legal departments of major American corporations and urban school systems, initiated a corporate legal diversity “pipeline” program designed to identify promising youth of color and encourage them to continue their education and consider careers in the law. The Pipeline Project has been implemented by McDonalds, Abbott Labs and the Chicago Public Schools, by Coca Cola and the Atlanta Public Schools, by PPG and the Pittsburgh Public Schools, and by General Motors and the Detroit Public Schools. The program involves visits by legal department staff to co-teach lessons in law courses in nearby high schools; a one-day conference for students at the corporate campus; and various program enhancements such as job shadowing, mentoring, summer jobs, and college scholarship funds.⁷¹

In a similar effort, lawyers and law students have been coming into social studies classes and enhancing the teaching of government and law for more than 30 years, spearheaded by the American Bar Association's Public Education Division and two national non-profits—Street Law and the Constitutional Rights Foundation. As part of the program, Street Law conducted its first mock trial in 1972; now, thousands of lawyers each year take part in mock trial competitions in over 35 states. The Constitutional Rights Foundation has over 400 high schools and lawyers involved in its annual mock trial competition. Street Law also created the first program in which law students teach in schools and receive academic credit from their law schools. Today, over 40 law schools have such programs.

In 1969 a group of Oregon leaders created SOLV to “keep Oregon a treasure for all.” The nonprofit offers a number of pre-scheduled, one-day opportunities to join in “cleanup, restoration, or enhance-

ment events” around the state. It has K-12 programs and curricula designed to involve students in service-learning. For middle and high school grades, SOLV’s planning guide, called “*Making it Right*,” provides step-by-step worksheets, tips, and sample materials to help students plan, organize, and implement service-learning projects. Students learn how to identify community needs, set goals, recruit and thank volunteers, plan a media campaign and write a news release, develop a project budget, and seek funding. SOLV also provides student applicants with small reimbursement grants for project expenses; the simple grant application is included in the planning guide.

Through SOLV’s programs, students have taken an active role in their own learning. They have acted civically to:

- Collaborate with naturalists to create and maintain an interpretive trail along a community lake;
- Work with a Hispanic program for Community Outreach Resources Day to offer Spanish to English translation services for families;

- Host a Green Day by planting flowers, trees, painting park benches, cleaning up senior citizen homes/yards, school grounds and a local museum;
- Construct a wetland on school campus to educate the school community; and
- Create an urban habitat for quail, including the building of bird houses and feeders.⁷²

Many similar examples are available from organizations like EarthForce (www.earthforce.org), City Year (www.cityyear.org), Project Citizen (http://www.civiced.org/project_citizen.php), and other organizations. But these few should give the reader a sample of what is available in helping to strike a balance in public education between developing a student (and future citizen) who is both academically proficient and civically engaged.

CONCLUSION: AN ASSERTION AND AN APPEAL

If we are to embrace civic learning and civic engagement as guiding lights for Restoring the Balance, then we have to reclaim learning for a broader purpose. Few among our citizenry have doubted that to call themselves “American citizens” required them—as front-line participants in our democracy—to be brave, to take risks, to build new institutions, to continually reshape their understanding of civic life, and to make a new place for themselves in a society that was always being refashioned by history itself. As a result, “citizen” in this country is an exalted title, a fact underscored by the heartwarming remark of Harry Truman, who always spoke of his retirement from the White House to his Independence, Missouri, home as a “promotion,” from president to the elevated status of “ordinary citizen.”

What has always been true for Americans is that citizenship surpasses the category of mere status; it has always aspired to the much higher level of *participation*; “citizen” defines not just who we are but how we act to live our lives as Americans. In America, the sheer privilege of citizenship—however it may be acquired—carries with it the corresponding privilege (and not just the duty or responsibility) of *participating* in our nation’s institutions, in its trials, and in the ceaseless struggle for liberty. Citizenship in the American tradition, therefore, is a continuing affirmation of the self in self-government. As Americans, we always know, in the back of our minds, that whatever the job, it’s up to us. We are American citizens, *therefore* we vote; *...therefore* we serve on a jury when called; *...therefore* we volunteer our time and talent to create the common good; *...therefore* we participate in the drama of self-governance however and whenever we can.

But while participation in citizenship is our birthright as Americans, its inheritance is not automatic. It comes with a two-fold price: we are, each of us, expected to enlarge it and to pass it on to our children—both by personal example and through the education we provide for them. Paradoxically, it is as if the only way to hold on to our freedom is to give it away—and liberally—to those who come after us.

If we hope to cultivate a healthy next generation of citizens, we must broaden our concept of public education to embrace civic learning and engagement, to think more comprehensively about our children’s development as thinkers, problem solvers, and responsible human beings, prepared to step into the role to which they were born—an American citizen.



APPENDIX A

ROUNDTABLE PARTICIPANTS

(* Panelist, **Moderator)

Lew Allen	League of Professional Schools, University of Georgia	John Taylor Gatto*	Author and educator
Nancy Augustine	Economic Systems Inc.	Cynthia Gibson	Carnegie Corporation of New York
Carolyn Barber	University of Maryland, Department of Human Development	Barbara Gomez	Service Learning and Education
Sheldon Berman*	Hudson Public Schools, Superintendent	Tina Goodwin-Segal	The Evaluation Consortium, University of Albany -- SUNY
Diane Berreth**	Association for Supervision and Curriculum Development	Susan Griffin	National Council for the Social Studies
Bob Bhaerman	Consultant (formerly with the Corporation for National and Community Service)	Christy Guilfoyle	Association for Supervision and Curriculum, Education Issues Unit
Shelley Billig*	RMC Research Corporation	Halperin, Samuel	American Youth Policy Forum
Robert Bisi	Youth Service America	Allison Hill	U. S. Department of Education, Office of Adult and Vocational Education
Martin Blank	Institute for Educational Leadership	Kenneth Holdzman	National Service Learning Partnership, Academy for Educational Development
Barbara Border	Education Leadership Consultants	Mary Hynes	Arlington School Board Member
Bruce Boston	Wordsmith, Inc	Janith Jordan	Metropolitan College
Anne Brainard	Center for Civic Education	Francine Joselowsky	The Forum for Youth Investment
Betsy Brand	American Youth Policy Forum	Eugenia Kemble	Albert Shanker Institute
Nelda Brown	State Education Agency K-12 Service-Learning Network	Carol Kinsley	Learning in Deed
Elizabeth Burmaster*	Wisconsin Department of Public Instruction	Laura Kolar	U. S. Department of Education, Office of the Under Secretary CIRCLE, School of Public Affairs
Sharon Burton	U. S. Department of Education, Office of Safe and Drug Free Schools	Peter Levine	America Tomorrow
Sam Chaltain	First Amendment Schools	Theo Luebke	National Service-Learning Partnership, Academy for Educational Development
Chris Chapman	U.S. Department of Education, National Center for Education Statistics	Rocco Marano	National Association of Secondary School Principals
Amy Cohen	Corporation for National Service, Learn and Serve America/Department of Service- Learning	Charles Maranzano	Dinwiddie County Public Schools
Gregory Dennis,	U.S. Department of Education, Office of Adult and Vocational Education	Nancy Martin	American Youth Policy Forum
Kathryn Doherty	U.S. Department of Education, Office of Elementary and Secondary Education	Molly McCloskey	First Amendment Schools, Association for Supervision and Curriculum Development
Amanda Farris	House Committee on Education and the Workforce	Ted McConnell	Center for Civic Education
Sue Ferguson	National Coalition for Parent Involvement in Education	Linda McKay	U.S. Department of Education, Office of Safe and Drug Free Schools
Al Frascella	National Council for the Social Studies	Elliott Medrich*	MRP Associates, Inc.
Martin Friedman	Education Works, National School and Community Corps	Vince Meldrum	Earth Force
Andrew Furco*	Service-Learning Research and Development Center	Charles Merritt*	Education Commission of the States
Bill Galston*	University of Maryland, Institute for Philosophy and Public Policy	Rita Moss	U.S. Department of Education, Office of Safe and Drug-Free Schools
		Faye Northcutt	National Education Association
		Lynn Olson	Education Week
		David Osher	American Institutes for Research
		John Ovard	U.S. Department of Education, Office of English Language Acquisition

Heather Padgette The Finance Project
 Glenda Partee American Youth Policy Forum
 Elizabeth Partoyan National School Boards
 Association
 Krisann Pearce House Committee on Education
 and the Workforce
 Sarah Pearson** American Youth Policy Forum
 Terry Pickeral Education Commission of the
 States, National Center for
 Learning and Citizenship
 Karen Pittman The Forum for Youth Investment
 Karabelle Pizzigati* Institute for Educational
 Leadership
 Suellen Reed* Indiana Department of Education
 Virginia Rice VR Associates
 Scott Richardson Earth Force, Inc.
 Lidice Rivas National Commission on
 Teaching and America's Future
 Mary Rodgers* Abington Senior High School
 Grace Sammon GMS Partners. Inc
 Stefanie Sanford Bill and Melinda Gates
 Foundation
 Esther Schaeffer ORT, National Capital Area
 Chapter
 Stephen Schecter Russell Sage College, Council for
 Citizenship Education

Jon Schmidt* Chicago Public Schools, Office
 of High School Development
 Bob Seidel Communities in School National
 Elliott Seif* Educational Consultant, author
 David Shreve National Conference of State
 Legislatures
 David Skaggs* Council for Excellence In
 Government
 Ben Smilowitz Youth Venture
 Craig Stanton U.S. Department of Education,
 Office of the Undersecretary
 Marcie Taylor-Thoma Maryland Department of
 Education
 Judith Torney-Purta Institute for Child Study,
 University of Maryland
 Brenda Welburn National Association of State
 Boards of Education
 Michelle White National Association of
 Secondary School Principals
 Dan Willingham University of Virginia,
 Department of Psychology
 Judy Wurtzel Learning First Alliance

Note: Organization names are included for identification-
 purposes only.

APPENDIX B

Regional Meeting

Arizona (Phoenix)

Senator Mark Anderson
Arizona State Senate

Debbi Bertolet, Service Learning Coordinator
Mesa Public Schools

Barbara Border, Director
Education Leadership Consultants

Lynn Blankinship, Teacher
Howenstine School

Jan Brite, Director, Service Learning
Arizona State Department of Education

Ruth Britton, Director, Developmental Education
Cochise College

Michelle Carrillo
Pima County Youth Services

Renee Carstens, Director, Service Learning
Tucson Unified School District & Pima County Youth
Services

Gerry Corcoran, President
VG Leadership Associates

Deborah Dillon, Director
City of Phoenix Youth Programs, City of Phoenix

Greg Donovan, Superintendent
West Maricopa Education District

Milton Ericksen, Deputy Associate Superintendent
Career and Technical Education, Arizona Department
of Education

Pam Ferguson, Executive Director
American Career and Technical Education of Arizona

Mark Hamilton, CTE Director
Gilbert Unified School District

Dan Kain, Dean
College of Education, Northern Arizona University

Karen Lattin, Assistant Superintendent
Agua Fria Union High School District

Jon Lindberg, Assistant Superintendent
Kingman Unified School District

Marcia Losh, Research and Editing
Education Leadership Consultants
Maggie Mangini,
Director, Bureau of Research and Services
College of Education, Arizona State University

Rene Manning, Special Projects Director
Maricopa Community College District

Andrea Martinez, Governor's Office

Cynthia Parsons
Service Learning Consultant

Anne Seiler, College of Education
Arizona State University

Tamara Woodbury, Director
Girl Scouts-AZ Cactus to the Pines Council

Florida (Orlando)

Nine ad hoc participants from the 15th Annual
Service-Learning Conference and others including:

John Taylor Gatto, Author and
award-winning teacher

Janith Jordan, Vice President
Metropolitan College, New York

Maria Nieves Tapia, Director
CLAYSS, Latin American Center for Service-
Learning, Argentina

Maryland (Takoma Park)

Ad hoc group of students and professors

Massachusetts (Boston)

Suzanne Bouffard, Research Analyst
Harvard Family Research Project, Harvard Graduate
School of Education

Cary Charlebois
Teacher (former MSA employee)

Jessica Donner, Service-Learning Director
Massachusetts Department of Education

Barbara Locurto, Affiliate Director
IMPACT II @ School to Career, Boston Public
Schools

Imari Paris Jeffries, Director of Programs and
Partnerships
Massachusetts Service Alliance

Kristin McSwain, Executive Director
Massachusetts Service Alliance

Jessica Nordstorm, Legislative Assistant
State Senator Marc Pacheco, State House

Patrice Keegan, Executive Director

Boston Cares

Diane Palmer, State Coordinator

David Roach, Superintendent
Millbury Public Schools

Audrey Rogers, President
New Hampshire Council for the Social Studies

John Sproul, Program Manager
Boston Partners in Education

Mica Stark, Director of Civic Education
New Hampshire Institute of Politics, Saint Anselm
College

Nicole Tsacclas, Program Manager
Boston Partners in Education

Ginny Kime-Wan Zaid, Director, Diversity
& Service-Learning
Chapel Hill-Chauncy Hall School

Educators from Boston Public Schools:
Jean Gibran

Sarah Johnson

Sue Mortensen

Oregon (Portland)

Susan A. Abravanel, Education Director
SOLV

Marta Brooks, Northwest Regional Education Service
District

Kathleen Joy, Executive Director
Oregon Commission for Voluntary Action & Service

Zack Joy, Student
Pacific University

Shari Maksud, District Service-Learning Coordinator
Corvallis School District

Antonia Maurer, Co-Chair, Multnomah County Youth
Commission

Marilyn D. Walster, Education Specialist
Oregon Department of Education

Virginia (Arlington and Stafford)

Arlington

Charlie Clark, Education Writer
Association of Governing Boards

Andi Cullins, Parent BAJCDC

Judy Hadden, Parent/Partnership/Teen Network

Mary Hynes, School Board Member
Arlington Public Schools

Adam Kernan-Schloss, Parent/Consultant
KSA-Plus

Polly Liss, Career, Technical, Adult & Community
Education, Arlington County

Jody Olson, Parent

Melinda Patrician, Parent
Arlington Forum

Anne Steen, Parent
George Mason University

Rebecca Tax, Local Business Owner (employs teens)

David Timpane, IT Director
Public Education Network

Stafford

Edie Allyn, Career and Technical Education
Coordinator
Stafford County Public Schools

Cynthia Lucero-Chavez, Community Involvement
Specialist
Stafford County Public Schools

Elizabeth Clark, Rappahannock Area YMCA

Kelli Clark, Student
Colonial Forge High School

Agnes Dunn, Social Studies Coordinator
Stafford County Public Schools

Cari Del Fratte, Elementary Education Coordinator
Stafford County Public Schools

Wally Johnson, Deputy Sheriff
Stafford County Sheriff's Office

Ali Khorsand, Executive Director
Glories/Happy Hats

Susan Khorsand, Director of Project Development
Glories/Happy Hats

Ben Nagle, AmeriCorps VISTA
Youth Volunteer Involvement Office

Mary Schmotzer, Coordinator/AmeriCorps VISTA
Youth Volunteer Involvement Office

Nancy Whitfield, School-to-Careers Specialist
Stafford County Public Schools

APPENDIX C

PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION

Part of the process of becoming “our best selves” involves an educational focus on learning and practicing the values that build the kind of character we want our children to live by. The Character Education Partnership lists eleven principles that can be used to plan a character education effort:

Principle 1 Promote core ethical values as the basis of good character.

Principle 2 Define “character comprehensively, to include thinking, feeling, and behavior.

Principle 3 Use a comprehensive, intentional, proactive, and effective approach to character development.

Principle 4 Create a caring school community.

Principle 5 Provide students with opportunities for moral action.

Principle 6 Include a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

Principle 7 Strive to foster students’ self-motivation.

Principle 8 Engage the school staff as a learning and moral community that shares responsibility

for character education and attempts to adhere to the same core values that guide the education of students.

Principle 9 Foster shared moral leadership and long-range support of the character education initiative.

Principle 10 Engage families and community members as partners in the character building effort.

Principle 11 Evaluate the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

Source: Character Education Partnership, www.character.org/principles

APPENDIX D

PATHWAYS TO CIVIC CHARACTER

A Shared Vision for America's Schools

At the heart of our shared vision for excellence in education is an abiding commitment to high academic achievement, civic and social responsibility, healthy social and emotional development and moral character for all students. In order to sustain and expand the American experiment in liberty and justice, students must acquire civic character – the knowledge, skills, virtues and commitment necessary for engaged and responsible citizenship. Civic character is responsible moral action that serves the common good.

The term “civic character” links the mutual goals that are being addressed by current efforts in civic education, character education, service-learning, and social and emotional learning. These and other similar initiatives seek to help schools educate for engaged citizenship in a democracy. However, all too often these initiatives are implemented in ways that are disconnected from one another or even seen as competing for time and attention. A lack of integration or sense of competition can result in confusion, lower levels of achievement, lack of attention to key goals, and, in some cases, paralysis – preventing schools from articulating and realizing a comprehensive civic and academic mission. In contrast, coordinating these efforts can lead to more cohesive educational programs with positive academic, social and emotional health and citizenship results for students.

There are examples of individual districts, schools and teachers that successfully educate for civic character by integrating these initiatives across the curriculum and throughout the school culture. The aim is to graduate students of good character who are intellectually prepared, civically engaged, and compassionate members of the community. Among other qualities, these are young people who:

- Value and demonstrate honesty, personal integrity and respect for others;
- Understand and effectively manage their emotions and behavior;
- Act toward others with empathy and caring;
- Resolve differences in constructive ways;

- Understand how to participate in the political process and democratic institutions that shape public policy;
- Exercise leadership for social justice;
- Work to counter prejudice and discrimination;
- Think critically and creatively about local issues, state and national affairs, and world events;
- Contribute time and resources to building community and solving problems.

A nation committed to democratic freedom requires citizens with the knowledge, skills, virtues and commitment needed for active engagement in public life. Schools, families, and communities can coordinate efforts to educate students who are responsible and caring citizens who act to build safe, just, and free societies locally, nationally, and internationally.

We invite those who care about civic character, leaders throughout education and those in the fields of civic education, character education, social and emotional learning, and service-learning to join us in affirming this shared vision for the civic and academic mission of schools. At this critical moment in our nation’s history, we commit to work together to prepare young people for constructive, engaged citizenship vital to the future of democracy, freedom and the common good.

Source: Joint product of the First Amendment Center and the Association for Supervision and Curriculum Development.

APPENDIX E

SUGGESTIONS FOR DEVELOPING SUPPORT AT STATE AND LOCAL LEVELS

Developing Policy Support at the State Level

- Encourage legislators and governors to include civic learning and civic engagement into comprehensive school reform efforts;
- Support efforts to seek discretionary federal, state, and foundation funding for civic learning and civic engagement initiatives;
- Provide forums for state boards of education, investigative commissions, and local legislators to talk about civic learning and civic engagement, and how it can improve student achievement;
- Seek the creation of a state-wide coordinator for civic learning and civic engagement initiatives and activities;
- Support the creation of a statewide network of civic learning teachers and civic engagement programs;
- Work with school districts and teacher education institutions to develop and provide civic learning and civic engagement training opportunities for educators;
- Encourage SEAs to help local districts in monitoring, evaluating, and reporting on the effectiveness of civic learning and civic engagement activity;
- Host regional seminars for principals and district-level administrators on strategies for: (1) using civic learning and civic engagement efforts as local school improvement efforts; (2) assessing the impact of civic learning and civic engagement on academic performance; and (3) developing community-based partnerships of schools, higher education institutions, and community organizations to support civic learning and civic engagement initiatives; and
- Develop and disseminate model policy statements for integrating civic learning and civic engagement initiatives into curricula.

Developing Policy Support from Local School Districts and School Boards

- Establish district-level mission, vision, and education philosophy statements that incorporate and support civic learning and civic engagement initiatives;
- Create a budgetary infrastructure that supports civic learning and civic engagement;
- Make a concern for civic learning and civic engagement an integral component of hiring policy and a lodestone for in-service training;
- Highlight civic learning and civic engagement activity when recognizing student achievement and leadership;
- Provide recognition (awards, classroom mini-grants, media attention) to teachers and administrators who provide leadership in civic learning and civic engagement; and
- Allow, and even encourage, deviations from the norm to accommodate and support civic learning and civic engagement, such as block-scheduling, planning time for teachers, early release time, field trips, etc.

Developing Policy Support from Teachers and Administrators

- Take advantage of federal, state, local, and private funds for supporting civic learning and civic engagement initiatives;
- Form partnerships with local colleges and universities to recruit new teachers and mentors for civic learning and civic engagement initiatives and activities;
- Link citizenship-related activities to curriculum goals, objectives, and student performance;
- Implement alternative scheduling strategies to accommodate civic learning and civic engagement activities;

- Support student-centered civic learning and civic engagement activities by involving students fully in planning them, carrying them out, and evaluating them;
- Document student performance and learning results from civic learning and civic engagement activities and get the word to a variety of audiences; and
- Become involved in receiving and providing ongoing training and professional development for teacher, community partners, students, and parents.

Source: National Commission on Service-Learning. *Learning in Deed: The Power of Service Learning for America's Schools*, 2002.

NOTES

¹Claus von Zastrow and Helen Janc, *Academic Atrophy: The Condition of Liberal Arts in America's Public Schools*, Washington, D.C.: Council for Basic Education, 2004.

²Judith Torney-Purta and Susan Vermeer, *Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators*, April 2004. See <http://www.ecs.org/clearinghouse/51/35/5135.pdf>. This definition is used in a paper developed by the authors for the National Center for Learning and Citizenship of the Education Commission of the States.

³John Glenn and Leslie Hergert, "The Civic Mission of Schools," in C. Glickman (ed.), *Letters to the Next President*, New York and London: Teachers College Press, 2004, (pp.201-206).

⁴From "Pathways to Civic Character" a one-page document circulated in 2004 that attracted 20 major nonprofit organizations as signatories. The document provided the definition of "civic character" given in the Glossary: "Civic character is responsible moral action that serves the common good." The document was coordinated by Charles Haynes, senior scholar and director of education programs, First Amendment Center, Freedom Forum, <http://www.firstamendmentcenter.org>.

⁵Carrie Donovan and Mark Hugo Lopez, "Youth Voter Turnout in the States, During the 2000 Presidential and 2002 Mid-Term Elections," Center for Information and Research on Civic Learning and Engagement, School of Public Affairs, University of Maryland, <http://www.civicyouth.org/>.

⁶From the second tab of the Resource Kit provided to conference attendees of the Second Annual Congressional Conference on Civic Education, Washington, DC, December 4-6, 2004. The conference was jointly sponsored by the Center for Civic Education, the Trust for Representative Democracy, the National Conference of State Legislatures, and the Center on Congress at Indiana University.

⁷Carnegie Corporation and Center for Information and Research on Civic Learning and Engagement, New York: Carnegie Corporation, 2003. See full report at: <http://downloads.ncss.org/legislative/CivicMissionofSchools.pdf>.

⁸*The Civic and Political Health of the Nation: A Generational Portrait*, Center for Information and Research on Civic Learning and Engagement, University of Maryland, 2002, at www.civicyouth.org/research/products/youth_index.htm.

⁹Survey results found at www.civicyouth.org/whats_new/survey_fact_main.htm.

¹⁰Paul Gagnon, *Educating for Democracy: State Standards to Ensure a Civic Core*, The Albert Shanker Institute, as cited in "The Progress of Education Reform 2004, Citizenship Education," Denver: Education Commission of the States, Vol. 5, No. 2 (May, 2004), p.4. The Education Commission of the States also maintains an up-to-date state by state policy scan on its web page, http://www.ecs.org/ecsmain.asp?page=/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp. Full document available at www.shankerinstitute.org/Downloads/gagnon/contents.html.

¹¹Further to the positive side, ninth grade American students, as measured on the 1999 International Education Assessment and compared to students from 27 other countries, scored 6 points higher than the international average on civic knowledge, 2 points higher on civic content, and 14 points higher on civic skills. See National Center for Education Statistics, "Highlights of U.S. Results From the International IEA Civic Education Study," Washington, DC: Dept. of Education, OERI, Publication NCES 2001-107, 2001.

¹²*Ibid.* Requiring community service or service-learning to graduate from high school is a vigorously debated approach to fostering civic engagement among the young.

¹³"Problem-posing" is the essential skill of translating information into questions that can be worked on productively.

¹⁴The phrase comes from John Ruggenberg, a teacher at Winona, Minnesota, High School, who argues that "there is a tendency built into service-learning that prompts young people to live by their own highest values...they work to become their best selves." See Bruce O. Boston, *Their Best Selves: Building Character Education and Service-Learning Together in the Lives of Young People*, Washington, DC: Council of Chief State School Officers, 1997, p. 11.

¹⁵Joel Westheimer and Joseph Kahne, "What Kind of Citizen?" Campus Compact Reader, Winter 2003, pp. 1-13. See www.cob.sjsu.edu/nellen_a/EducatedCitizenDialog.htm. For an excellent description of a "citizen," see the report of the Carnegie Corporation, *The Civic Mission of Schools*, New York, 2003, p. 4.

¹⁶*Ibid.*

¹⁷*Ibid.*

¹⁸*Ibid.* pp. 4-5.

¹⁹*Ibid.*

²⁰Letter to William Charles Jarvis, September 28, 1820. See *Bartlett's Familiar Quotations*, Boston: Little, Brown & Co., 16th ed., 1992, pp.344-45.

²¹Carolyn Pereira, *The Legal Circle*, Constitutional Rights Foundation, Chicago, Fall, 2004, p. 2 (newsletter).

²²Susan Vermeer, "Citizenship Education Moves to the Forefront," *State Education Leader*, Vol. 20, No. 3 (Fall, 2002), p. 22.

²³*Ibid.*

*As the task gets underway, however, a caveat is in order. Although policy is the product of politics, it does not follow that the content of education must therefore be politicized. In the process of sorting out the inherently political nature of education, it becomes all the more important, then, to stress that the schools do not infect what is taught about citizenship with partisan thinking or political ideology.

²⁴Remarks, Judith Torney-Purta, AYPF/ASCD Roundtable, "Implementation of No Child Left Behind (NLCB): What Role for Civic Development (Through the Lens of Researchers)," Jan 23, 2004, pp 4-5.

²⁵All learning is contextual; the meaningful question for education is merely whether it is deliberately and consciously so, and in what ways. As Sir Geoffrey Vickers has written, "We do not seek or shun objects, but relations with objects. No one wants just an apple; he wants to eat it, sell it, point to it, perhaps just to admire it, in any case to relate to it in some way or another... The objects to which scientists have directed their attention, from atoms to stars, from amoebas to men...have all proved to be events, rather than objects—interactions extended in time." *Value Systems and Social Process*, New York: Basic Books, 1968, pp. 152, 164-65, emphasis added.

²⁶Richard Niemi and Jane Judd, *Civic Education: What Makes Students Learn*, New Haven: Yale University Press, 1998.

²⁷Judith Torney-Purta, "The School's Role in Developing Civic Engagement: A Study of Adolescents in Twenty-eight Countries," *Applied Developmental Science*, 6 (4), 2002, pp. 203-212 and at

www.ecs.org/html/IssueSection.asp?issueid=19&s=selected+research+%26+readings.

²⁸“Civics Education Increases Young People’s Interest in American Government, New Study Shows,” National Conference of State Legislatures, Denver, Press Release, 9/22/03.

²⁹National School Leadership Council Survey—2004, as reported by James C. Kielsmeier, *et al.*, “Preliminary Findings: Community Service and Service-Learning in Public Schools,” in James C. Kielsmeier (ed.), *Growing to Greatness 2004*, St. Paul, MN, National Youth Leadership Council, 2004, pp. 6 ff.

³⁰Rick Allen, “The Democratic Aims of Service-Learning,” Educational Leadership, Association for Supervision and Curriculum, Vol. 60 (6), March 2003, p. 51. See www.servicelearning.org/article/archive/331.

³¹The descriptions of the Langley, Washington and Perry Meridian, Indianapolis, programs are taken from website of Learn and Serve: National Service-Learning Leader Schools, www.leaderschools.org/2002profiles.html. The description of the Springfield, Massachusetts program comes from an interview with Carol W. Kinsley, board member, Corporation for National Service, August 24, 2004.

³²Lawrence Kohn, principal, Quest High School, Humble, TX, 2004, <http://qhs.humble.k12.tx.us/>.

³³Sheldon H. Berman, “Service as Systemic Reform,” *The School Administrator*, August, 2000, pp. 20-23.

³⁴*Ibid.*, p. 20.

³⁵James C. Kielsmeier, *et al.*, “Preliminary Findings: Community Service and Service-Learning in Public Schools,” in James C. Kielsmeier (ed.), *Growing to Greatness 2004*, St. Paul, MN, National Youth Leadership Council, 2004, pp. 6 ff.

³⁶*Ibid.*, “Preliminary Findings,” p.8, Figure 2.

³⁷*Ibid.*, p. 9, Table 1.

³⁸S. H. Billig, “Heads, Hearts, and Hands: The Research in K-12 Service-Learning,” in *Growing to Greatness 2004: Community Service and Service Learning in Public Schools*, pp. 12ff.

³⁹M. M. Klute and S. H. Billig, *The Impact of Service-Learning on MEAP: A Large-Scale Study of Michigan Learn and Serve Grantees*, Denver: RMC Research Corporation, 2002. A “statistically significant” measurement means that the effect measured has a probability of at least 95% of not having been created randomly.

⁴⁰S. H. Billig, “Heads, Hearts, and Hands: The Research on K-12 Service-Learning,” in James C. Kielsmeier (ed.), *Growing to Greatness 2004*, St. Paul, MN, National Youth Leadership Council, 2004, p. 15. The same effects were not found for 4th and 8th graders.

⁴¹Smartworks, Inc., Flint Community Schools Service-Learning Initiative Evaluation Report, 2001-2002. Grand Blanc, MI: Smartworks, Inc., n.d.

⁴²A. Furco, *Is Service-Learning Really Better than Community Service?* in A. Furco and S. Billig, (eds.), *Advances in Service-Learning Research*, Vol. 1, Service Learning: The Essence of the Pedagogy, Greenwich, CT: Information Age Publishers, 2002, pp. 23-50. <http://www.servicelearning.org/wgphp/library/?action=details&item=4227>.

⁴³M. M. Klute, *Antioch’s Community-Based School Environmental Education (CO-SEED): Quantitative Evaluation Report*, Denver: RMC Research Corporation <http://coseed.schoolsgogreen.org/01-02 CO-SEED Eval.Qual.pdf>

⁴⁴M. Laird and S. Black, *Service-Learning Evaluation Project*, presenta-

tion at the 2nd International Service-Learning Conference, Nashville, TN, October 2002.

⁴⁵N. Kraft and J. Wheeler, “Service-Learning and Resilience in Disaffected Youth: A Research Study,” in S. H. Billig and J. Eyuler (eds.), *Advances in Service-learning Research, Vol. 3, Deconstructing Service-Learning: Research Exploring Context, Participation, and Impacts*, Greenwich, CT: Information Age Publishers, 2002, pp. 213-238. <http://nekesc.org/JWNK/sl disaffected.pdf>.

⁴⁶W. Kim and S. H. Billig, *Colorado Learn and Serve Evaluation*, Denver: RMC Research Corporation, 2003; M. M. Klute, K. Sandel, and S. H. Billig, *Colorado Learn and Serve Evaluation*, Denver: RMC Research Corporation, 2002.

⁴⁷S. H. Billig, *Philadelphia Freedom Schools Junior Leader Evaluation*, Denver: RMC Research Corporation, 2002, <http://servicelearning.org/article/view/109/1/122>.

⁴⁸A. Melchior and L. N. Bailis, “Impact of Service-Learning on Civic Attitudes and Behaviors of Middle and High School Youth: Findings from Three National Evaluations,” in A. Furco and S. H. Billig (eds.), *Advances in Service-Learning Research, Vol. 1, Service Learning: The Essence of the Pedagogy*, Greenwich, CT: Information Age Publishers, 2002, pp. 201-222, <http://www.servicelearning.org/wgphp/library/?action=details&item=4227>.

⁴⁹S. H. Billig, S. Meyer, and L. Hofshire, *Evaluation of Center for Research on Education, Diversity, and Excellence*, Denver: RMC Research Corporation, 2003.

⁵⁰N.B.: Several items in this section were taken from listings in the research brief developed by S. H. Billig of RMC Research Corporation as part of the W. K. Kellogg “Learning in Deed” initiative, prior to 2000.

⁵¹J. Follmann, *Florida Learn and Serve: 1996-97 Outcomes and Correlations with 1994-95 and 1995-96*, Tallahassee: Florida State University, Center for Civic Education and Service, 199853

⁵²L. Stephens, *op. cit.*, M. Yates and J. Youniss, “Perspectives on Community Service in Adolescence,” *Social Development*, 5, 1996, pp. 85-111.

⁵³L. O’Donnell, *et al.*, “The Effectiveness of the Reach for Health Community Youth Service-learning Program in Reducing Early and Unprotected Sex among Urban Middle School Students,” *American Journal of Public Health*, Vol. 89, No. 2 (1999), pp. 176-81.

⁵⁴A. Melchior, *op. cit.*; J.P. Allen, G. Kuperminc, S. Philliber, and K. Herre, “Programmatic Prevention of Adolescent Problem Behaviors,” *Journal of Community Psychology*, 22, 1994, 1994, pp. 617-38; B. Shaffer, *op. cit.*

⁵⁵Carnegie Corporation and Center for Information and Research on Civic Learning and Engagement, New York: Carnegie Corporation, 2003. See full report at: <http://downloads.ncss.org/legislative/CivicMissionofSchools.pdf>.

⁵⁶National Commission on Service-Learning, *Learning in Deed: The Power of Service Learning for America’s Schools*, Washington, DC: National Service-Learning Partnership, 2002, www.learningindeed.org/slcommission/learningindeed.pdf.

⁵⁷See, e.g., Eliot Eisner, *Cognition and Curriculum*, New York: Teacher’s College Press, 1994; Howard Gardner, *Creating Minds*, New York: Basic Books, 1991; Leonard Shlain, *Art and Physics*, New York: William Morrow & Co., 1991; David N. Perkins, *The Intelligent Eye: Learning to Think by Looking at Art*, Santa Monica, CA: Getty Center for Education in the Arts, 1994; Heidi Hayes Jacobs, ed., *Interdisciplinary Curriculum: Design and Implementation*, Alexandria, VA: Association for Supervision and Curriculum Development, 1989.

⁵⁹Potter, Calvin et al. *Learning from Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum*. Madison, Wisconsin: Wisconsin Department of Public Instruction, 2000. pp. 36-39.

⁶⁰*Ibid*, pp. 72-75.

⁶¹Many provisions of the law encourage or allow service-learning as a strategy. For example, support for citizenship/civic education exists in: Title I (support for schools in need of improvement), Title III (language instruction for Limited English Proficient and Immigrant Students), Title IV (Safe and Drug-Free Schools), Title V (Character Education), and Title VII (promote cultural and inter-generational connections between students and elders). Also, see http://www.service-learningpartnership.org/service_learning/nclb.cfm

⁶²*Learning in Deed*, Washington, DC: National Commission on Service-Learning, 2002. See also www.learningindeed.org/policy

⁶³For more information about the First Amendment Schools project, or to see examples of existing First Amendment Schools, visit www.firstamendmentschools.org

⁶⁴This publication may be ordered from ECS at www.ecs.org/ecs-main.asp?page=/html/aboutECS/WhatWeDo.htm.

⁶⁵Both publications are available through www.ecs.org.

⁶⁶The Coalition defines a “community school” as: “...both a set of partnerships and a place where services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities. See *Community Schools: Partnerships for*

Excellence, Washington, DC: National Coalition for Community Schools, n.d., p. 2. Available as a pdf document on line at <http://www.communityschools.org/>.

⁶⁷<http://www.whatkidscando.org>.

⁶⁸Among the fruitful possibilities for “googling” are: Youth Civic Engagement (www.whatkidscando.org/youthcivicengagement/schoolfunding.html); The Harwood Institute (www.theharwoodinstitute.org/materials); Public Education Network (<http://www.publiceducation.org/>); Public Private Ventures (www.ppv.org); National Civic League (www.nationalcivicleague.org/homepage.html); National Center for Family and Community Connections with Schools (www.seidl.org/connections).

⁶⁹Available online as pdf document at: www.communityschools.org.

⁷⁰These programs are profiled in Pearson, S. S., *Finding Common Ground: Service-learning and Education Reform: A Survey of 28 Leading School Reform Models*, Washington, DC: American Youth Policy Forum, 2002, <http://www.aypf.org/publicatons/findingcommon-ground.pdf>.

⁷¹For more information on The Pipeline Project, visit www.street-law.org/.

⁷²For more information regarding SOLV, visit them at: www.solv.org.

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