



Connecting with Civic Learning and Engagement

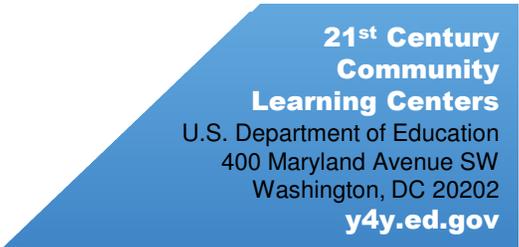
Webinar

September 16, 2013

1:00 p.m. ET



**YOUTH
FOR
YOUTH**



**21st Century
Community
Learning Centers**

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

y4y.ed.gov

Disclaimer

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How to Use the Technology

Y4Y Web-based Training
Online Professional
Development

21st CCLC

YO FOR YOUTH

21st Century Community Learning Centers
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
y4y.ed.gov

Participants: 2

Panelists: 2

Jim Kiley-Zufelt (me)

Jim Kiley-Zufelt (Host)

Attendees: 0 (0 displayed)

Chat

from Jim Kiley-Zufelt to All Participants:
...and it will display up here!

Send to: All Participants

Type your question or comment down here...

Send

Full Screen 114% View

Event number: 669 671 597 Audio broadcast disconnected

Connected Cisco



Goals & Objectives

- Understand what civic learning and engagement is and why it is a priority for the U.S. Department of Education and the 21st Century Community Learning Centers Program
- Learn how the Y4Y portal can enhance civic learning and engagement projects in your program
- Gain ideas and strategies from leaders in the civic learning and engagement field



Introductions

Host:

Natalie Lucas

Y4Y Content Specialist

Guest Presenter 1:

Felicia Sullivan

Senior Researcher, Center for Research on Civic Learning and Engagement (CIRCLE), Tufts University

Guest Presenter 2:

Jill Bass

Director of Curriculum and Teacher Development, Center for Action Civics/ Mikva Challenge



Poll



Background: Civic Learning and Engagement

- Priority for ED and the White House Office
- Launched June ' 13
- Taking PBL one step further
- New content on Y4Y



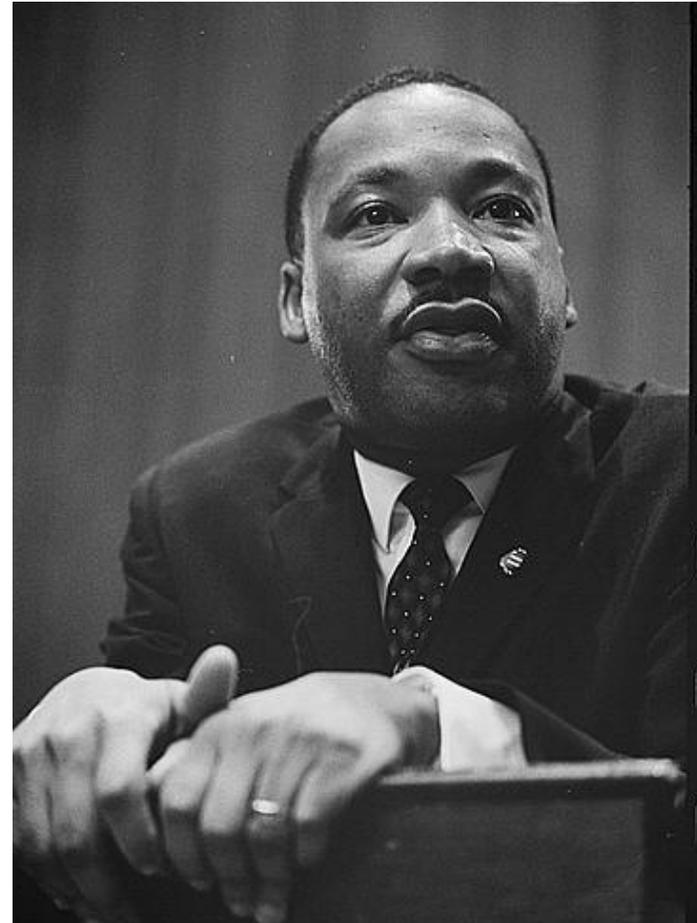


What is civic learning and
engagement?





“An approach that provides students with experiences, resources, and tools that help them develop the knowledge, awareness, understanding and skills necessary to be active, effective citizens prepared to address important issues in their community and the world at large.”



Martin Luther King, Jr.

Photographed by Marion S. Trikosko, 1964.

LC-DIG-ppmsc-01269 from:

Public Domain Images Online





Y4Y > Learn > Project-Based Learning

Project-Based Learning

Introduction



The introduction provides an overview of project based learning, including the benefits of authentic projects and engaging students in a process of inquiry. Learn how to design hands-on projects and move from a driving question to a culminating event to a reflection on learning.

Implementation Strategies



Find strategies to move project based learning into practice, including setting project goals and keeping projects student-centered. Learn how to sustain your project over time and how to document your project's progress.

Coaching My Staff



Learn how to coach staff to effectively plan projects, engage youth, and document learning. Identify ready-to-use tools to help you in building your staff's skills.

Tools



Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.





Civic Learning and Engagement in Action

What does civic learning and engagement look like in action? Watch this [video](#) to see an example of a dynamic civic learning and engagement project, then check out the examples below.

Examples of Civic Learning and Engagement

In each project example below, you will find elements of civic learning and engagement. As you click on each button representing the elements, text in the sample will be highlighted to show how the project demonstrates that element.

[Hands-on](#)

[Serves a purpose](#)

[Collaborating with community groups](#)

[Youth are at the center](#)

[Working with a government agency](#)

[Working toward social or political change](#)

Example 1: A group of 4th graders attend a City Council meeting to find out why there would be no more funding for the neighborhood swimming pool that they enjoy every summer. Once they understand the issue of competing needs, the students – joined by members of the local senior citizens' center – run their own fundraiser to contribute to the reopening of the pool. Together they present the funds raised to City Council and ask again for their support to reopen this community asset.

Example 2: A group of middle schoolers, seeing a problem with trash at local playgrounds, visit members of the recreation department in their town to determine the cause of the problem and find a solution. As a result of their investigation, they join forces with a local parent group and successfully petition the town to purchase six solar-powered, compacting trash cans – one for each playground.





Civic Learning and Engagement in Action

Hands-on

Serves a purpose

Collaborating with community groups

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Working with a government agency

Working toward social or political change

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Become Active Investigators

Young people, especially elementary aged children, may have a tough time pinpointing issues or problems that can be resolved through civic engagement. By becoming active investigators, youth can see firsthand some of the issues facing the community. Students of all ages can become better informed about what's working, what's not working, and what kinds of direct actions on their part could make a difference.

Active community investigation can take many forms, some simple and some more complex. Younger students may benefit from in-person experiences such as community walks designed to highlight such problems as litter, closed recreation areas, unsafe street crossings, and other local issues.

Older students may be able to set up and record interviews with public officials or community members who want to voice particular concerns. They may also use the Internet to research public policies, review community budgets, or document the history of a complex local issue.

Active research and investigation can take many forms. The list below provides some examples:

- Community mapping (a process whereby physical or digital maps are used to visually locate services, problem areas, or other entities)
- Community walks
- Interviews with public officials or community members
- Internet research
- Surveys and neighborhood canvassing (Note: Safety precautions must be taken whenever youth are completing an activity like canvassing.)
- Attending meetings and presentations (i.e., a town hall meeting or a neighborhood association meeting)
- Perusing historical records or newspaper clippings





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Try this [community mapping tool](#) to jumpstart your next civic learning and engagement project.

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Become Active Investigators

Address or ZIP Code:

19103

Radius:

5 Miles

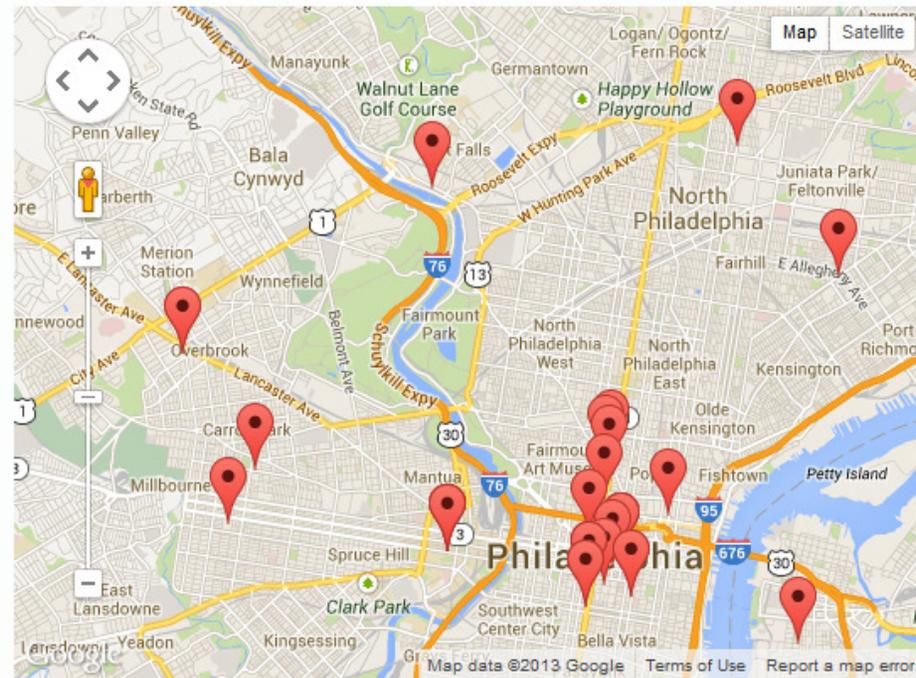
Search Filters

Topics [\[Select All\]](#) [\[Deselect All\]](#)

- Afterschool
- Bullying
- Community Development
- Disabilities
- Education, Training and Employment
- Health and Nutrition
- Homelessness and housing
- Mental Health
- Mentoring
- Parenting
- Positive Youth Development
- Substance Abuse
- Transition-Age Youth
- Violence and Victimization

Departments [\[Select All\]](#) [\[Deselect All\]](#)

- Dept. of Agriculture
- Dept. of Defense
- Dept. of Education
- Dept. of Health and Human Services
- Dept. of Homeland Security



[Print map](#)

Use the Print Screen button on your keyboard to save a copy of the map's results. Paste the map into a word document, PowerPoint or other program.

- Perusing historical records or newspaper clippings





Involving Community Partners Checklist

Use this checklist to identify potential community partners. Next, brainstorm and check off ways partners might be involved in Civic Learning & Engagement projects (or are involved currently).

Type of Partner	Name of Partner (Group, Organization, or Individual)	Options for Involvement						
		Interview or conduct research	Invite to program	Tour or visit	Meet to present an issue	Collaborate on project activities	Provide a service	Other:
Government:								
Elected Official								
Parks and Recreation Department								
Court House/Judicial Department								
City Council								
Fire Department								
Police Department								
State or Federal Department								
Other								
Community organizations:								
Neighborhood Civic Association								
Service group								
Advocacy group								
Local health organization								
Local environmental organization								
Local education organization								
Other								



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<http://y4y.ed.gov>





Involving Community Partners Checklist



Involving Community Partners Checklist

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		Interview or conduct research	Invite to program	Tour or visit	Meet to present an issue	Collaborate on project activities	Provide a service	Other:
Businesses:								
Local small business								
Large company with local office								
Other								
Schools:								
Neighborhood school								
College or University								
Other								
Other Ideas:								



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<http://y4y.ed.gov>



Learn More Library



Civic Learning and Engagement

External Videos

Publications

Web-based Resources

Lesson Plans & Activities

« Evaluate and Reflect

Acknowledgements »

Learn/Project-Based Learning/Introduction/Page 42



Learn More Library: Lesson Plans and Activities



The screenshot shows the iCivics website interface. At the top left is the iCivics logo. To its right are buttons for "Join iCivics", "Login", and "Donate". Below these are navigation buttons for "Home", "News", "About", "Play games!" (with a star icon), "Impact" (with a hand icon), and "Teachers, this way!" (with a right arrow icon). A search bar with the text "Search this site" and a "SEARCH" button is on the right. The main banner features the word "DRAFTING" in large white letters on an orange background, flanked by illustrations of hands holding pens. A central text box asks, "Who can craft the strongest argument? Choose your side and use the evidence to convince others to support your position!" with a "Play Now!" button. A green callout box says "Check out ALL our Games!". Below the banner are five game cards: "Power Play", "We The Jury", "Drafting Board", "Executive Command", and "Do I Have a Right?". Each card has a brief description of the game.

iCIVICS Join iCivics Login Donate

Home News About [★ Play games!](#) [✋ Impact](#) [Teachers, this way! ➔](#) Search this site **SEARCH**

DRAFTING

Who can craft the strongest argument? Choose your side and use the evidence to convince others to support your position!

[Play Now!](#)

➔ Check out ALL our Games!

<h3>Power Play</h3> <p>In Power Play, you'll coach a team of players competing to win power for state or federal government!</p>	<h3>We The Jury</h3> <p>Have fun deciding a tough case while learning about what jurors discuss in the deliberation room.</p>	<h3>Drafting Board</h3> <p>Drafting Board guides your students through the process of producing a clear and polished argumentative</p>	<h3>Executive Command</h3> <p>Ever wanted to be President for a day? In <i>Executive Command</i>, you can be President for four years!</p>	<h3>Do I Have a Right?</h3> <p>In <i>Do I Have A Right?</i>, you'll run your own firm of lawyers who specialize in constitutional law.</p>
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Learn More Library: Lesson Plans and Activities



voices from the **next generation**

WKCD
What Kids Can Do

FEATURE STORIES

NEXT GENERATION PRESS

OTHER WKCD SITES

SPECIAL COLLECTIONS

SHORT PUBLICATIONS

RESOURCES

ABOUT US



NEWSCLIPS FROM OUR
DAILY WIRE SEARCH

firesINTHE**mind**

UPDATES FROM WKCD'S
PRACTICE PROJECT

shoutout

CONTESTS AND SPECIAL
ANNOUNCEMENTS

SIGN UP FOR OUR MAILING LIST!

HAVE A STORY FOR WKCD?

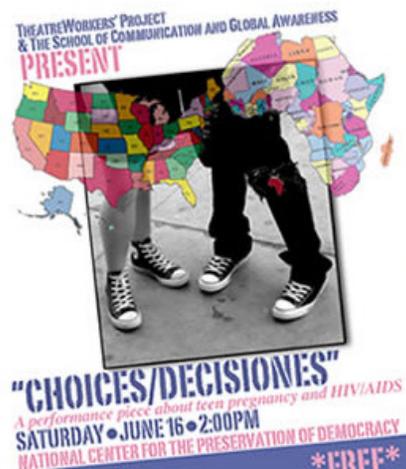
Want to bring public attention to your work? WKCD invites submissions from youth and educators worldwide.

Write to us

Your Stories

[Home » Your Stories](#)

[Share this page](#)



Usually, WKCD reporters write the stories on our website. But in **Your Stories**, we showcase the best examples our readers send in about how they created "powerful learning with public purpose." Each story includes a first person interview with WKCD, links, examples of student work, and, often, supporting curricula and guidesheets. (If you have a story to tell, click [here](#).)

Lighting Up the "Dismal Science" [7.13.11]

A wonderful example of "deeper learning" by high school students is "*Economics Illustrated*," a book self-published by 45 tenth gradestudents at High Tech High in San Diego. It consists of their short explanations of terms of art in the field of economics, accompanied by engaging articles that show how they relate to current events. Striking linoleum-block prints illustrate each entry, making the concepts even more memorable.





Guest Presenter 1:

Felicia Sullivan

Senior Researcher,
Center for Research on Civic Learning
and Engagement (CIRCLE),
Tufts University





Civic Engagement and Out-of-School Time

Felicia M. Sullivan
CIRCLE @ Tufts University
September 16, 2013





What is the primary way in which you
and the young people in your programs
civically engage?



Community Service in a Youth Engagement Zone



Photo from America's Promise Alliance website.



A Range of Civic Engagement Activities

Civic	Electoral	Political Voice
<ul style="list-style-type: none">• Community problem solving• Regular volunteering for a non-electoral organization• Active membership in a group or association• Participation in fund-raising run/walk/ride• Other fund-raising for charity	<ul style="list-style-type: none">• Regular voting• Persuading others to vote• Displaying buttons, signs, stickers• Campaign contributions• Volunteering for candidate or political organizations	<ul style="list-style-type: none">• Contacting officials• Contacting the media• Protesting• Petitioning• Boycotting / Buycotting• Canvassing



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Citizens should have the ability, agency and opportunity to move comfortably among these various types of civic acts.



Democratic Discussions



Photo from the Constitutional Rights Foundation website



Why should we care?

- African-American and Hispanic students are twice as likely as their white counterparts to score below proficient on national civics assessments. A similar civic knowledge gap exists between America's wealthiest and poorest students.
- Eligible minorities vote at about two-thirds the rate of their white counterparts.
- Families that make above \$75,000 per year are twice as likely to vote (and six times as likely to be politically active) as families that make below \$15,000 per year.
- Civic learning is unevenly distributed with fewer and lower-quality civic learning opportunities to minority and low income students.



Students Conducting a Mock Trial



P.S. 119 Amersfort School of Social Awareness.

Photo from school website –<http://blog.ps119amersfort.com/?p=1099>



Why is civic engagement important?

“According to the Center for Creative Leadership, tomorrow’s leaders will need to have: strong self-awareness; an ability to collaborate across sectors with deep empathy for the communities they serve; critical thinking skills to develop innovative solutions to complex challenges; and the courage to take action even in the face of stark adversity, including the crushing pressure of the status quo. This “growth mindset” requires rolling up one’s sleeves, swallowing a dose of humility, and getting immersed in reality – and I’m not talking about TV.”

SOURCE:

<http://www.whitehouse.gov/blog/2012/04/17/benefits-civic-engagement-tomorrows-leaders>



Community Problem Solving



Students present their solutions to community problems at a Civics Fair.
Photo from Mikva Challenge website



Why is civic engagement important?

Apart from providing a foundation for participation in a democracy, creating learning environments that focus on civic engagement can also build important skills and dispositions:

- Self-efficacy and confidence
- Pro-social behavior
- Interpersonal skills and collaboration
- Trust and social bonding
- Lead to increased academic achievement
- Civic health and economic vitality



Engaging in Controversial Issues



Photo from the Constitutional Rights Foundation website



What can you do?

Fall 2011 Guardian of Democracy report detailed these **proven practices**:

- Provide opportunities for youth voice and leadership
- Discuss current events and controversial issues
- Simulate democratic processes
- Build real world meaning through experiential community learning and involvement
- Ensure all young people have access to diverse activities outside of the classroom that meet their diverse interests
- Provide key knowledge and information about how government works

SOURCE:

<http://civicmission.s3.amazonaws.com/118/f0/5/171/1/Guardian-of-Democracy-report.pdf>



2013 Youth Jobs Rally in Boston



Photo by Marilyn Humphries
SOURCE: The Hyams Foundation website



Contact

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Guest Presenter 2:

Jill Bass

Director of Curriculum and
Teacher Development,
Center for Action Civics/
Mikva Challenge





Mikva Challenge

Democracy is a Verb!





What is

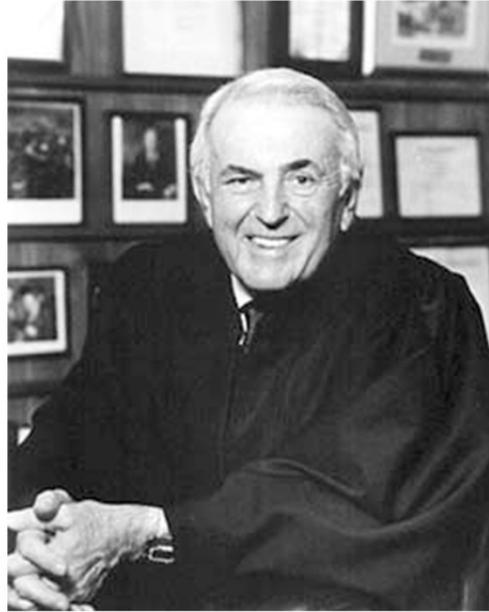
Mikva
Challenge

?





AP/World Wide Photos





Non-partisan





Non-partisan

Non-profit





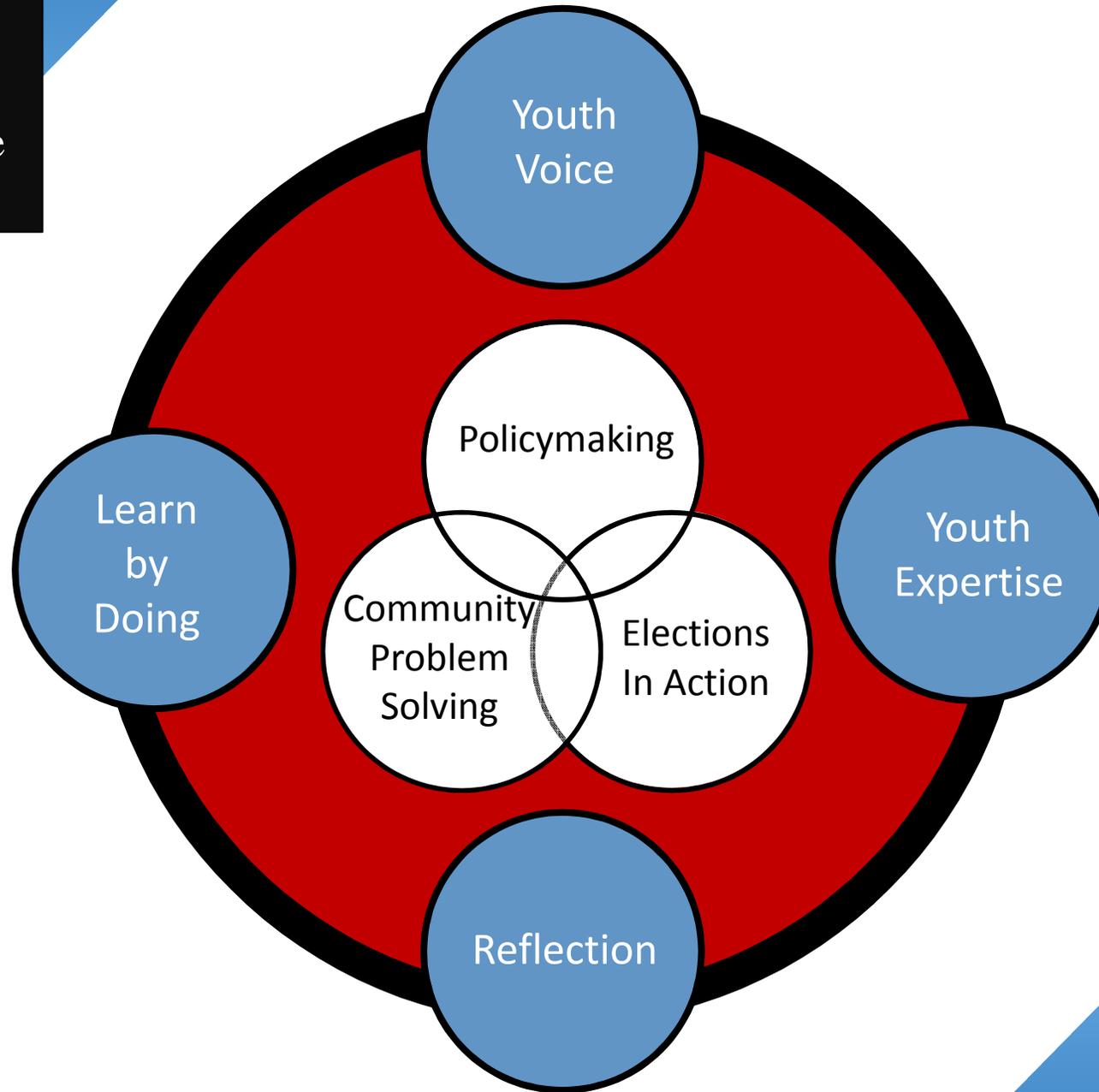
Developing Youth Leaders
Championing Youth Voice
Transforming Civic Education



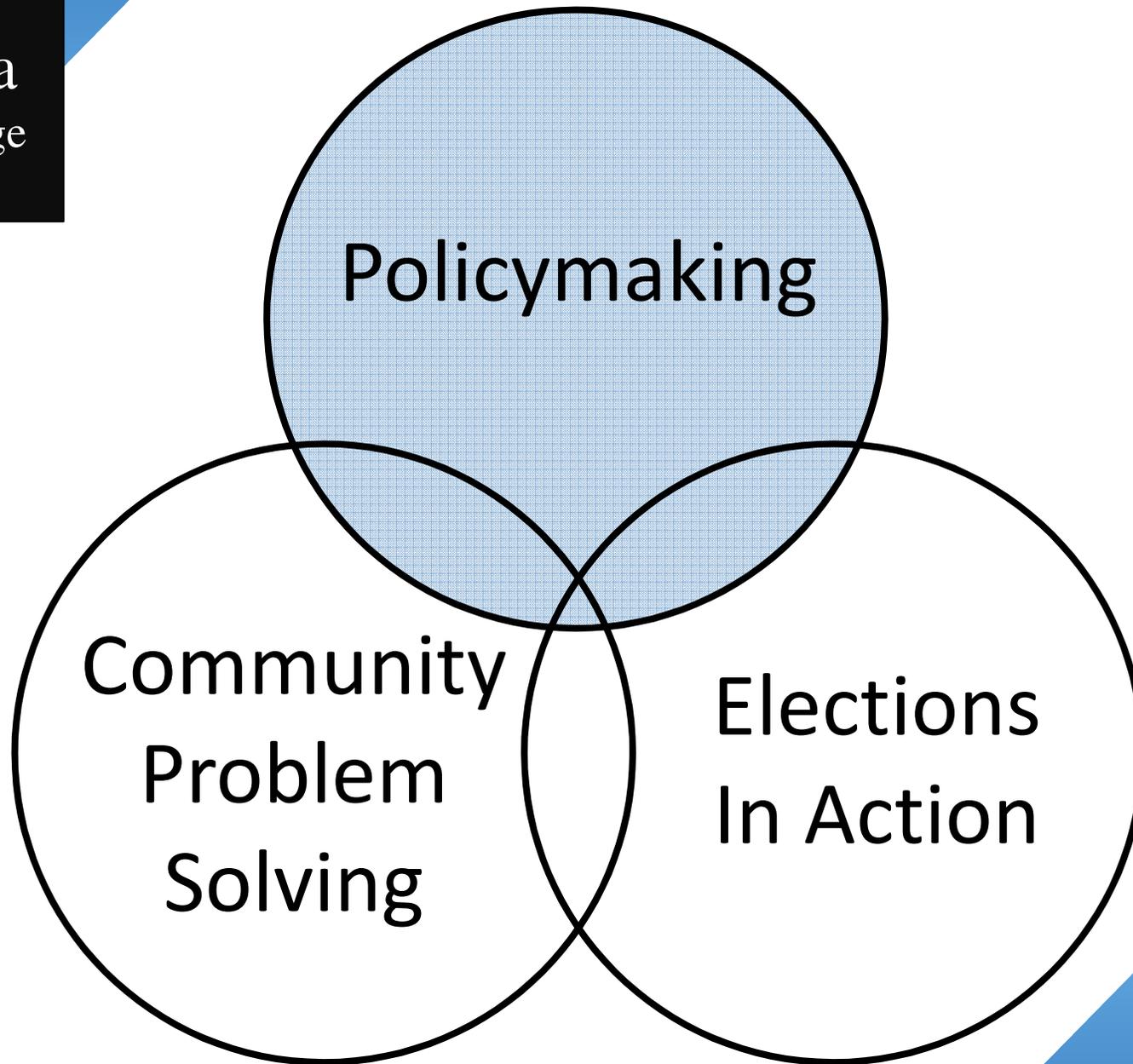
Mikva
Challenge



Mikva Challenge

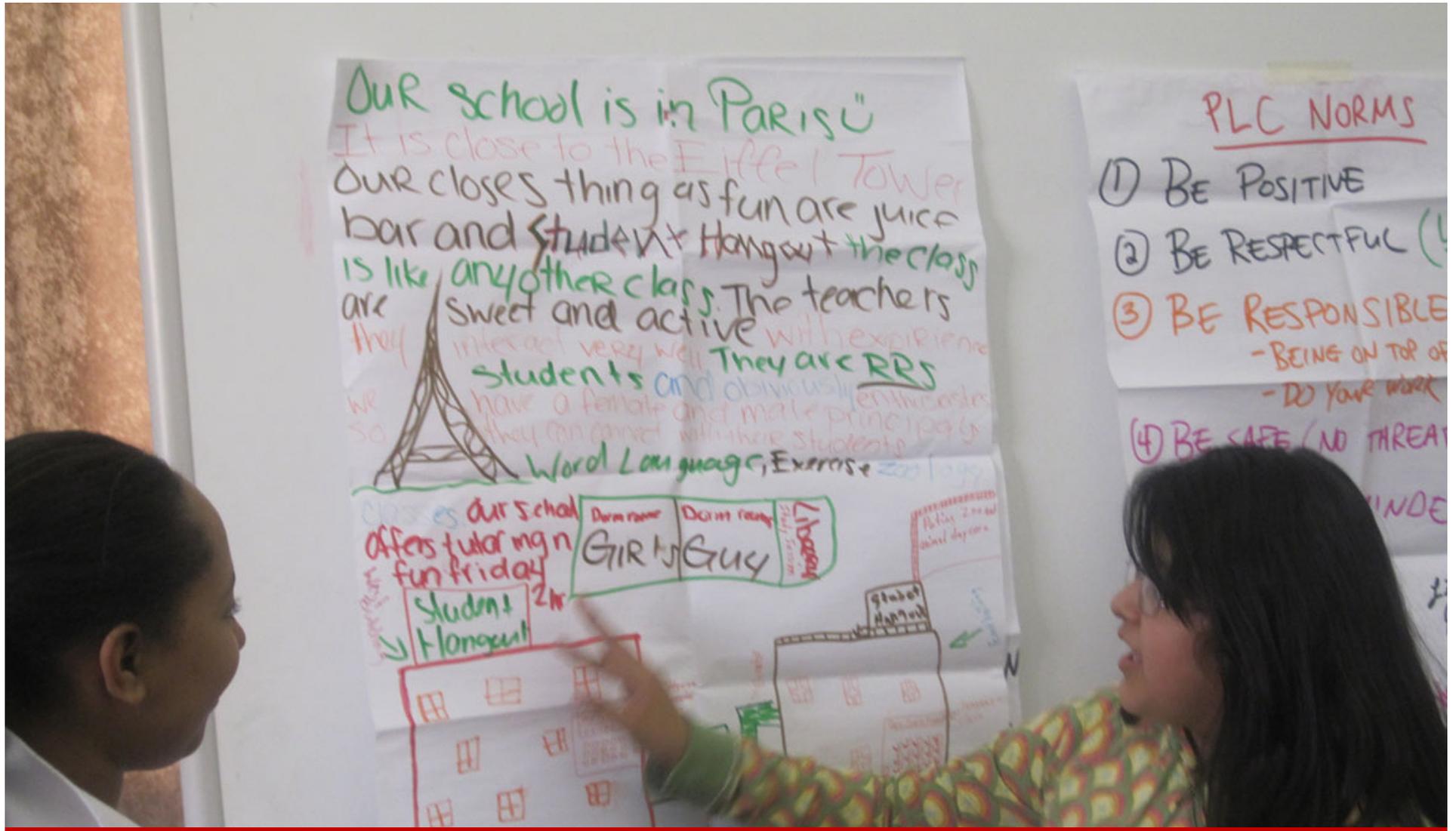


Mikva
Challenge





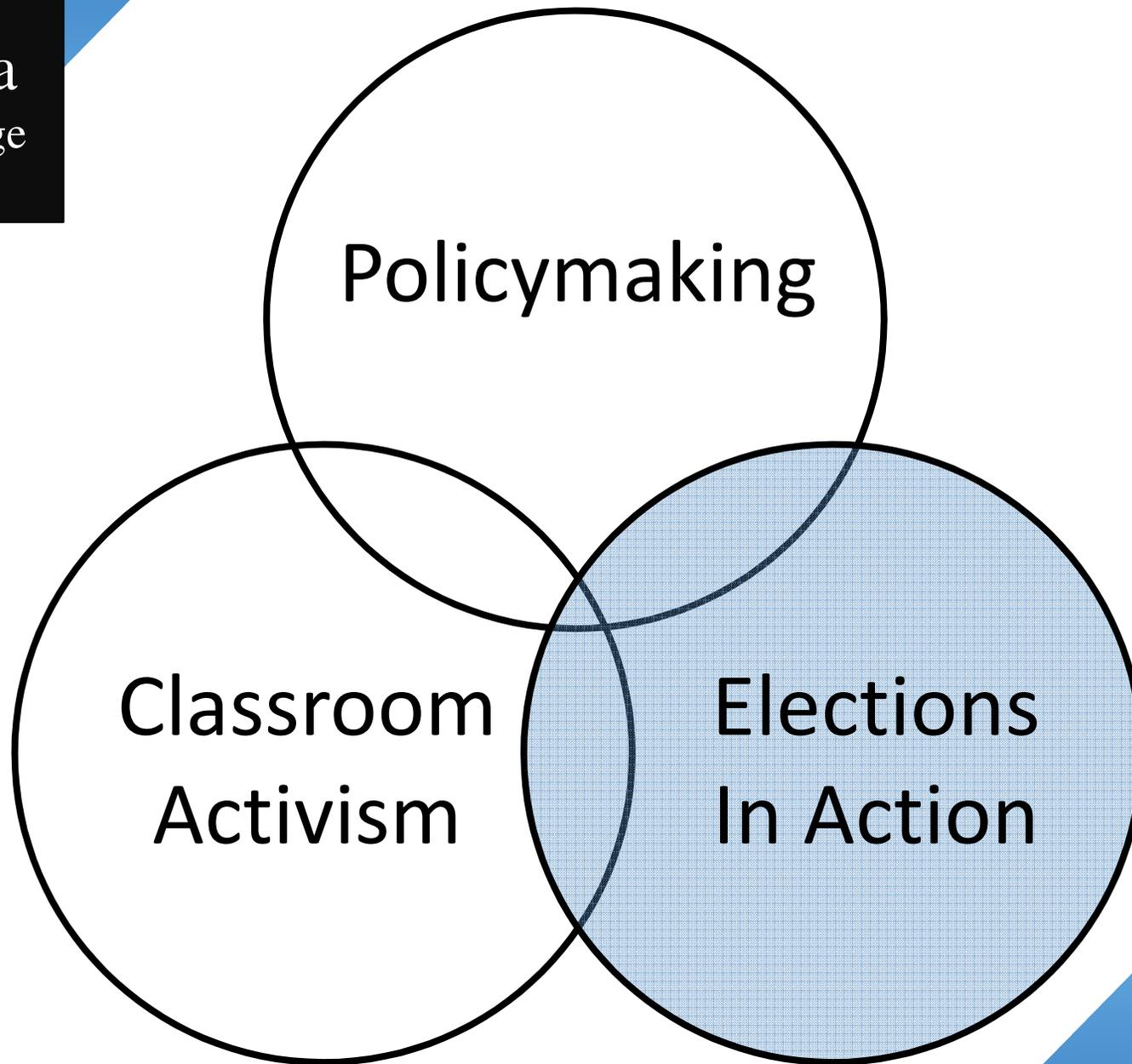




Polycymaking: Student Voice Committees



Mikva
Challenge





Elections in Action: Student Judges Program





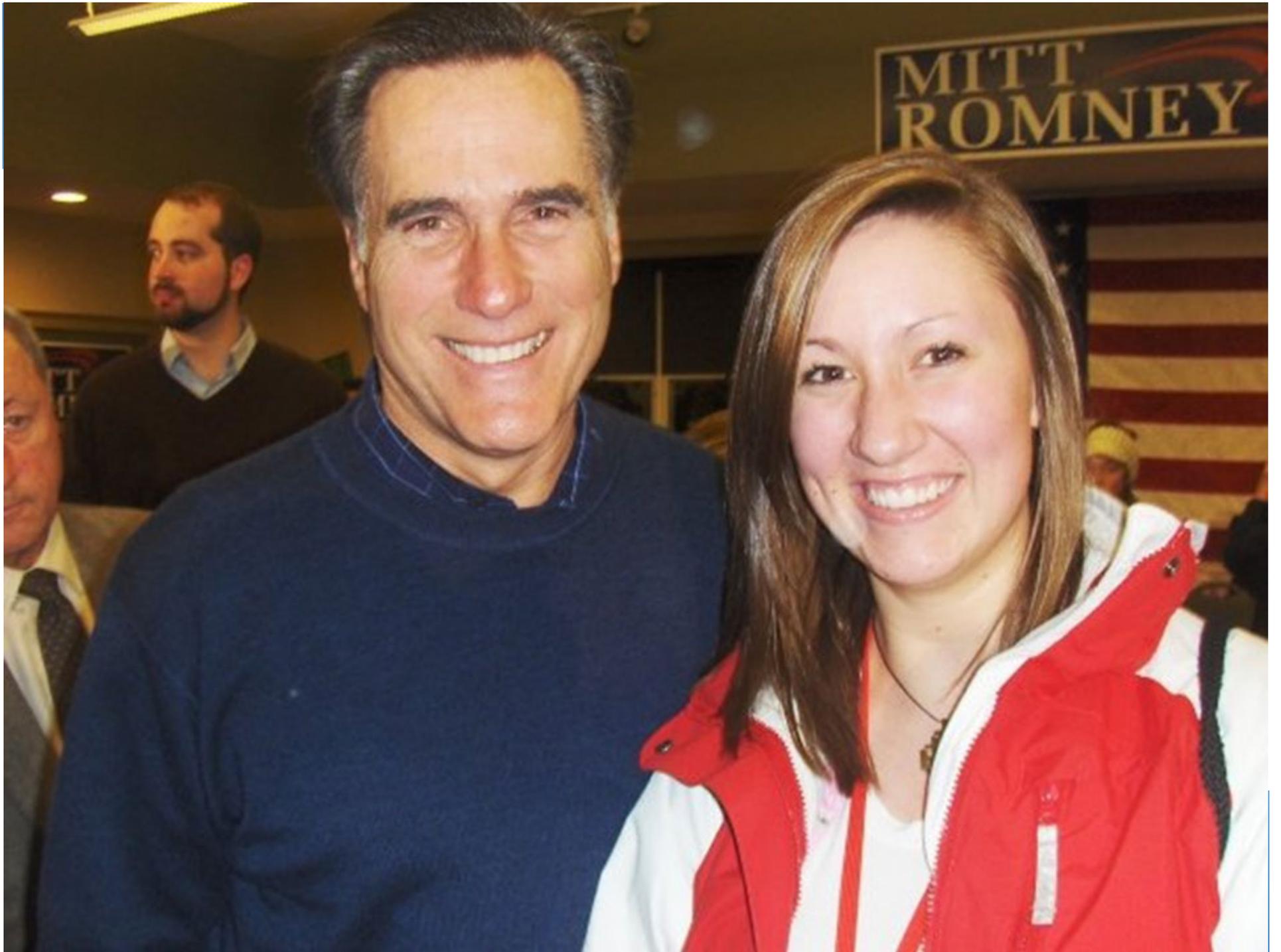






Elections in Action: Campaign Program







THE HEAT
HILLARYCLINTON.COM

TURN
AMERICA
AROUND
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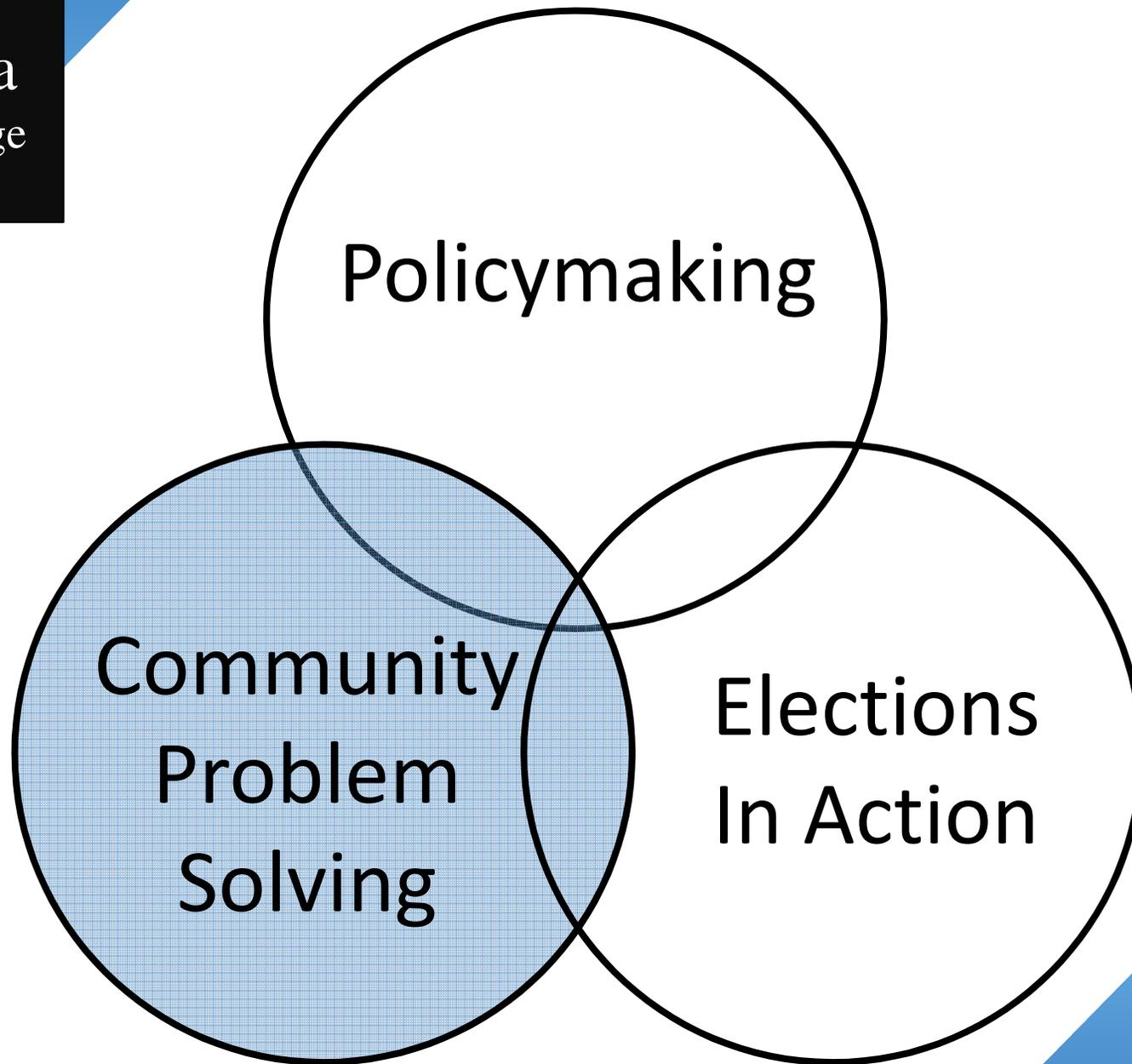
Hillary

for President
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HillaryClinton.com

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Community Problem Solving Steps





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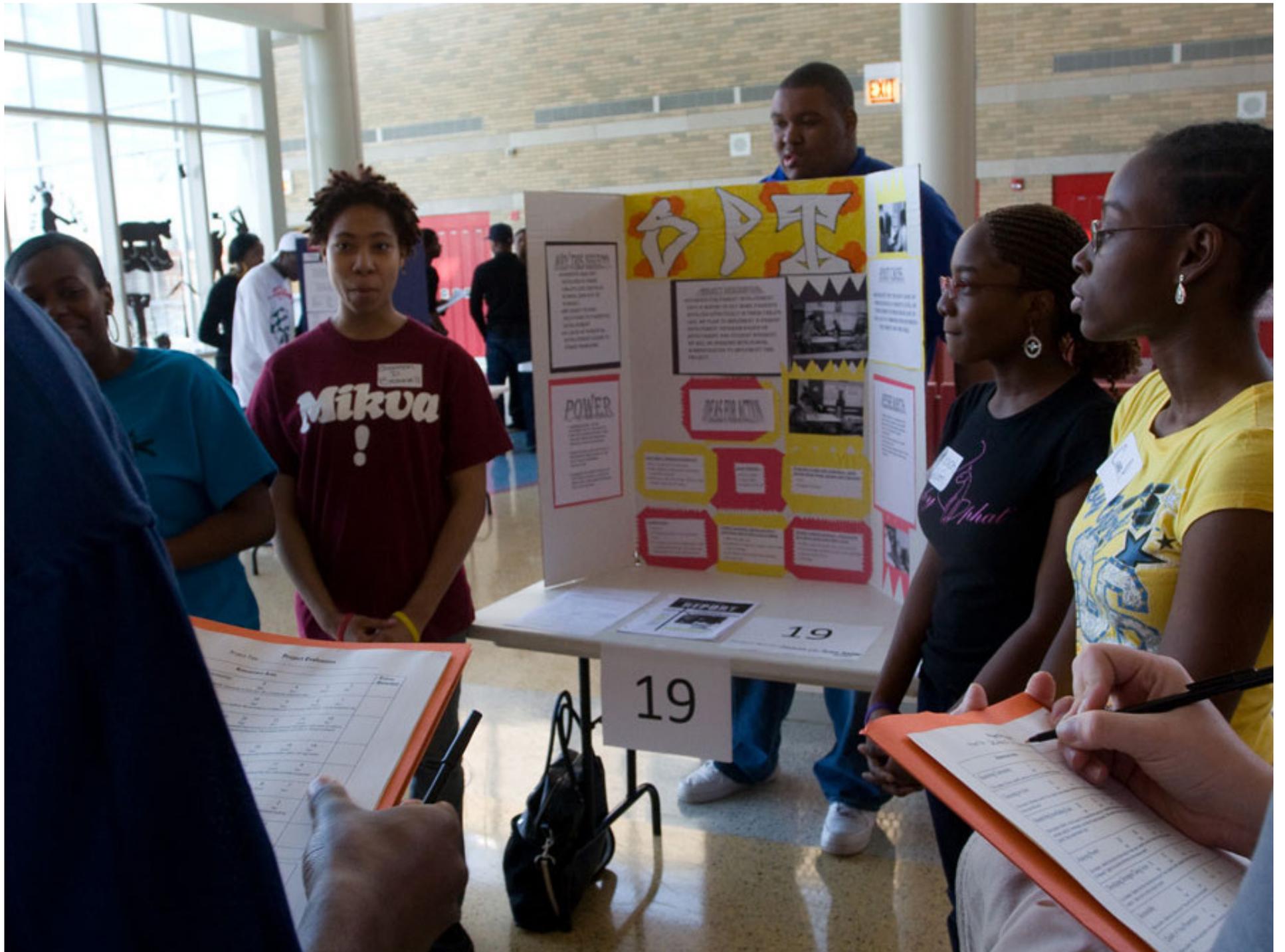
CATEGORY	GRADE
Prioritizes the future of the State of Illinois	F
Puts aside personal interests to fight for Illinois students	F
Works to guarantee that every school district has sufficient financial resources	F
Fights for a student's right to a quality education	F

CPS
Support School Funding Reform









A photograph showing the back of a man's head and shoulders. He is wearing a dark blue t-shirt with the text "Democracy is a verb." printed in white, italicized font. In the background, other people are visible, including a man with glasses and a woman wearing a dark blue baseball cap with a red flame-like logo. The setting appears to be an indoor community event or meeting.

Democracy is a verb.

www.actioncivics.org

jill@mikvachallenge.org

Thank You

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Web: <http://www.centerforactioncivics.org>



Q & A



Today's Webinar

- Understand what civic learning and engagement is and why it is a priority for the U.S. Department of Education and the 21st Century Community Learning Centers Program
- Learn how the Y4Y portal can enhance civic learning and engagement projects in your program
- Gain ideas and strategies from leaders in the civic learning and engagement field



Next Steps

Visit Network on Y4Y to:

- Download today's PowerPoint presentation
- View a recording of today's webinar
- Access resources highlighted in today's webinar

Don't forget to register!

<http://y4y.ed.gov/join>

Thank You!

