

EVIDENCE OF HOW SCHOOLS AND FAMILIES CAN WORK TOGETHER TO PROMOTE CIVIC EMPOWERMENT

A

dding to a growing list of empirical evidence, new research on *Kids Voting USA*—an interactive civics curriculum taught during election campaigns in 39 states—indicates that the program has positive effects on the civic and political growth of both students and their parents. “CIRCLE Working Paper 07: The Civic Bonding of School and Family” provides a comprehensive explanation of just how this program brings together two powerful institutions—schools and families—to address generational declines in political engagement. A copy of the paper can be downloaded from CIRCLE’s Web site (www.civicyouth.org).

According to the paper author, Dr. Michael McDevitt of the University of Colorado, “We felt it was important to focus our research on the under-examined but powerful linkage between school and family. The goal of the study was to develop a better understanding of how *Kids Voting USA* creates a civic bonding of school and family, in which students influence parents to pay more attention to politics, and parents encourage students to participate more actively in civic activities at school.” The paper includes findings from the first wave of a panel study in which over 500 high school students and their parents, representing over 150 schools, were surveyed in Maricopa County, AZ; El Paso County, CO; and Broward/Palm Beach Counties, FL. Focus group interviews were also held with students to supplement the survey data.

WHAT WORKS: ACTIVITIES THAT PROMOTE CIVIC GROWTH

Students in *Kids Voting* learn about civics by participating in a variety of activities such as taking sides in classroom debates, analyzing political cartoons, and even

One of the main purposes of this research was to determine which of these activities had the greatest influence on the civic growth of students. Two curriculum activities in particular—frequent classroom discussion about election issues and asking others to vote—stood out as the most influential with respect to students’ media use, cognition, discussion skills, political opinions, and civic behaviors and intentions.

working at polling sites. One of the main purposes of this research was to determine which of these activities had the greatest influence on the civic growth of students. Two curriculum activities in particular—frequent classroom discussion about election issues and asking others to vote—stood out as the most influential with respect to students’ media use, cognition, discussion skills, political opinions, and civic behaviors and intentions. For example, discussing election issues gave students the opportunity

Continued on page 2

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CIRCLE

The Center for Information & Research on Civic Learning & Engagement

Continued from page 1 to receive real-time feedback in response to their opinions on a variety of issues.

CLOSING GAPS ALONG ETHNIC LINES: THE CONTENT MAY MATTER

In addition to pinpointing the effects of different curriculum components, the study is the first to document systematic evidence that the *Kids Voting* program promotes equality of civic development among students from different racial and ethnic backgrounds. Traditionally, there have been substantial gaps between

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non-white and white students in many indicators of civic and political involvement, with white students scoring at higher levels. However, in El Paso County, CO Latino students (along with adolescents from other minority groups) scored the same as non-Latino white students on numerous indicators of civic involvement, including newspaper use, knowledge, strength of partisan opinions, and frequency of discussion. Here, the *Kids Voting* students followed the narrow defeat of Amendment 31—an initiative which would have curtailed bilingual education in Colorado. The gap-closing may have occurred as a result of Latino students applying what they learned through the curriculum to an issue that had a very direct and personal effect on their lives.

CREATING NEW FAMILY HABITS

While *Kids Voting* directly affected student behavior, at the same time it helped to alter family behavior. For example, according to McDevitt, “Families with students participating in the program increased the frequency with which family members encouraged each other to use news media; strengthened the perception of family members that they can carry on political conversations; and promoted an environment in which parents and students held strong opinions on political issues.” The paper shows that the interactive

CIRCLE (The Center for Information and Research on Civic Learning and Engagement) promotes research on the civic and political engagement of Americans between the ages of 15 and 25. Although CIRCLE conducts and funds research, not practice, the projects that we support have practical implications for those who work to increase young people's engagement in politics and civic life. CIRCLE is also a clearinghouse for relevant information and scholarship. CIRCLE was founded in 2001 with a generous grant from The Pew Charitable Trusts and is now also funded by Carnegie Corporation of New York. It is based in the University of Maryland's School of Public Affairs.

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curriculum causes a “boomerang influence,” in which students initiate conversations with their parents about political issues, which in turn stimulates parent conversations about such issues and leads to more parental interest in their children’s civic education.

RECOMMENDATIONS FOR CIVICS INSTRUCTION

In light of these findings, the authors offer the following recommendations for civic education.

1. School administrators and parents should encourage teachers to allow for political discussion and debate, even if the topics are contentious. Frequently in the focus groups, students stressed the need for enthusiastic teachers who engage students in the learning process with interactive approaches.
2. Schools should engage students and families through issues that *directly and personally affect them*. While many of these students were already interested in politics, they suggested that their peers would become more involved when issues that were highly relevant to them were emphasized at school. Some of these topics include higher education funding, drinking age, voting age, and school policies. In addition, many students explained that their use of media was partially determined by whether news sources presented information of direct interest to teens.
3. Teachers should implement activities such as student campaigns that mobilize adults to vote. Along with classroom discussion, service-learning activities and the act of encouraging others to vote are the types of activities that empower students and heighten their sense of political efficacy. ★

TABLE 1: Most Effective Kids Voting Curriculum Components

CURRICULUM COMPONENT	POSITIVE EFFECT ON STUDENT*				
	MEDIA USE	COGNITION	DISCUSSION	OPINIONS	CIVIC BEHAVIOR AND INTENTIONS
DISCUSSING ELECTIONS IN CLASS	■	■	■		
TEACHER ENCOURAGEMENT TO EXPRESS OPINIONS					■
TAKING SIDES IN DEBATES					
ANALYZING POLITICAL CARTOONS		■			■
ANALYZING POLITICAL ADS					
SERVICE-LEARNING					■
WORKING AT POLLING SITES					
ENCOURAGING PEOPLE TO VOTE	■	■	■	■	
FAMILY HOMEWORK ASSIGNMENTS					
VOTING WITH PARENT					

*All of the reported positive student effects presented are statistically significant at varying levels.

Please see the appendix of CIRCLE Working Paper 07 for more information on the correlations.

RESEARCH ROUNDUP

The Research Roundup column highlights recent research findings commissioned or generated by CIRCLE. Also included is an update on new CIRCLE products such as Fact Sheets, Recommended Research Articles, Recent Research Abstracts, Literature Reviews, and Data Sets.

OLD-FASHIONED STRATEGIES PERSUADE LATINO YOUTH TO VOTE

Over the past twenty years, the Latino population has doubled and now constitutes the largest minority group in the United States. Moreover, this population is young, with a median age of 26, and represents a potential bloc of voters who could shape policy for many years to come. So far, unlike immigrant groups in the past, this rapidly expanding group has not realized its own voting power.¹ According to “CIRCLE Working Paper 10: Mobilizing the Latino Youth Vote” by Dr. Melissa Michelson of California State University, Fresno, one powerful way to address the problem of low Latino voter turnout is to “return to old-fashioned personal canvassing efforts.” In particular, the paper presents evidence that Latino youth (ages 18-25) are more likely to vote if asked to do so face-to-face.

FINDING WHAT WORKS: THE MESSAGE OR THE MESSENGER?

In the fall of 2002, Michelson conducted a randomized field experiment in Fresno, CA to increase voter turnout among young Latinos. The purpose of the experiment was to determine if the effectiveness of canvassing varies among registered voters of different races and ethnicities. Is canvassing equally effective in getting both registered Latinos and registered voters of other ethnic and racial backgrounds to cast a ballot? In addition, the experiment tried to determine if (1) the race/ethnicity of the canvasser and/or (2) the message delivered by the canvasser had any effect on the number of voters mobilized.

The experiment involved sending forty matched pairs of canvassers (either two Latinos or two non-Latinos) door-to-door during the final two weekends before the gubernatorial election to urge registered young people to vote. Each voter was randomly assigned to receive one of two messages. They were either given a message stressing civic duty or one that stressed community solidarity.

LATINO ACTIVISTS SUCCESSFULLY MOBILIZE LATINO VOTERS

Michelson found that going door-to-door and asking registered voters to vote on Election Day indeed led to increased turnout among young Latinos. In addition, the study revealed that Latinos

were more likely to vote if contacted by another Latino than if contacted by someone of another ethnicity.²

Latino canvassers were also more effective in getting potential voters, especially Latino voters, to open their door to listen to the canvassers’ message. This could be due to a number of reasons. Michelson states, “It is possible that Latino residents were more likely to open their door if approached by other Latinos or it could be that the Latino canvassers were more comfortable in these neighborhoods and thus had more effective strategies for making contact with potential voters.”

Finally, the study revealed that the content of the mobilization message appears to not have an effect on turnout. Those who received the civic duty message were no more or less likely to vote than those receiving the community solidarity message. Michelson’s findings indicate that the fundamental key to increasing Latino turnout lies in increasing the face-to-face contact with Latino voter activists. She concludes, “Turnout rates for young Latinos [are] likely to remain low unless dramatic changes are made to get-out-the-vote efforts. In order to increase Latino turnout, more Latinos need to have face-to-face contact with a voter mobilization activist. In order to have a real impact on the young Latino vote, these efforts must be made by Latino activists.”

A copy of the paper can be downloaded from CIRCLE’s Web site (www.civicyouth.org). 

SKILLS FOR EFFECTIVE CIVIC ACTION

Written for educators and researchers alike, “CIRCLE Working Paper 06: The Role of Civic Skills in Fostering Civic Engagement” by Dr. Mary Kirlin takes a look at what we know and don’t know about the skills that are crucial for active participation in civic life. The paper gives a comprehensive snapshot of the broad and varied research findings on civic skills—skills that enable people to take effective civic action such as writing letters to a member of Congress or defending a position on a public issue. In addition, the paper includes a new typology of civic skills and provides direction for future research. A copy of the paper can be downloaded from CIRCLE’s Web site (www.civicyouth.org).

¹ The Latino population in the United States faces two barriers to voting that will likely be overcome in the future. First, a large portion of the population is below the legal voting age of 18. Second, many Latinos living in the United States are currently ineligible to vote because they have not yet become naturalized citizens. For more information see *CIRCLE Fact Sheet: Electoral Engagement Among Latino Youth*.

² The only canvassing efforts that had a statistically significant impact on voter turnout were the Latino-on-Latino personal contacts.

RESEARCH ROUNDUP

FROM YOUTH PROGRAMS TO POLITICAL SCIENCE, A BROAD INTEREST IN CIVIC SKILLS EXISTS

The literature review gives a wide-ranging synopsis of the most important research findings to date on civic skills. Covering the work of educators, experiential program leaders, psychologists, political scientists, and those who study youth development, Kirlin maps out how these experts connect civic skills to civic engagement. She finds that each discipline has made important first steps in documenting which skills young people need to develop in order to lead active civic and political lives.

For example, education researchers have investigated what students *should* know about civics and what students *actually* know. Their work formed the backbone of both the National Standards for Civic Education and the National Assessment of Educational Progress (NAEP). At the same time, political scientists such as Verba, Schlozman and Brady¹ conducted ground-breaking research that helped to define and measure the concept of civic skills. Finally, developmental psychologists along with experiential program leaders have documented how young people practice and develop civic skills through their involvement in local groups, organizations, and institutions. Approaching the subject from different angles, the various disciplines provide a rich yet dispersed discussion of the skills one needs to be active in civic and political life.

CREATING A COMMON FRAMEWORK FOR UNDERSTANDING CIVIC SKILLS

In addition to bringing together what different fields and disciplines know about civic skills, Kirlin organizes and synthesizes the many divergent findings. The result is a typology of civic skills (see page 6) made up of the four dominant skill categories that emerged in the research: organization, communication, collective decision-making, and critical thinking. While the typology was originally designed to help researchers examine the different environments in which civic skills are acquired, it can also be used by school and youth program administrators interested in a quick list of specific civic skills.

FUTURE RESEARCH NEEDS: MOVING BEYOND THEORETICAL PERSPECTIVES

According to Kirlin, “The literature about civic skills is very promising but leaves many unanswered questions.” Following is a sample of observations included in the literature review about the state of knowledge concerning civic skills as well as questions to be explored in future research.

1. Civic skills are not well defined. Verba et al provide a very good beginning for defining communication skills, and an acceptable start for identifying organization skills, but more remains to be done in the remaining categories of collective decision-making and critical thinking.
2. We need to better understand how to measure many of the items that are emerging as civic skills. For example, how do we measure whether an individual possesses the civic skills needed to effectively work in a collective decision-making arena?
3. The various disciplines have different ideas about how civic skills relate to broader questions of civic engagement, civic socialization, and political participation. A cross-disciplinary approach is likely to be the most fruitful for obtaining more complete answers, especially about the process of civic skill acquisition for adolescents.
4. Ultimately, this research is useful not only for understanding factors in political participation, but also for encouraging political participation. Thus, civic definitions must eventually be linked to pedagogical, curricular, and program design elements and subsequently made available to teachers and program developers. ★

EDUCATION AND CIVIC ENGAGEMENT: DOES PUBLIC INVESTMENT PAY OFF?

Political scientists have long shown that people with higher levels of educational attainment tend to vote at higher rates, know more about how the government works, and overall are more civically engaged. In fact, a major reason for establishing public schools was the belief that education boosts citizenship. Two new CIRCLE

¹ Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. 1995. *Voice and Equality: Civic Volunteerism in American Politics*. Cambridge: Harvard University Press.

RESEARCH ROUNDUP

TABLE 2 SELECTIONS FROM THE TYPOLOGY OF CIVIC SKILLS

Author, year	Skills as defined by author(s)	Organization, communication, collective decision making or critical thinking	Empirical measurement if available
Battistoni in Mann and Patrick 2000, similar listing in Battistoni 2003	"achieve compromises and solve problems when conflict occurs" pg. 36	Collective decision making	
Boyte in Mann and Patrick 2000	Work in a team	Collective decision making	
Morse 1993	"practice in dealing with difficult decisions for which there are no right or wrong answers"	Collective decision making	
Verba, Schlozman and Brady 1995	Write a letter	Communication	Written a letter?
Verba, Schlozman and Brady 1995	Make a speech or presentation	Communication	Given a presentation or speech?
Torney-Purta 2002	Skills tested in 14 year olds include the ability to interpret political communication (leaflets and cartoons)	Communication	
Patrick 2003 and National Standards for Civics and Government (Center for Civic Education 1994)	Synthesizing and explaining information about political and civic life	Critical thinking	
Patrick 2003 and National Standards for Civics and Government (Center for Civic Education 1994)	Evaluating, taking, and defending positions on public events and issues	Critical thinking	
Patrick 2003 and National Standards for Civics and Government (Center for Civic Education 1994)	Thinking constructively about how to improve political and civic life	Critical thinking	
Boyte in Mann and Patrick 2000	Plan strategies	Organization	
Morgan and Streb 2001	Help to plan the project	Organization	
Patrick 2000	Implementing policy decisions on public issues	Organization	
Verba, Schlozman and Brady 1995	Attend a meeting where decisions are made	Organization	Come to a meeting where you took part in decision making?

RESEARCH ROUNDUP

Working Papers by Dr. Thomas Dee of Swarthmore College take an in-depth look at this issue—considering factors ignored by previous research and providing new evidence that increased educational attainment indeed leads to increased civic engagement.

UNRAVELING THE RELATIONSHIP BETWEEN EDUCATION AND CIVIC ENGAGEMENT

In “CIRCLE Working Paper 08: Are There Civic Returns to Education?” Dee questions the reliability of prior research findings, which show a strong correlation between educational attainment and civic engagement. To examine whether additional education has a *causal* effect on future civic engagement, his study takes advantage of two events that constitute “natural experiments.”

Dee first shows that these two events—the increase in the number of two-year colleges and the passing of child labor laws—led to substantial increases in educational attainment. Dee also presents evidence that neither of these natural experiments improved civic behaviors or knowledge independently of their effects on education.

However, taking advantage of the variation in child labor laws and the availability of two-year colleges, Dee does find that there is a

causal link between higher levels of educational attainment and civic engagement. Specifically, Dee examines how much more likely a person is to vote and volunteer if they have entered college. He also assesses whether additional schooling influenced attitudes toward free speech and the frequency of newspaper readership. He finds that additional schooling increases voter turnout, support for free speech and newspaper readership but not necessarily the propensity to volunteer.

The results provide strong evidence that the amount of education one attains indeed has independent effects on both the quantity and quality of civic participation. These findings have significant implications for education policy. According to Dee, “The apparent existence of these civic returns implies that much of the long-lived hyperbole about the important role of education in a functioning democracy may be true.”

THE RELATIONSHIP BETWEEN CATHOLIC SCHOOLS AND VOTING

In “CIRCLE Working Paper 09: The Effects of Catholic School on Civic Participation,” Dee explores whether public and private schools have different effects on adult voter participation and volunteering. More specifically, he questions *Continued on page 12*

CIRCLE FACT SHEETS

CIRCLE has produced a number of Fact Sheets which are brief documents with basic information and graphs on various topics. The following new Fact Sheets can be found on CIRCLE's Web site:

- ≡ ***Electoral Engagement Among Latino Youth*** (March 2003) is a quick reference for facts on Latino youth voting and registration rates. In addition, it contains information on Latino attitudes towards the political process.
- ≡ ***Volunteering Among Young People*** (June 2003) presents information on the frequency of volunteering, trends in volunteering, and the organizations for which young people volunteer utilizing data from many sources.
- ≡ ***Media Use Among Young People*** (July 2003) illustrates the different ways in which young Americans gather news and information about politics.
- ≡ ***Group Membership and Group Involvement Among Young People*** (July 2003) presents an overview of group membership among different generations along with types of groups to which young people belong.
- ≡ ***Characteristics of Group Membership Among Young People*** (July 2003) gives a detailed picture of group membership among young people. In particular, differences in political ideology, race and ethnicity, gender and educational attainment among young group members are examined.
- ≡ ***How Young People Express Political Views*** (August 2003) provides a quick summary of how young people express their political views through contacting elected officials, boycotting products, and writing letters to newspaper editors.

FROM RESEARCH TO PRACTICE

From Research to Practice, a column dedicated to recognizing successful “bridges” between researchers and practitioners, reports on research with practical implications for youth civic engagement. Additionally, it presents concrete examples of how practitioners have applied this research to encourage the participation of young people in civic and political life.

INNOVATIVE STRATEGIES FOR BRINGING CIVIC EDUCATION TO LIFE

In February 2003, CIRCLE and Carnegie Corporation of New York released the consensus report *The Civic Mission of Schools*. The report outlines a number of recommendations and promising approaches for civic education. Many schools around the country already demonstrate effective methods to engage students in civic learning. The following schools are just a few that offer innovative strategies for bringing civic education to life.

At Cesar Chavez Public Policy High School in Washington, DC you will not find a course listing for *Civics 101*. But, you will find students researching policy issues, debating their positions in class, and designing “public policy capstones” – culminating projects that seek to address an issue. Students have volunteered, protested, lobbied, and written letters on issues ranging from the

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wages and working conditions of migrant laborers to the school ban on cell phones (since overturned). According to recent graduate Cristin Owens, “I feel like I can change things in my community. Before, if there was a problem in my neighborhood I would have moved away. Chavez taught me how to address community problems by rallying my neighbors, writing my representative, or sending a petition to the Mayor and City Council. I can now use what I learned to motivate others.”

The classroom plays an important role in providing students with information to contextualize issues, but students are also encouraged to learn directly from members of the community. Each junior does a 3-week fellowship at a policy-related organization or government agency. Students build up their policy portfolios and experience just in time to research and write a senior thesis on an issue of their choice. Penone Fowler, a rising senior, just completed a fellowship at the Alliance for Justice, where he learned first-

hand how different policies and programs can work to deter gun violence.

The work of high school students at Cesar Chavez may seem advanced, but the experience of students at Nursery Road Elementary School in Columbia, SC shows that you’re never too young to start *teaching* democracy. It all started when staff at Nursery Road began thinking of ways to change community culture and make voting a rite of passage worthy of celebration. They decided to throw a voter registration party for high school students, and put the skills of their own students to work. Fourth graders researched the process of voter registration, and sent letters to Irmo High School students explaining the details. Second graders designed raffle tickets, and teachers secured donations from local businesses. Kindergartners made festive bags of red, white, and blue M&M’s. When the day came—complete with balloons, candy, and almost 500 students—the Nursery Road students were ready. Third graders signed in their high school “guests” and guided them through the raffle process. Fifth graders registered new voters. And, second graders stamped and mailed the registrations. All of their party planning and teamwork paid off; at the end of the day, 300 new voters were registered! According to Sarah Sheely, Media Specialist at Nursery Road, the party was a great experience for everyone involved: “The teachers who were involved can’t wait to do it again next year. We already have a date set with the high school!”

The school’s enthusiasm for voting shows no sign of waning. Plans are in the works to bring newly-registered high school students back to Nursery Road Elementary to show off their voter registration cards and to register 3rd graders for school elections. Teachers are also planning ways to make the school a more exciting precinct for elections. They hope to offer refreshments, decorations, and even live music to encourage voter turnout.

Hudson High in Hudson, MA is another school that takes its civic mission to heart. Hudson builds its curriculum on the value of democracy. In fact, the idea of democratic town hall meetings has driven the architectural design of a new school building. Once construction is complete, students will meet in thematic “clusters” of 100-150 students where they will explore a shared interest in-depth. The new structure will encourage greater interaction between students and teachers, and will allow for a good deal of student input. Cluster members will discuss and debate school

FROM RESEARCH TO PRACTICE



Cesar Chavez students campaigning in the neighborhood.

issues, and brainstorm solutions. Each cluster will have a delegate to the Community Council where students will make recommendations for the school. Sheldon Berman, Superintendent of Schools, explains the philosophy behind the cluster model. “What we are doing is taking the bold step of creating small communities within the high school that involve students in the very governance of their school. And the students are very excited!” Each of these schools has been recognized as a First Amendment School in a program supported by the Association for Supervision



Students and faculty at Hudson High School discussing how the new cluster governance model will work.

and Curriculum Development and the First Amendment Center. The initiative recognizes schools that provide students and their entire school communities with opportunities to practice democracy and uphold inalienable rights. Sam Chaltain, Coordinator of the First Amendment Schools initiative sees public schools as potential “laboratories for democracy.” He explains, “Like everything else, democracy and freedom take practice. Where better to pass on those skills and that message than in our nation’s public schools?” ★

6 PROMISING APPROACHES TO CIVIC EDUCATION

The Civic Mission of Schools outlines approaches deemed most effective for teaching civic education.

1. Provide instruction in government, history, law and democracy by doing more than teaching rote facts about procedures.
2. Incorporate discussions of relevant current issues and events in the classroom, including complex and controversial topics.
3. Implement programs that link community service to formal curriculum and classroom instruction.
4. Offer extra-curricular activities that involve young people in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage student participation in simulations of democratic processes and procedures, such as voting, trials, legislative deliberations and diplomacy.

For more information on the schools above please view:

The Civic Mission of Schools webpage:
www.civicmissionofschools.org

First Amendment Schools
www.firstamendmentschools.org/

Cesar Chavez Public Charter High School for Public Policy
www.cesarchavezhs.org/

Nursery Road Elementary School
www.lex5.k12.sc.us/nres/default.htm

Hudson High School
www.hudson.k12.ma.us/

If you know of other schools that have put the “6 Promising Approaches to Civic Education” to work in schools, please contact us and let us know.

GRANTS

Our Grants column provides information on the CIRCLE grant application process. An up-to-the-minute list of funded proposals on youth civic engagement, their authors, and supported institutions is also included.

APPLY FOR CIRCLE FUNDING: THREE NEW RFPs ANNOUNCED

CIRCLE is pleased to announce three new grant competitions for research on the civic engagement of young Americans. The three RFPs and application guidelines can be found at www.civicyouth.org/grants. Please note that the deadline for submitting mandatory letters of inquiry is **September 19, 2003**. Anyone interested in applying for CIRCLE funding should visit our Web site, as our granting policies have changed.

CIRCLE grants are made possible by the generous support of The Pew Charitable Trusts and Carnegie Corporation of New York.

WHAT CIRCLE SUPPORTS

CIRCLE funds research, not practice. However, all CIRCLE-funded research should have implications for specified categories of practitioners such as legislators, candidates, teachers, educational administrators, youth-serving organizations, journalists, professional associations, or nonprofits that work to encourage youth voting and political participation. ★

PROPOSALS FUNDED BETWEEN FEBRUARY 2003 AND JUNE 2003

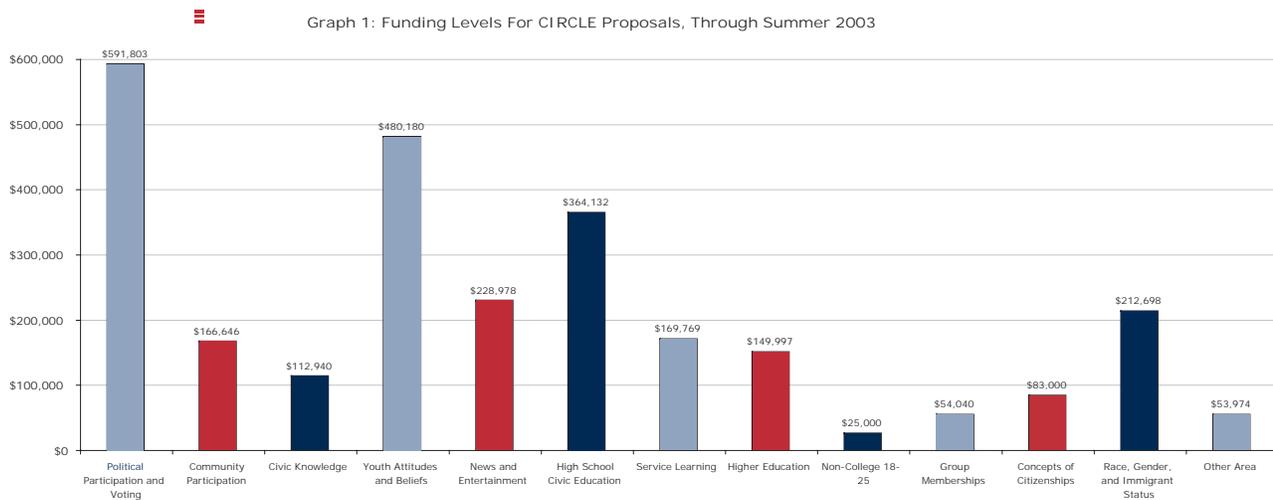
- | | |
|--|--|
| <p>1 “Giving Back to the Community: African American Inner City Teens and Civic Engagement”
Michelle Charles, Communications Consulting</p> | <p>6 “Throwing a Better Party: Mobilizing Institutions and the Youth Vote”
Daniel M. Shea, Allegheny College</p> |
| <p>2 “Best Practices in Nonpartisan Youth Voter Mobilization”
Carolyn Darrow, Youth Vote Coalition</p> | <p>7 “Powerful Spaces: Urban Youth, Community Organizations and Democratic Action”
Jennifer O’Donoghue, Stanford University, <i>Doctoral Candidate</i></p> |
| <p>3 “Making the Link: Religious Communities, Religious Identity and Civic Engagement Among Young People”
Anna Greenberg, Reboot</p> | <p>8 “A Conceptual Framework for Civic Education Reform”
Heather M. Voke, Georgetown University</p> |
| <p>4 “America’s Digital Generation: Youth, ICTs and the Impact on Civil Society”
Paul G. Harwood, University of North Florida</p> | <p>9 “Gender and Civic Engagement: Secondary Analysis of Survey Data”
Deborah L. Walsh and Krista Jenkins, Eagleton Institute of Politics, Center for American Women and Politics</p> |
| <p>5 “Generations, Agendas, and Participation”
Merrill Shanks, Douglas Strand, Henry Brady, and Edward Carmines, Survey Research Center, University of California, Berkeley</p> | |

PAST RESEARCH GRANTS

During its first two years, CIRCLE funded research on a variety of topics. Following are graphs showing the amount of funding allocated to each topic as well as the number of grants awarded by topic. *

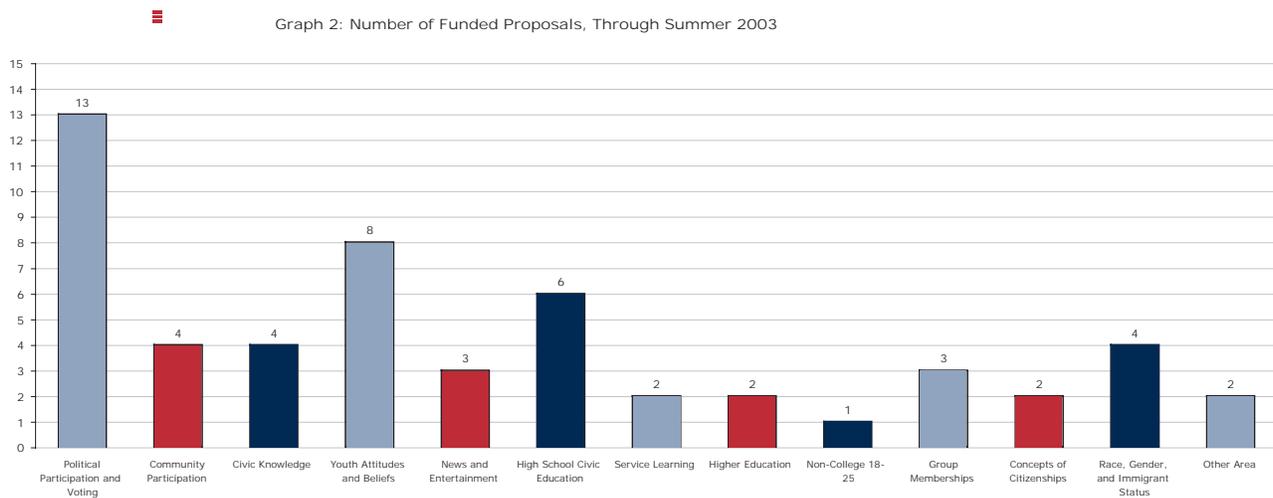
GRAPHS 1 AND 2

Graph 1: Funding Levels For CIRCLE Proposals, Through Summer 2003



Source: CIRCLE Funded Projects through Summer 2003.

Graph 2: Number of Funded Proposals, Through Summer 2003



Source: CIRCLE Funded Projects through Summer 2003.

Graph 1 and 2 Notes: Most CIRCLE grants can be categorized under one of the headings listed above. However, some grants are cross-cutting and therefore are listed under multiple categories.

Continued from page 7 whether Catholic schools do a better job than public schools in preparing students to be actively engaged in public life.

The study finds that students who attended Catholic high school in the 10th grade were more likely to vote as adults. This was true even when controlling for a wide variety of factors such as socio-economic status. However, the analysis also shows that those who attended Catholic school were no more likely to volunteer as adults than those who attended public school.

Dee cautions that readers should be aware of several caveats when interpreting the results. First, the correlation between Catholic education and adult voter turnout may be partly due to self-selection. For example, students whose families choose to send them to Catholic schools may have an unobserved propensi-

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ty for civic participation. Dee finds that the conventional approaches for addressing the selectivity issue do not appear to be valid in this context. He also cautions that non-Catholic private schools may have very different effects on the civic development of their students. Copies of both papers can be downloaded from CIRCLE's Web site (www.civicyouth.org).

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