



CIVIC LEARNING AWARD



For California Public Elementary, Middle, and High Schools

Application and Overview

2016–2017

NEW THIS YEAR!

Although paper applications will be accepted, this application is now available online. We encourage you to make your final submission online, at

https://fs10.formsite.com/dgenzer/form2/form_login.html.

Civic Learning Award Overview

PURPOSE

“The success of our nation and state depends on educated, informed and active citizens and residents . . . For *all* students in California to have access to a continuum of civic learning experiences starting in kindergarten—and to effectively respond to equity issues—we must embed robust civic learning throughout the K-12 experiences, both within and beyond school walls”

(California Task Force on K–12 Civic Learning, *Revitalizing K–12 Civic Learning in California: A Blueprint for Action* (August 2014), pp. 6, 30. <http://www.cde.ca.gov/eo/in/documents/cltffinalreport.pdf>

OBJECTIVE

To celebrate schools' efforts to engage students in civic learning and to identify effective and replicable civic learning models in California.

AWARDS FOR PUBLIC ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

Civic Learning Award of Excellence. Top-scoring schools receive a visit from the Chief Justice of California, a plaque, and an invitation to a California Gold Ribbon Award Banquet.

Civic Learning Award of Distinction. High-scoring schools receive a visit from an appellate court justice, a plaque, and an invitation to a California Gold Ribbon Award Banquet.

Civic Learning Award of Merit. Mid-scoring schools receive recognition from a local judicial officer.

SELECTION PROCESS AND RESEARCH-BASED PRACTICES IN CIVIC LEARNING

The application asks schools to describe their civic learning practices and programs, with an emphasis on those that incorporate research-based areas of effective civic education, as described in the *Guardian of Democracy: The Civic Mission of Schools* report from the Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools. A panel of experts from California will assess the applications for both depth and breadth of civic learning.

2016–2017 CIVIC LEARNING AWARD TIMELINE	
Letter of invitation to schools	September 2016
Application deadline	January 9, 2017
Announcement of winners	February 10, 2017
Completion of school visits	March–May

APPLICATIONS AVAILABLE ONLINE

<http://www.cde.ca.gov/eo/in/civiclearningaward.asp>

<http://www.courts.ca.gov/23201.htm>

NEW THIS YEAR!

Although paper applications will be accepted, this application is now available online. We encourage you to make your final submission online, at https://fs10.formsite.com/dgenzer/form2/form_login.html.

Instructions and Selection Process

Thank you for your interest in applying for a civic learning award! Please complete steps 1 through 3 below.

1. Review the *Six Proven Practices in Civic Education*, on pages 4–5, and the related links. Successful applications will include an emphasis on these practices.
2. Complete the Signature Sheet (page 6). Applications without the signature sheet will not be accepted.
3. Mail or e-mail the application—including the signature sheet, cover sheet, description, and attachments—so that they arrive by 5 p.m. on January 9, 2017, to:

Ms. Deborah Genzer

Judicial Council of California

455 Golden Gate Avenue

San Francisco, California 94102

E-mail: deborah.genzer@jud.ca.gov

4. Selection Process: A panel of experts will assess the schools for the depth and breadth of their civic learning programs, as described in their application. Follow-up questions may be asked and a validation visit may be required.

Applications are due by January 9, 2017.

Winners will be announced by mid-February 2017.

Six Research-Based Proven Practices in Civic Education

These proven practices are provided by the *Guardian of Democracy: The Civic Mission of Schools* report, from the Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania, the Campaign for the Civic Mission of Schools, the Center for Information and Research on Civic Learning and Engagement at Tufts University, the American Bar Association Division for Public Education, and the National Conference on Citizenship. Full copies of the report are available at <http://www.ncoc.net/guardianofdemocracy>. Schools are encouraged to examine the rubric for more guidance on how to show evidence of the proven practices.

PROVEN PRACTICE #1: Discuss current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives. When young people have opportunities to discuss current issues in a classroom setting, they tend to have greater interest in politics, improved critical thinking and communications skills, more civic knowledge, and more interest in discussing public affairs out of school. Conversations, however, should be carefully moderated so that students feel welcome to speak from a variety of perspectives. Teachers need support in broaching controversial issues in classrooms because they may risk criticism or sanctions if they do so.

PROVEN PRACTICE #2: Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction. Service programs are now common in K–12 schools. The ones that best develop engaged citizens are linked to the curriculum and:

- Consciously pursue civic outcomes, rather than seek only to improve academic performance or to promote higher self-esteem
- Allow students to engage in meaningful work on serious public issues; give students a role in choosing and designing their projects
- Provide students with opportunities to reflect on the service work
- Allow students—especially older ones—to pursue political responses to problems consistent with laws that require public schools to be nonpartisan
- See service learning as part of a broader philosophy toward education, not just a program that is adopted for a finite period in a particular class

PROVEN PRACTICE #3: Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities. Long-term studies of Americans show that those who participate in extracurricular activities remain more civically engaged than their contemporaries even decades later. Thus, everyone should have opportunities to join school groups, and such participation should be valued.

PROVEN PRACTICE #4: Encourage student participation in school governance. A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes. Thus, giving students a voice in school governance is a promising way to encourage all young people to engage civically.

PROVEN PRACTICE #5: Encourage students' participation in simulations of democratic processes and procedures. Recent evidence indicates that simulations of voting, trials, legislative deliberation, and diplomacy in schools can lead to heightened political knowledge and interest.

PROVEN PRACTICE #6: Provide instruction in government, history, law, and democracy. Formal instruction in U.S. government, history, and democracy increases civic knowledge. This is a valuable goal in and of itself and may also contribute to young people's tendency to engage in civic and political activities over the long term. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from politics.

RELATED LINKS

Civic Learning Award winners, 2013–2016: <http://www.courts.ca.gov/23201.htm>

Civic Learning Award Rubric, 2015–2016: <http://www.courts.ca.gov/23201.htm>, under the Criteria tab

State Superintendent of Public Instruction Civic Education Initiative:

<http://www.cde.ca.gov/eo/in/civicedinitiative.asp>

Note: Applicants are asked to describe articulation with the California State Standards and Frameworks.

- California State Standards: <http://www.cde.ca.gov/re/cc>
- California Curriculum Frameworks: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>
- California English Language Arts/English Language Development (ELA/ELD) Framework table of all content areas, including civic education: <http://www.cde.ca.gov/ci/rl/cf/elaeldvignapsnshots.asp>
- *Preparing Students for College, Career, and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects:* <http://www.lacoe.edu/Portals/0/Curriculum-Instruction/CA%20FINAL%20Preparing%20Students.pdf>
- *College, Career, and Civic Life (C3) Framework for Social Studies State Standards:* <http://www.socialstudies.org/c3>



CIVIC LEARNING AWARD



Signature Sheet

Please include this Signature Sheet with your application.

Please cut and paste electronic signatures or collect live signatures from the following education administrators and submit them with your application.

Name of School: _____

Name of School District: _____

I approve of my school's submitting an application to the 2016–2017 Civic Learning Award

Name of School Principal

Signature

Date: _____

I approve of my district's school application to the 2016–2017 Civic Learning Awards.

Name of School Principal

Signature

Date: _____

I approve of this school application to the 2016–2017 Civic Learning Awards.

Name of School Principal

Signature

Date: _____

Cover Sheet

Please include this Cover Sheet with your application.

School Name: _____

School Address: _____
Street

_____, CA _____
City ZIP Code

School District: _____

School District Address: _____

Contact Name: _____
Mrs., Ms., Mr., or Dr.

Phone: _____

E-mail: _____

Grade Levels Served by Your School: _____

Percentage of Your Student Population Who are English Learners: _____ %

Percentage of Your Student Population Who Qualify for Free or Reduced Lunch: _____ %

Number of Students Enrolled at Your School: _____

Number of Class, Club, and/or Program Descriptions Enclosed: _____

Name of School: _____

Name of School District: _____

Civic Learning Opportunity Description

You may submit a description of up to three different civic learning classes, clubs, and/or programs. Please copy this form for each submission and submit each copy with your application.

- Civic Learning Class/Club/Program Description #: 1 _____ 2 _____ 3 _____

- Name of Class/Club/Program: _____

- The class/club/program is
Required (for all students) _____ Required (for some students, such as remedial) _____ Elective/By Choice _____

- Please describe your class/club/program in one sentence:

SECTION A

1. What percentage of students will have participated in this class/club/program by the time they graduate from your school? _____ %

2. Check the number of years this opportunity has been offered at your school: 1-2 _____ 3-4 _____ 5+ _____

3. Circle the letter most appropriately describing the duration of the opportunity:
 - a. One event or one class period
 - b. Short term (2-5 class periods, once a week for 5 weeks, or 1 full week)
 - c. Mid-length (6-10 class periods, once a week for 10 weeks, or every class period for 2 weeks)
 - d. Long term (11 or more class periods, once a week for a semester, or every class period for a month or more)

4. What, if any, method is used to assess or evaluate students' civic learning:
Written _____ Oral _____ Performance-based _____ N/A _____ Other (specify evaluation method) _____

SECTION B

1. For items a–f, briefly describe how your program uses the *Six Proven Practices* (pages 4–5).
 - a. Discussion of current events and controversial issues, including their relevance to young people’s lives
 - b. Service learning or project-based learning experiences that are directly linked to curriculum and instruction and provide students with a chance to apply what they are learning to real-life situations
 - c. Extracurricular activities that give students opportunities to get involved in their schools, communities, and local government and to work together toward common goals
 - d. Student participation in school governance to cultivate a sense of responsibility and give students an opportunity to participate in the management of their own classrooms and schools
 - e. Simulations of the democratic process, such as formal debates, voting, mock trials, Model United Nations, and simulations or legislative deliberation
 - f. Provide instruction in government, history, law, and democracy, beyond rote facts and dry procedures (for example, civic learning inquiry and investigation may be integrated across the curriculum; students may be guided through a process of framing a civic inquiry of an issue relevant to students, investigating causes and potential solutions, engaging in civil dialogue, communicating conclusions, and taking informed action)

2. What is the civic purpose of the class/club/program?

3. Which of the following Local Control Accountability Plan (LCAP) Priorities are targeted outcomes for your students as a result of the class/club/program? Circle all that apply.
 - a. Improved attendance rates
 - b. Development of critical-thinking skills and problem-solving skills in relevant ways
 - c. Positive school climate
 - d. Increased student achievement in academic knowledge, skills, and/or dispositions
 - e. Other, please describe:

SECTION C *(information not used for scoring)*

1. When does this class/club/program occur? Please circle one choice.
 - a. During school hours
 - b. After school
 - c. Both

2. In what setting does the class/club/program occur?

<input type="checkbox"/> Advisory	<input type="checkbox"/> History / Social Science	<input type="checkbox"/> Math
<input type="checkbox"/> Science	<input type="checkbox"/> Sports / PE	<input type="checkbox"/> Student Club
<input type="checkbox"/> Interdisciplinary		

Other *(please provide the setting)*:

3. Select the best description of the grade level(s) involved. Circle all that apply.

K 1 2 3 4 5 6 7 8 9 10 11 12

4. Please check up to 3 categories that best describe your class/club/program:

<input type="checkbox"/> ASB / Student Government	<input type="checkbox"/> Civic Inquiry	<input type="checkbox"/> Community Projects	<input type="checkbox"/> Drives
<input type="checkbox"/> Culminating Projects / Senior Projects	<input type="checkbox"/> Mock Congress	<input type="checkbox"/> Mock Elections	<input type="checkbox"/> Mock Trials
<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Project-Based Learning	<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Service Learning
<input type="checkbox"/> Speech and Debate	<input type="checkbox"/> Student-Led Clubs	<input type="checkbox"/> Teen / Peer Court	<input type="checkbox"/> Town Hall

Other (please provide the category):

SECTION D

Please submit any supplemental material(s) that will help us understand your class/club/program, such as a lesson plan, student work, assessment tool, or photo(s). Limit 2 pages.

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Are you submitting another program?
Remember to copy the form to submit up to 3 classes/clubs/programs.

Do not forget to submit the completed Signature Sheet (page 6) with your application.