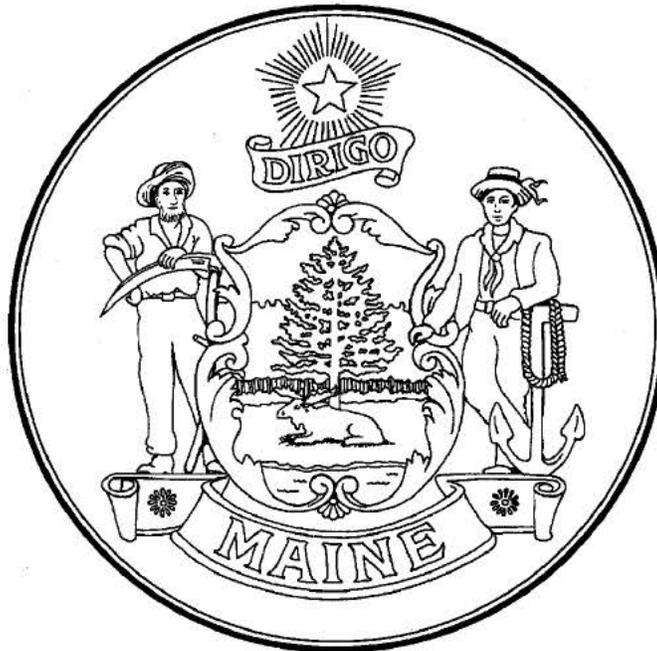


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**STATE OF MAINE  
121ST LEGISLATURE  
FIRST REGULAR SESSION**

**Final Report  
of the  
Commission to Study the Scope and  
Quality of Citizenship Education**

**February 2004**

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## Executive Summary

Resolve 2003, chapter 85 enacted by the 121<sup>st</sup> Maine Legislature authorized the formation of the Commission to Study the Scope and Quality of Citizenship Education (“Commission”). The Commission was comprised of 15 members and included representatives of the Legislature, State and local education agencies, public school educators and students, college administrators and students, the nonprofit education sector, and the business community. The Commission was convened in November 2003, and after establishing a work plan and designing a survey of citizenship education initiatives in Maine schools and colleges, an “ad hoc” working group was formed to review initial Commission discussions and to clarify problem statements, assets, and potential solutions to address the scope and quality of citizenship education.

The Commission focused its deliberations on the issues of the shared responsibility for citizenship education, integrating citizenship education and civic engagement throughout the curricular programs of our schools and colleges, supporting pre-service educator preparation and post-certification training and guidance for educators, engaging students in authentic citizenship experiences, and the need to convene a new task force to continue the work of developing strategies, resources, and implementation plans to monitor the further development of citizenship education in Maine.

Maine’s effort to identify current programs supportive of citizenship education in the public schools takes place against the backdrop of significant recent work at the national level. “*Every Student A Citizen: Creating the Democratic Self*”, published in 2000 by the Education Commission of the States, identified a deepening sense of civic disconnection among both youth and adults and recommended a revitalization of civics education through strengthening curricular programs, providing a venue for discussion of local political issues, increasing opportunities for students to participate in democratic institutions, and expanding service learning opportunities in the community. “*The Civic Mission of the Schools*”, published in 2003 by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement, makes the case that a vital founding purpose of the public schools appears to have been marginalized in recent years as schools have attempted to focus on core competencies in English, mathematics, and science; and concludes that without effective civics education, our system of public schools is failing to fully prepare much of the next generation to be competent and responsible citizens throughout their lives.

Among the conclusions and recommendations of these and other recent reports, a few common aspects come to the fore: (1) that it is necessary, but not sufficient, to acquire knowledge through the study of history and government; and (2) that building effective *skills* to act on civic knowledge, developing *attitudes and beliefs* that provide a personal context supportive of civic engagement, and having opportunities to participate in the civic and political life of their communities, are as important as gaining *knowledge*. These three core aspects of citizenship education -- **knowledge and skills, attitudes and beliefs, and political and community participation** -- run throughout this report and through to the recommendations of the Commission. The Commission’s recommendations include the following.

## **Recommendations for Enhancing the Scope and Quality of Citizenship Education in Maine**

**1. Integration with Maine’s System of Learning Results.** As part of the forthcoming review of Maine’s System of Learning Results (“Learning Results”) and the ongoing efforts to implement the comprehensive state and local assessment system required under the Learning Results, the Commission recommends that Maine policymakers and educators should integrate opportunities for real-life experiences and the development of civic participation skills throughout all content areas of the curriculum.

**A.** “Real life” experiences in civic engagement should be incorporated within the Learning Results, including genuine opportunities to develop the “habits” of an effective and engaged citizen; and citizenship education must extend beyond the content area of social studies and must begin earlier -- commencing in pre-kindergarten programs, continuing through elementary and secondary grades, and extending into postsecondary education programs.

**B.** As “Local Assessment Systems” are developed by school administrative units, assessment methods designed to measure student performance should consider a student’s community involvement and should include “real life” applications of a student’s knowledge and skills.

**2. Resources and Best Practices for Citizenship Education in Maine’s K-16 Education Systems.** The Commission recommends that State policymakers and education officials should use the resources, findings and recommendations contained in this report to engage other State policymakers, local education officials, educators, college faculty and administrators, researchers, and other key stakeholders in an effort to develop a resource guide to effective citizenship education in Maine. Furthermore, the Commission recommends that the membership of the task force convened by the Maine Department of Education and the State Board of Education to follow-through on the recommendations of this study should include policymakers, researchers and practitioners who can pull together effective and practical models of school- and college-based civic education and community-based citizenship engagement for consideration by Maine schools, colleges and communities. The new task force should also develop an action plan for engaging school administrative unit officials, students, parents, and community organizations in discussions about opportunities for integrating citizenship education into school units plans for aligning curriculum and assessment with the Learning Results. The new task force should also develop an action plan for engaging college and university faculty, staff and students in discussions about opportunities for integrating citizenship education into plans for general education reform and reform of the majors.

**3. Pre-Service Educator Preparation Programs and Post-Certification Training and Guidance for Educators.** The Commission recommends that Maine policymakers, including State and local education agency officials, should provide greater support for educators and administrators in our schools and colleges by integrating effective models and content-based

strategies of citizenship education into pre-service educator preparation programs, post-certification training initiatives, and guidance for all teachers and administrators.

**A.** Preparation programs, training initiatives, and guidance for educators should focus on providing educators with the knowledge and skills necessary to infuse civic skills, attitudes, and behaviors into curricular and co-curricular programs for our students. Educator preparation and post-certification programs at our colleges should be augmented with developmental opportunities for educators to earn credits or continuing education units for initial certification or recertification experiences offered through professional associations connected to the range of content areas.

**B.** Faculty and administrators of Maine’s educator preparation programs should meet with the task force convened by the Maine Department of Education and the State Board of Education to review the recently established “standards-based” certification system with an eye towards developing standards that more directly address the competencies necessary to effectively infuse civics education and citizenship engagement across the school curriculum.

**4. Civic Mission of Maine’s Colleges and Universities and Citizenship Engagement Opportunities for Maine Students.** The Commission recommends that the trustees and leadership of Maine’s colleges and universities should elevate citizenship education and student engagement in the civic life of their campus and surrounding communities as core aspects of their institutional missions. The Commission also encourages faculty and administrators at our higher education institutions to carefully consider the future social, political, and economic challenges facing our society, particularly the issues that confront our schools and educators in preparing our youth to become active and engaged citizens.

**5. Shared Responsibility and Shared Ownership of Citizenship Education.** State and local government officials should establish joint ventures with leaders in the public, non-profit, and private sectors of Maine to promote citizenship education, including cooperative efforts to organize conferences and activities for youth and collaborative efforts with schools and other youth-serving organizations, to engage youth through existing programs. State government leaders should also sponsor a “Blaine House Summit on Citizenship Education” that would identify opportunities for youth participation on State boards and commissions and that would focus on recruiting and training our youth to serve on these State boards and commissions.

**6. Engage Students in Authentic Experiences Across the Civic Spectrum of Their Communities.** The Commission recommends that Maine’s schools, colleges, and communities should promote citizenship education initiatives that engage students in genuine problem solving and decision-making opportunities. As part of the effort to foster a statewide dialogue regarding civic education and citizenship engagement, the Legislative Youth Advisory Council and Maine Legislators should conduct a series of public forums across the State to solicit ideas to address this important work. The Commission proposes that the youth and legislative members of the Legislative Youth Advisory Council should review the Michigan model of citizenship forums as a useful model in planning to undertake this initiative. The Legislative Youth Advisory Council and

Maine Legislators should report their findings and conclusions regarding issues that are important to Maine's youth to the Governor, the Legislature and the Judiciary, as well as to the task force convened by the Maine Department of Education and the State Board of Education to act on the recommendations of this Commission.

**7. Voter Education and Voter Registration.** The Commission recommends that Maine's schools, colleges, and public officials should collaborate on ways to integrate voter education and voter registration efforts targeting secondary school students across the State. The task force convened to follow up the work of this Commission should include the League of Women Voters and other key stakeholders in a review of these issues and should reflect upon the voter education and voter registration models in Connecticut and California to learn from these and other "best practices." The Commission also endorses the continuation and expansion of the "mock elections" program in the 8<sup>th</sup> grade. The Commission further proposes that the Legislature give serious consideration to implementing some version of LD 640 that proposes to allow youth who are not yet 18 years of age -- but will be at the time of a general election -- to vote in the primary election or state caucus (immediately preceding their 18<sup>th</sup> birthday) for the selection of candidates.

**8. Monitoring Civic Engagement.** The Commission recommends that Maine should develop a civic engagement index to track data on civic skills, attitudes, and behaviors of Maine youth. The task force convened to follow up the work of this Commission should review the North Carolina Civic Index and other measures of civic engagement and should develop a set of indices for Maine that builds upon the work begun by the "Maine Marks" index developed through the Muskie School of Public Service and the surveys conducted by the Maine Economic Growth Council that include questions about voter participation and charitable giving.

**9. Convene a New Task Force to Continue the Work.** The Commission recommends that the Department of Education and the State Board of Education should convene a task force to develop a more complete set of plans and strategies for implementation of effective citizenship education models and civic engagement practices in our schools, colleges and communities. This new study group should have a broader membership -- including legislators, educators, youth representatives and other key stakeholders -- and should address the recommendations proposed by the Commission, including the integration of service-learning into citizenship education and the infusion of citizenship engagement beyond our schools and colleges.

The Commission report includes draft legislation that will be submitted to 121<sup>st</sup> Legislature for consideration by the Legislature during the Second Regular Session.

## I. INTRODUCTION

The Commission to Study the Scope and Quality of Citizenship Education (“Commission”) was established during the First Regular Session of the 121<sup>st</sup> Legislature by Resolve 2003, Chapter 85. A copy of the authorizing legislation is attached as **Appendix A**. The 15-member Commission included four Legislators, a representative of the Department of Education, five individuals from the public schools with experience in civic education, service learning and related areas including a student, a teacher, a principal, a superintendent, and a school board member, a college dean of students and a college student, two individuals from the nonprofit education sector including one of whom represented kindergarten to grade 12 education and one of whom represented higher education, and a representative of the business community. The roster of Commission members is attached as **Appendix B**.

The Commission was established to examine the scope and quality of citizenship education programs in Maine schools and colleges. The Commission was charged with examining the following:

1. The extent to which citizenship education, including service learning, is currently included in the visions, missions, values and practices of Maine school administrative districts and institutions of higher education;
2. The extent to which existing pre-service and in-service professional development programs for educators address citizenship education;
3. National models for educational continua that cover preschool through college with the potential for preparing Maine students to be active and engaged citizens; and
4. Models for involving students and giving them a voice in the governance of our institutions and providing opportunities for student engagement and leadership.

### Commission Process

The Commission was convened on November 5, 2003 once all appointments had been made and after the Legislative Council certified and approved that sufficient “outside” funding was received to fully fund all costs of the Commission. Two other Commission meetings were held on December 3, 2003 and January 5, 2004. Following its second meeting, the Commission established an “ad hoc” working group to revise the problem statements and preliminary findings discussed by the full Commission and to draft proposed recommendations for review at the third and final Commission meeting.

Commission members received program information and preliminary data regarding the scope and quality of civics education and citizenship engagement initiatives in Maine schools and colleges from state and local education agency officials. A list of presenters is attached as **Appendix C**. In addition, recognizing the extensive knowledge and experience of its collective

membership, the Commission also relied heavily on the expertise of its members in identifying and framing the policy issues and developing its recommendations.

During its first meeting, the Commission devised a work plan, charted their own understandings of what it means to be an effective and engaged citizen, and heard presentations regarding national and state-level perspectives on citizenship education, including an overview of civic education initiatives in Maine kindergarten through grade 12 education and higher education systems. The Commission received information on a range of citizenship education programs and models in Maine, including presentations on the Secretary of State's "Fostering Youth Involvement" (FYI) Initiatives, the Maine Commission for Community Service and the Community Service Team in the State Planning Office, the Attorney General's Civil Rights Team Project, the Youth Development Unit at the Muskie School of Public Service, and the Maine Mentoring Partnership.

The Commission used its second meeting to further explore how Maine's System of Learning Results ("Learning Results") currently support and encourage citizenship education, as well as narrowing its focus on the scope of policy issues to be addressed by this Commission. Representatives from the Department of Education provided an historical overview of educational reform in Maine and across the nation; and Commission members discussed the current circumstances related to civics courses, character education initiatives, service-learning models, and citizenship education programs in Maine's schools and colleges. A six-member "ad hoc" working group was established by the Commission at the second meeting to facilitate the design of the civic education survey and to further articulate the "problem definition" and "potential solution" statements discussed during the first two Commission meetings.

Commission members, in conjunction with the Department of Education, developed two surveys to assess how Maine's schools and colleges are preparing students for their roles as "Responsible and Involved Citizens" as outlined in the "Guiding Principles" of Learning Results. The aim of the school administrative unit survey was to determine the type and extent of curricular and co-curricular programs that currently address the civic mission of the public schools. A second survey was geared to those Maine colleges with educator preparation programs in order to understand the role that these pre-service education programs play in preparing and supporting teachers to promote the attainment of this "Guiding Principle" and the civic mission of our schools.

During its third and final meeting, Commission members reviewed the "problem definition" statements and proposed recommendation developed by the "ad hoc" working group. The Commission discussed these findings and reached consensus on a several recommendations, including recommended legislation, for the 121<sup>st</sup> Legislature.

The authorizing legislation for the Commission established December 5, 2003, as the reporting date of the Commission to the Second Regular Session of the 121<sup>st</sup> Legislature. Due to the condensed time period in which the Commission had to complete its work after the November 5<sup>th</sup> convening date, the Commission chairs petitioned the Legislative Council for an extension of the reporting deadline until the end of January. The Commission was granted a reporting deadline

extension to January 16, 2004. Unfortunately, the Commission did not have adequate time to complete its work and address each of the duties charged to it under the authorizing legislation. Given these circumstances and recognizing the breadth and scope of the Legislature's charge to the Commission, Commission members recommend that the Department of Education and the State Board of Education be directed to establish a new task force to build upon the foundation and framework established by this Commission.

The Commission to Study the Scope and Quality of Citizenship Education, pursuant to Resolve 2003, Chapter 85, submits this report and recommends the draft legislation attached to the 121st Legislature.

## II. BACKGROUND

### “The Encouragement of Literature, Etc.”

Prior to serving as our nation’s first Vice President and later as our second President, John Adams served as a delegate to the Massachusetts’ constitutional convention and was the primary drafter of the Massachusetts Constitution. Perhaps foremost among his contributions to this constitution was Chapter V, Section II, “The Encouragement of Literature, Etc.” which was adopted (unanimously and without amendment) by the constitutional convention in 1780.

*Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education . . . among the . . . people, it shall be the duty of legislators and magistrates, in all future periods . . . to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools, and grammar schools in the towns; to encourage private societies and public institutions . . . for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history . . . ; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections, and generous sentiments among the people.<sup>1</sup>*

Historian David McCullough, in his biography on Adams, remarked that this paragraph “was like no other declaration to be found in any constitution until then or since.”<sup>2</sup> While McCullough’s observation refers to Adams’ statement supporting the principal role of education in developing **wisdom and knowledge**” through “*literature and the sciences*”, his comment more importantly acknowledges the significance of the “*et cetera*” sections of the paragraph where Adams declares that it is the duty of government to inculcate principles of “**virtue**” among the people and similarly encourages both public *and* private institutions to promote the “common good.” When considered together with the preamble to the constitution -- where Adams presents the principles of the “body politic” established through a “**social compact**”, or covenant, between the “whole people”, each citizen and their government -- Adams’ paragraph declares that education serves “as the bulwark of the good society”<sup>3</sup> and that public officials in the legislative, executive and judicial branches of government have an enduring duty to provide educational opportunity so that individuals might become informed and “useful citizens” capable of safeguarding their freedoms and liberties and competent in fulfilling their responsibilities as part of the “body politic.”

Given that Maine was part of Massachusetts from the colonial period through statehood, it should not be surprising that the Constitution of Maine, which was ratified in 1820, contains a provision similar to Adams’ assertion concerning the role of education and the duty of the

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<sup>1</sup> The Constitution of the Commonwealth of Massachusetts, Chapter V, Section II

<sup>2</sup> McCullough, David G. John Adams, New York: Simon & Schuster, 2001, p. 222.

<sup>3</sup> Ibid, p. 223.

Legislature to promote its advantages. The heading of Section 1 of Article VIII, Part First, “Education” of the Constitution of Maine states that the duty of the Legislature shall be to “require towns to support public schools”<sup>4</sup> since . . .

*A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people; to promote this important object, the Legislature are authorized, and it shall be their duty to require, the several towns to make suitable provision . . . for the support and maintenance of public schools; and it shall further be their duty to encourage and suitably endow, from time to time . . . all academies, colleges and seminaries of learning within the State . . .*

From a 21<sup>st</sup> century perspective, it is interesting to note that the “education” provision of the Constitution of Maine did not contain assertions similar to those in the Massachusetts Constitution that encouraged the inculcation of virtuous principles through schools, colleges and other public and private institutions.

On the other hand, a provision in Maine Law enacted in 1821 and subsequently amended, did embrace some semblance of Adams’ point of view regarding the mission of our schools in transmitting virtue and inculcating civic responsibility.

*Instructors of youth in public or private institutions shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction the principles of morality and justice and a sacred regard for truth; love of country, humanity and a universal benevolence; the great principles of humanity as illustrated by . . . regard for all factors which contribute to the well-being of man; . . . and all other virtues which ornament human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, secure the blessings of liberty and to promote their future happiness.*

This provision still remains in Maine statutes and can be found under the heading “Teaching of virtue and morality” in Title 20, section 1221.<sup>5</sup> Remarkably, this section was neither included in the recodification of Maine education laws in 1983, nor was it repealed. Apparently, the Legislature’s Education Committee was unable to agree on whether to enact, amend or repeal this provision. While it remains more a footnote to history, it should be noted that this section did resurface in 2001 in the final report of the Commission for Ethical and Responsible Student Behavior, titled: “*Taking Responsibility: Standards for Ethical Responsibilities in Maine Schools and Communities.*” Conducted under the authority of the Department of Education, the Commission’s report articulates the core values of an ethical and responsible person and links these standards with the academic standards found in Maine’s System of Learning Results (“Learning Results”).

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<sup>4</sup> Constitution of Maine, Article VIII, Part First, Section 1.

<sup>5</sup> Maine Revised Statutes, title 20, § 1221.

During the spring of 2003, the Maine Legislature authorized the establishment of the Commission to Study the Scope and Quality of Citizenship Education (“Commission”). The Commission was charged with assessing how Maine’s schools and colleges are preparing students for their roles as “Responsible and Involved Citizens” as outlined in the “Guiding Principles” of the Learning Results. The Commission was also authorized to make policy recommendations to the Legislature regarding the extent to which Maine schools and colleges should be utilizing curricular and co-curricular models of citizenship education, including service learning, in preparing our youth to become active and engaged citizens. Definitions of “citizenship education”, “service learning”, “K-16 education systems” and related terms are attached as **Appendix D**.

### **The National Context for Civics Education Reform**

The civic purpose of the public schools has been under much discussion at the national level this past year. The publication of “*The Civic Mission of Schools*” by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE) has outlined both the critical importance of revitalizing civics education, as well as offering a set of recommended actions and strategies directed to schools and policymakers. These recommendations specify actions that can be taken by federal, state and local elected officials, educators in schools and colleges, scholars and researchers, and funders in both the private and public sectors. In addition, the First Annual Congressional Conference on Civic Education in September 2003 resulted in the development of action plans by all 50 states to evaluate the current status of civics education across the country and develop frameworks for improvement as needed. The Maine Study Commission is positioned well to apply these national recommendations to the Maine context.

Maine’s effort to identify current programs supportive of citizenship education in the public schools takes place against the backdrop of significant recent work at the national level. The Education Commission of the States (ECS) published “*Every Student A Citizen: Creating the Democratic Self*” in 2000, which identified a deepening sense of civic disconnection among both youth and adults. The report’s recommendations include a revitalization of civics education through strengthening curriculum, building effective partnerships with elected and appointed officials to provide a venue for discussing local political issues, creating increased opportunities for students to participate in democratic institutions, and expanding service learning opportunities in the community.

Building on the ECS report, the Carnegie Corporation and the CIRCLE published “*The Civic Mission of the Schools*” in 2003. This report makes the case that a vital founding purpose of the public schools appears to have been marginalized in recent years as schools have attempted to focus on core competencies in English, mathematics, and science. The report eloquently makes the case that without effective civics education, the American system of public schools is failing to fully prepare the next generation to be competent and responsible citizens throughout their lives. Though not alone in thrusting these issues to the forefront of our national attention, these two reports crystallize the case for engaging in a thoughtful restoration of civics learning to a position

of primacy among our other competing educational goals. A bibliography containing references to these and other reports and resources on citizenship education is attached as **Appendix E**.

### **Defining the Civic Mission of the Schools**

“*The Civic Mission of the Schools*” articulates four broad goals of civics education. Young people must learn to use the skills, knowledge, and attitudes embedded in civics education to be competent and responsible citizens who:

- ❖ Are informed and thoughtful; have a grasp and an appreciation of history and the fundamental processes of American democracy; have an understanding and awareness of public and community issues; and have the ability to obtain information, think critically, and enter into dialogue among others with different perspectives.
- ❖ Participate in their communities through membership in or contributions to organizations working to address an array of cultural, social, political, and religious interests and beliefs.
- ❖ Act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving, public speaking, petitioning and protesting, and voting.
- ❖ Have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

In September of 2003, delegations from all 50 states gathered in Washington D.C. for the First Annual Congressional Conference on Civic Education. The conference demonstrated the extent to which the call for revitalizing the civic purpose of the public schools has developed both urgency and nationwide import. Significant in the announced goals of the conference was the development of plans in each of the states to take the recommendations from recent reports and translate them into action. Maine’s delegation to the conference was pleased to report to this national gathering that the Maine Legislature had taken a demonstrable step toward identifying the status of civic education in our schools and creating a process for improvement: the Commission on whose work we now report.

Across numerous reports and sets of recommendations, a few common aspects come to the fore: (1) that it is necessary, but not sufficient, to acquire *knowledge* through the study of history and government; and (2) that building effective *skills* to act on civic knowledge, developing *attitudes and beliefs* that provide a personal context supportive of civic engagement, and having opportunities to *participate in the civic and political life* of their communities, are as important as gaining knowledge. These three core aspects of citizenship education -- **knowledge and skills, attitudes and beliefs, and political and community participation** -- run throughout this report and through to the recommendations of the Commission.

### **III. SUMMARY OF KEY FINDINGS**

The Commission to Study the Scope and Quality of Citizenship Education (“Commission”) was established to examine the scope and quality of citizenship education, including service learning, in the curricular and co-curricular programs offered by our schools and colleges; the extent to which existing pre-service preparation and in-service professional development programs for educators address citizenship education; and the potential of other citizenship education models, including models for involving students and giving them voice in the governance of our institutions, to prepare Maine students to be active and engaged citizens. In addressing these duties, Commission members reviewed existing educational programs, including civics education, character education and service learning programs. The Commission also considered the role of State and local agencies, other public and sector institutions, including both statewide and local community-based programs throughout the State.

#### **Key Findings Regarding Problem Statements, Assets and Potential Solutions for Improving the Scope and Quality of Citizenship Education in Maine**

These findings are intended to inform the Legislature about existing state and local efforts to implement programs and initiatives that seek to respond to the demand for citizenship education, and to address the capacity building and strategic planning necessary to integrate these programs into our schools and colleges, as well as other public and private sector institutions in communities across the State. The following sections summarize the data collected and the information received by Commission members related to the duties charged to the Commission to study the scope and quality of citizenship education programs and the related policy issues that are critical in implementing effective civics education and citizenship engagements in the State.

The Commission findings are presented in the following topics: problem statements, assets, potential solutions, “hallmarks” of an engaged citizen, and the Department of Education surveys. As referenced in the preceding section of this report, the Commission members adopted an analytical framework in examining these policy issues. Commission members found it practical to use the following core aspects of citizenship education in our presentation of these findings: (1) Civic and Political Knowledge and Cognitive Skills; (2) Civic Attitudes and Beliefs; (3) Political and Community Participation; and (4) Social, Cultural and Political Contexts.

#### **Problem Statements**

The Commission reviewed recent reports and commentaries on the need to reinvigorate civic responsibility as a basic tenet of our democratic society. In identifying the following problem statements, the Commission concluded that civic responsibility, citizenship education and a commitment to a democratic society needs to be returned at the center of our society. An analysis of the problem situation, assets and potential solutions is included in **Appendix F**.

#### **Civic Attitudes and Beliefs.**

1. Competing educational priorities and changing social attitudes have de-emphasized the sense of civic responsibility in our society and have eroded the civic mission of our schools.
2. The structure and culture of the vast majority of our schools do not permit students to participate in, at least some aspect of, authentic governance and decision-making; and, as a consequence, students are denied meaningful opportunities to “practice” democracy.
3. A majority of Maine youth does not feel a sense of duty or obligation to participate in their communities; and, as a society, we are squandering opportunities to instill and reinforce the attitudes and beliefs associated with the roles and responsibilities of the “engaged citizen” in our democratic society.

#### **Civic and Political Knowledge and Cognitive Skills.**

4. National and Maine assessment data reveal that there are gaps in the knowledge and skills of too many students regarding the principles of our government, democracy and citizenship. Results from the National Assessment of Educational Progress (NAEP) reveal that only one-fifth of all American students score at the “At or Above Proficient” levels in Civics (1998 NAEP data). In Maine, less than 30% of students score at the “Meets Standards” level in Social Studies, and overall, students only respond correctly -- on average -- to 50% of the test items on the Civics subsection of the test. Equally concerning is the significant percentage of students, (67%), who believe that Social Studies will not be useful to them in their future work (2002-2003 Maine Education Assessment data).
5. A seeming lack of ability of some individuals in our society to engage in civil discourse with other people with different perspectives, opinions, backgrounds or abilities.

#### **Political and Community Participation.**

6. There are too few opportunities for students to have meaningful, authentic opportunities to participate in their communities.

#### **Social, Cultural and Political Contexts.**

7. “External” accountability structures established through state and federal mandates concerning school curriculum and assessment may be overwhelming the civic mission of our schools while disempowering the “internal” accountability structures of our schools and disaffecting our educators and students.
8. There appears to be a misperception that schools -- and within them, that social studies teachers alone -- are solely responsible for “teaching” citizenship education. Maine is not utilizing the untapped potential of linking both school and community resources

through the “connecting glue” of shared responsibilities to engage and instill the habits of citizenship in the next generation of Maine citizens in each of our communities.

### **Assets: Building Blocks to Improving Citizenship Education in Maine**

During the conversations and deliberations related to defining the problem situation, members of the “ad hoc” working group noted that there were beacons of hope to be found within the data and information presented to the Commission. National and state reports noted positive trends regarding the engagement of our youth in community service and also highlighted some promising approaches to citizenship education that have emerged in our schools, colleges, and other public and private institutions. Commission members agreed that the Commission findings should include a balanced perspective of the current state of citizenship education and civic engagement. This section presents more than a few “assets” that represent a promising foundation from which we can build a more complete framework for developing competent and responsible citizens.

#### **Civic Attitudes and Beliefs.**

- ❖ 46% of youth say they can make a difference in solving community problems (CIRCLE, 2002).
- ❖ Half our youth (51%) say voting is important (CIRCLE, 2002).

#### **Civic and Political Knowledge and Cognitive Skills.**

- ❖ 88% of high school seniors say they discuss current issues in class and 80% of high school students take a government class (CIRCLE, 2002).
- ❖ The guiding principles, content standards and performance indicators of the *Maine System of Learning Results* can provide local school units with frameworks for reclaiming the civic mission of our schools; and, beginning with the 2003-04 school year, the Maine Department of Education has been facilitating a review of the Learning Results (Patrick Phillips, Maine Department of Education).
- ❖ Recommendations from “*Promising Futures: A Call to Improve Learning for Maine’s Secondary Students*” illustrate core principles for our secondary schools and core practices that are connected to civic knowledge, skills, and behavior; and “*Taking Responsibility: Standards for Ethical Responsibilities in Maine Schools and Communities*” articulates the standards and core values of an ethical and responsible person with the Learning Results expectations of what Maine students should know and be able to do. (Connie Manter, Maine Department of Education).

#### **Political and Community Participation.**

- ❖ 46% of U. S. high schools offer service-learning opportunities (U. S. Department of Education, 1999).
- ❖ The proportion of first year college students who volunteer has risen steadily from two-thirds in 1989 to 81% in 2000 (Hart, 2001).
- ❖ 44% of Maine youth said they were engaged in community service; and 47% of this service was organized through school as a service-learning opportunity (Maine Marks, 2003).
- ❖ 51% of Maine youth feel they are given chances to make their city/town better (Maine Marks, 2003).
- ❖ In Maine, 58% of colleges have community service offices, yet only 18% of these offices have full time staff (Campus Compact, 2002).

### **Social, Cultural and Political Contexts.**

- ❖ Legislative Youth Advisory Council -- established in 2001, the council is comprised of 18 high school and college students from across the state and is authorized to address policy issues affecting youth.
- ❖ Attorney General's Civil Rights Team Project -- has grown from 18 middle and high schools in 1996 to more than 194 schools, including 11 elementary schools, in 2003.
- ❖ Secretary of State's Fostering Youth Involvement ("FYI") Initiatives -- including mock elections, voter registration, recognition for outstanding citizenship and essay contests related to Maine history and our Constitution have engaged 33,346 students in Maine K-12 schools (from 1992 to 2002).
- ❖ Maine Commission for Community Service -- established in 1994, serves as the lead partner with the Federal Corporation for National and Community Service; and is comprised of 26 citizens who develop and implement Maine's vision for service.
- ❖ Maine Mentoring Partnership -- there are over 120 mentor programs statewide, with 6,000 youth involved in "one-to-one" mentoring matches, another 10,000 youth involved in "group" mentoring matches, and over 2,000 youth are on waiting lists for mentors.
- ❖ Maine delegation to the First Annual Congressional Conference on Civic Education -- Maine's Congressional Conference team, (Julia Underwood, Rick Lyons and Patrick Phillips), is capable of supporting the Commission recommendations and can play a key role in the next stage of this work, creating a state action plan for citizenship education.

- ❖ KIDS Consortium and Maine Campus Compact, among other organizations, provide extensive technical assistance, resources and support to K-12 school administrative units and colleges on service-learning and civic engagement.

### **“Hallmarks” Of An Engaged Citizen**

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

#### **Civic Attitudes and Beliefs.** An engaged citizen . . .

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

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

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

**Political and Community Participation.** An engaged citizen . . .

- ❖ Participates in their community by voting, attending community meetings, serving the community as a volunteer or serving the public as an elected or appointed official;
- ❖ Participates in and contributes to community-based or political organizations;
- ❖ Encourages others to participate in public service and the political life of their community;
- ❖ Is able and willing to work in groups and to speak in public, including voicing their concerns and opinions when they perceive an injustice; and
- ❖ Is able to obtain information and to engage in dialogue and act collaboratively with their fellow citizens and public officials in resolving social problems and political concerns.

**Maine Department of Education K-12 Civic Education Survey**

The Commission designed two surveys to assess how Maine's schools and colleges are preparing students for their roles as “Responsible and Involved Citizens” as outlined in the Guiding Principles of Maine's Learning Results. The Maine Department of Education administered these web-based surveys on behalf of the Commission. The first survey was tailored to the state's school administrative units to determine the type and extent of curricular and co-curricular programs that currently address the civic mission of the public schools. The companion survey was geared to Maine’s colleges with educator preparation programs in order to understand the role that the state's teacher education programs play in preparing and supporting teachers to

support the attainment of this Guiding Principle, as well as the role that pre-service education programs play in preparing and supporting teachers and administrators to support the attainment of the civic mission of the schools.

Given the limited time period in which the Commission had to design and administer this survey to officials at Maine's schools and colleges, Commission members were only able to see very preliminary responses to the survey. At the time of the publication of this report, 45 schools and 8 colleges had responded to this survey. The Department of Education informational letter, the survey directions, and examples of the responses from a school administrative unit and a college are included as **Appendix H**. Since the analysis of these data was deemed to be critical by Commission members in making informed recommendations to the Legislature about the *scope and quality* of citizenship education, the Commission recommends that the Department of Education continue its efforts to urge schools and colleges to respond to these surveys. The findings from these survey responses should also be used by the Department of Education and the State Board of Education as the basis for further data collection and analysis that is conducted by a subsequent task force convened to carry on the work begun by this Commission.

## IV. CONCLUSIONS AND RECOMMENDATIONS

The Commission to Study the Scope and Quality of Citizenship Education (“Commission”) presents the following conclusions and recommendations, including the draft legislation included as **Appendix I**, for the immediate consideration of the 121<sup>st</sup> Legislature. These recommendations advance the conclusion of the Commission members that citizenship education, including service learning, should be promoted by Maine schools and colleges – as well as other sectors of our diverse communities – to prepare Maine students to become active and engaged citizens. These recommendations were formulated and adopted through a consensus process by the Commission members present at the final Commission meeting.<sup>6</sup>

Commission members urge the Legislature, State and local education policymakers, educators in Maine’s schools and colleges, and business and community leaders to reflect upon the vital need to reinvigorate citizenship education programs in our schools and colleges. The commission also concludes that an expansion of service learning and other citizenship education initiatives can more effectively engage our youth in the extraordinary opportunities that our schools, colleges, and communities can provide as “laboratories of democracy.”

Preceding sections of the Commission report detail the various aspects of the “problem situation that Maine policymakers, educators, and leaders must contend with in formulating and implementing an effective repertoire of citizenship education and civic engagement initiatives. We suggest that the recommendations presented here represent a foundation upon which a new task force convened by the Department of Education and the State Board of Education can construct a more complete set of plans and strategies for implementation. The Commission concludes that policymakers, educators, and other leaders should embrace and implement these recommendations in order to broaden and sustain the ethic of civic responsibility in our youth.

Specifically, these Commission recommendations are intended to address the scope and quality of citizenship education and civic engagement models, including service learning, that should be promoted by Maine schools and colleges -- as well as other public and private sector institutions and communities -- to (1) prepare Maine students to become active and engaged citizens; (2) provide pre-service and post-certification training and guidance for Maine educators; and (3) endow Maine youth with genuine opportunities for student engagement and leadership, including involvement in the governance of our education and civic institutions.

### **Recommendations for Enhancing the Scope and Quality of Citizenship Education in Maine**

**1. Integration with Maine’s System of Learning Results.** As part of the forthcoming review of Maine’s System of Learning Results (“Learning Results”) and the ongoing efforts to implement the comprehensive state and local assessment system required under the Learning Results, the Commission recommends that Maine policymakers and educators should integrate

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<sup>6</sup> Gail Cadoo, Amanda Coffin and Christopher Hall were not present for the final Commission meeting. Following a review of the final report, these three members endorsed the recommendations presented here.

opportunities for real-life experiences and the development of civic participation skills throughout all content areas of the curriculum.

**A.** “Real life” experiences in civic engagement should be incorporated within the Learning Results, including genuine opportunities to develop the “habits” of an effective and engaged citizen; and citizenship education must extend beyond the content area of social studies and must begin earlier -- commencing in pre-kindergarten programs, continuing through elementary and secondary grades, and extending into postsecondary education programs.

**B.** As “Local Assessment Systems” are developed by school administrative units, assessment methods designed to measure student performance should consider a student’s community involvement and should include “real life” applications of a student’s knowledge and skills.

**2. Resources and Best Practices for Citizenship Education in Maine’s K-16 Education Systems.** The Commission recommends that State policymakers and education officials should use the resources, findings and recommendations contained in this report to engage other State policymakers, local education officials, educators, college faculty and administrators, researchers, and other key stakeholders in an effort to develop a resource guide to effective citizenship education in Maine. Furthermore, the Commission recommends that the membership of the task force convened by the Maine Department of Education and the State Board of Education to follow-through on the recommendations of this study should include policymakers, researchers and practitioners who can pull together effective and practical models of school- and college-based civic education and community-based citizenship engagement for consideration by Maine schools, colleges and communities. The new task force should also develop an action plan for engaging school administrative unit officials, students, parents, and community organizations in discussions about opportunities for integrating citizenship education into school units plans for aligning curriculum and assessment with the Learning Results. The new task force should also develop an action plan for engaging college and university faculty, staff and students in discussions about opportunities for integrating citizenship education into plans for general education reform and reform of the majors.

**3. Pre-Service Educator Preparation Programs and Post-Certification Training and Guidance for Educators.** The Commission recommends that Maine policymakers, including State and local education agency officials, should provide greater support for educators and administrators in our schools and colleges by integrating effective models and content-based strategies of citizenship education into pre-service educator preparation programs, post-certification training initiatives, and guidance for all teachers and administrators.

**A.** Preparation programs, training initiatives, and guidance for educators should focus on providing educators with the knowledge and skills necessary to infuse civic skills, attitudes, and behaviors into curricular and co-curricular programs for our students. Educator preparation and post-certification programs at our colleges should be augmented with developmental opportunities for educators to earn credits or continuing education

units for initial certification or recertification experiences offered through professional associations connected to the range of content areas.

**B.** Faculty and administrators of Maine’s educator preparation programs should meet with the task force convened by the Maine Department of Education and the State Board of Education to review the recently established “standards-based” certification system with an eye towards developing standards that more directly address the competencies necessary to effectively infuse civics education and citizenship engagement across the school curriculum.

**4. Civic Mission of Maine’s Colleges and Universities and Citizenship Engagement Opportunities for Maine Students.** The Commission recommends that the trustees and leadership of Maine’s colleges and universities should elevate citizenship education and student engagement in the civic life of their campus and surrounding communities as core aspects of their institutional missions. The Commission also encourages faculty and administrators at our higher education institutions to carefully consider the future social, political, and economic challenges facing our society, particularly the issues that confront our schools and educators in preparing our youth to become active and engaged citizens.

**5. Shared Responsibility and Shared Ownership of Citizenship Education.** State and local government officials should establish joint ventures with leaders in the public, non-profit, and private sectors of Maine to promote citizenship education, including cooperative efforts to organize conferences and activities for youth and collaborative efforts with schools and other youth-serving organizations, to engage youth through existing programs. State government leaders should also sponsor a “Blaine House Summit on Citizenship Education” to identify opportunities for youth participation on State boards and commissions and that would focus on recruiting and training our youth to serve on these State boards and commissions.

**6. Engage Students in Authentic Experiences Across the Civic Spectrum of Their Communities.** The Commission recommends that Maine’s schools, colleges, and communities should promote citizenship education initiatives that engage students in genuine problem solving and decision-making opportunities. As part of the effort to foster a statewide dialogue regarding civic education and citizenship engagement, the Legislative Youth Advisory Council and Maine Legislators should conduct a series of public forums across the State to solicit ideas to address this important work. The Commission proposes that the youth and legislative members of the Legislative Youth Advisory Council should review the Michigan model of citizenship forums as a useful model in planning to undertake this initiative. The Legislative Youth Advisory Council and Maine Legislators should report their findings and conclusions regarding issues that are important to Maine’s youth to the Governor, the Legislature and the Judiciary, as well as to the task force convened by the Maine Department of Education and the State Board of Education to act on the recommendations of this Commission.

**7. Voter Education and Voter Registration.** The Commission recommends that Maine’s schools, colleges, and public officials should collaborate on ways to integrate voter education and voter registration efforts targeting secondary school students across the State. The

task force convened to follow up the work of this Commission should include the League of Women Voters and other key stakeholders in a review of these issues and should reflect upon the voter education and voter registration models in Connecticut and California to learn from these and other “best practices.” The Commission also endorses the continuation and expansion of the “mock elections” program in the 8<sup>th</sup> grade. The Commission further proposes that the Legislature give serious consideration to implementing some version of LD 640 that proposes to allow youth who are not yet 18 years of age -- but will be at the time of a general election -- to vote in the primary election or state caucus (immediately preceding their 18<sup>th</sup> birthday) for the selection of candidates.

**8. Monitoring Civic Engagement.** The Commission recommends that Maine should develop a civic engagement index to track data on civic skills, attitudes, and behaviors of Maine youth. The task force convened to follow up the work of this Commission should review the North Carolina Civic Index and other measures of civic engagement and should develop a set of indices for Maine that builds upon the work begun by the “Maine Marks” index developed through the Muskie School of Public Service and the surveys conducted by the Maine Economic Growth Council that include questions about voter participation and charitable giving.

**9. Convene a New Task Force to Continue the Work.** The Commission recommends that the Department of Education and the State Board of Education should convene a task force to develop a more complete set of plans and strategies for implementation of effective citizenship education models and civic engagement practices in our schools, colleges and communities. This new study group should have a broader membership -- including legislators, educators, youth representatives and other key stakeholders -- and should address the recommendations proposed by the Commission, including the integration of service-learning into citizenship education and the infusion of citizenship engagement beyond our schools and colleges.

The Commission has directed Commission staff to draft legislation for consideration by the 121<sup>st</sup> Legislature during the Second Regular Session. A draft version of this legislation is included in **Appendix I**.

**APPENDIX A**

**Authorizing Joint Order**



**Resolves 2003, Chapter 85**  
**First Regular Session of the 121<sup>st</sup> Legislature**  
(H.P. 333 - L.D. 425)

**Resolve, To Prepare Maine's Students for Active Citizenship**

**Sec. 1. Commission established. Resolved:** That the Commission to Study the Scope and Quality of Citizenship Education, referred to in this resolve as "the commission," is established; and be it further

**Sec. 2. Commission membership. Resolved:** That the commission consists of 15 members appointed as follows:

1. Two members of the Senate, one belonging to the political party holding the largest number of seats in the Senate and one belonging to the political party holding the 2nd largest number of seats in the Senate, appointed by the President of the Senate. Of these 2 members, one must have experience in the field of education;

2. Two members of the House of Representatives, one belonging to the political party holding the largest number of seats in the House of Representatives and one belonging to the political party holding the 2nd largest number of seats in the House of Representatives, appointed by the Speaker of the House;

3. Six members appointed by the President of the Senate as follows:

- A. One member who serves as a school administrative district superintendent;
- B. One member who serves as the principal of a public school;
- C. One member of a school board;
- D. One representative of the Department of Education;
- E. One representative of the Maine Chamber of Commerce; and
- F. One educator with experience in civic education service learning and related areas; and

4. Five members appointed by the Speaker of the House as follows:

- A. One dean of students from a college or university;
- B. One student enrolled in and attending high school;
- C. One student enrolled in and attending college; and
- D. Two representatives of the nonprofit education sector in the State, one of whom represents kindergarten to grade 12 education and one of whom represents higher education; and be it further

**Sec. 3. Chairs. Resolved:** That the first-named Senate member is the Senate chair of the commission and the first-named House of Representatives member is the House chair of the commission; and be it further

**Sec. 4. Appointments; convening of commission. Resolved:** That all appointments must be made no later than 30 days following the effective date of this resolve. The appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. Within 15 days after appointment of all members, the chairs shall call and convene the first meeting of the commission; and be it further

**Sec. 5. Duties. Resolved:** That the commission may hold up to 4 meetings and shall examine the following:

1. The extent to which citizenship education, including service learning, is currently included in the visions, missions, values and practices of Maine school administrative districts and institutions of higher education;
2. The extent to which existing preservice and in-service professional development programs for educators address citizenship education;
3. National models for educational continua that cover preschool through college with the potential for preparing Maine students to be active and engaged citizens; and
4. Models for involving students and giving them a voice in the governance of our institutions and providing opportunities for student engagement and leadership; and be it further

**Sec. 6. Staff assistance. Resolved:** That, upon approval of the Legislative Council, the Office of Policy and Legal Analysis shall provide necessary staffing services to the commission; and be it further

**Sec. 7. Compensation. Resolved:** That the legislative members of the commission are entitled to receive the legislative per diem, as defined in the Maine Revised Statutes, Title 3, section 2, and reimbursement for travel and other necessary expenses related to their attendance at meetings of the commission. Public members not otherwise compensated by their employers or other entities that they represent are entitled to receive reimbursement of necessary expenses and, upon a demonstration of financial hardship, a per diem equal to the legislative per diem for their attendance at authorized meetings of the commission; and be it further

**Sec. 8. Report. Resolved:** That the commission shall submit a report that includes its findings and recommendations, including suggested legislation, to the Second Regular Session of the 121st Legislature no later than December 3, 2003. The commission is authorized to introduce a bill related to its report to the Second Regular Session of the 121st Legislature; and be it further

**Sec. 9. Extension. Resolved:** That, if the commission requires a limited extension of time to complete its study and make its report, it may apply to the Legislative Council, which may grant an extension; and be it further

**Sec. 10. Commission budget. Resolved:** That the chairs of the commission, with assistance from the commission staff, shall administer the commission's budget. Within 10 days after its first meeting, the commission shall present a work plan and proposed budget to the Legislative Council for its approval. The commission may not incur expenses that would result in the commission exceeding its approved budget.

Upon request from the commission, the Executive Director of the Legislative Council or the executive director's designee shall promptly provide the commission chairs and staff with a status report on the study budget, expenditures incurred and paid and available funds; and be it further

**Sec. 11. Funding. Resolved:** That the commission shall seek outside funds to fully fund all costs of the commission. If sufficient outside funding has not been received by August 15, 2003 to fully fund all costs of the commission, no meetings are authorized and no expenses of any kind may be incurred or reimbursed. Contributions to support the work of the commission may not be accepted from any party having a pecuniary or other vested interest in the outcome of the matters being studied. Any person, other than a state agency, desiring to make a financial or in-kind contribution must certify to the Legislative Council that it has no pecuniary or other vested interest in the outcome of the study. Such certification must be made in the manner prescribed by the Legislative Council. All contributions are subject to approval by the Legislative Council. All funds accepted must be forwarded to the Executive Director of the Legislative Council along with an accounting record that includes the amount of funds, the date the funds were received, from whom the funds were received and the purpose of and any limitation on the use of those funds. The Executive Director of the Legislative Council administers any funds received by the commission. The executive director shall notify the chairs of the commission when sufficient funding has been received; and be it further

**Sec. 12. Appropriations and allocations. Resolved:** That the following appropriations and allocations are made.

**LEGISLATURE**

**Commission to Study the Scope and Quality of Citizenship Education**

Initiative: Allocates funds for the postage, printing, legislative per diem and other expenses for 4 meetings of the commission.

<b>Other Special Revenue Funds</b>	<b>2003-04</b>	<b>2004-05</b>
Personal Services	\$1,320	\$0
All Other	3,600	0
Other Special Revenue Funds Total	\$4,920	\$0

Effective September 13, 2003, unless otherwise indicated.



**APPENDIX B**

**Membership List, Commission to Study the Scope and Quality of Citizenship Education**



**COMMISSION TO STUDY THE SCOPE AND QUALITY OF CITIZENSHIP  
EDUCATION**

**Resolve 2003, Ch 85**

**As Of** Wednesday, October 22, 2003

**Appointment(s) by the President**

Sen. Neria R. Douglass  
465 West Auburn Road  
Auburn, ME 04210  
(207)-782-1518

**Chair**

Sen. Betty Lou Mitchell  
P.O. Box 6  
Etna, ME 04434  
(207)-269-2071

Gale Caddoo  
879 Surry Road  
Surry, ME 04684

Representing a School Board Member

Chris Hall  
Maine Chamber and Business Alliance  
7 University Drive  
Augusta, ME 04330

Representing the Maine Chamber of Commerce

Judith Harvey  
Superintendent, SAD 50  
12 Starr Street  
Thomaston, ME 04861

Representing a School Administrative District  
Superintendent

Richard Marchi  
Great Salt Bay Community School  
559 Main Street  
Damariscotta, ME 04543

Denise O'Toole  
Cony High School  
104 Cony Street  
Augusta, ME 04330

Representing Educators With Experience in Civic Education  
Service Learning

Patrick Phillips, Deputy Commissioner  
Department of Education  
23 State House Station  
Augusta, ME 04333

Representing the Department of Education

**Appointment(s) by the Speaker**

Rep. Glenn Cummings  
24 Nevens Street  
Portland, ME. 04103  
(207)-775-2855

Rep. Gerald M. Davis  
15 Hamlin Road  
Falmouth, ME 04105  
(207)-797-5309

Joseph Burnham  
14 Kayla Drive  
Winthrop, ME 04364

Representing High School Students

Amanda Coffin  
RR 1, Box 507  
Strong, ME 04983

Representing College Students

Kurt Hoffman, Vice President  
University of Maine at Presque Isle  
181 Main Street  
Presque Isle, ME 04769

Representing Dean of Students

Liz McCabe Park, Director  
Maine Campus Compact  
220 College Street, #2  
Lewiston, ME 04240

Representing the Non-profit Education Sector With an  
Emphasis on K-12 Education

Ms. Fran Rudoff  
KIDS Consortium  
215 Lisbon Street  
Lewiston, ME 04240

Representing Non-profit Education Sector With an Emphasis  
on K-12 Education

Staff: Phil McCarthy, OPLA, 287-1670  
Nicole Dube, OPLA, 287-1670

**APPENDIX C**

**Resource People and Presenters Providing Information to the Commission**



## **Resource People and Presenters Providing Information to the Commission**

The Honorable Dan A. Gwadosky, Secretary of State

Ms. Nancy Connolly, Coordinator, Youth Development Unit, Muskie School of Public Service and Staff Person to The Legislative Youth Advisory Council

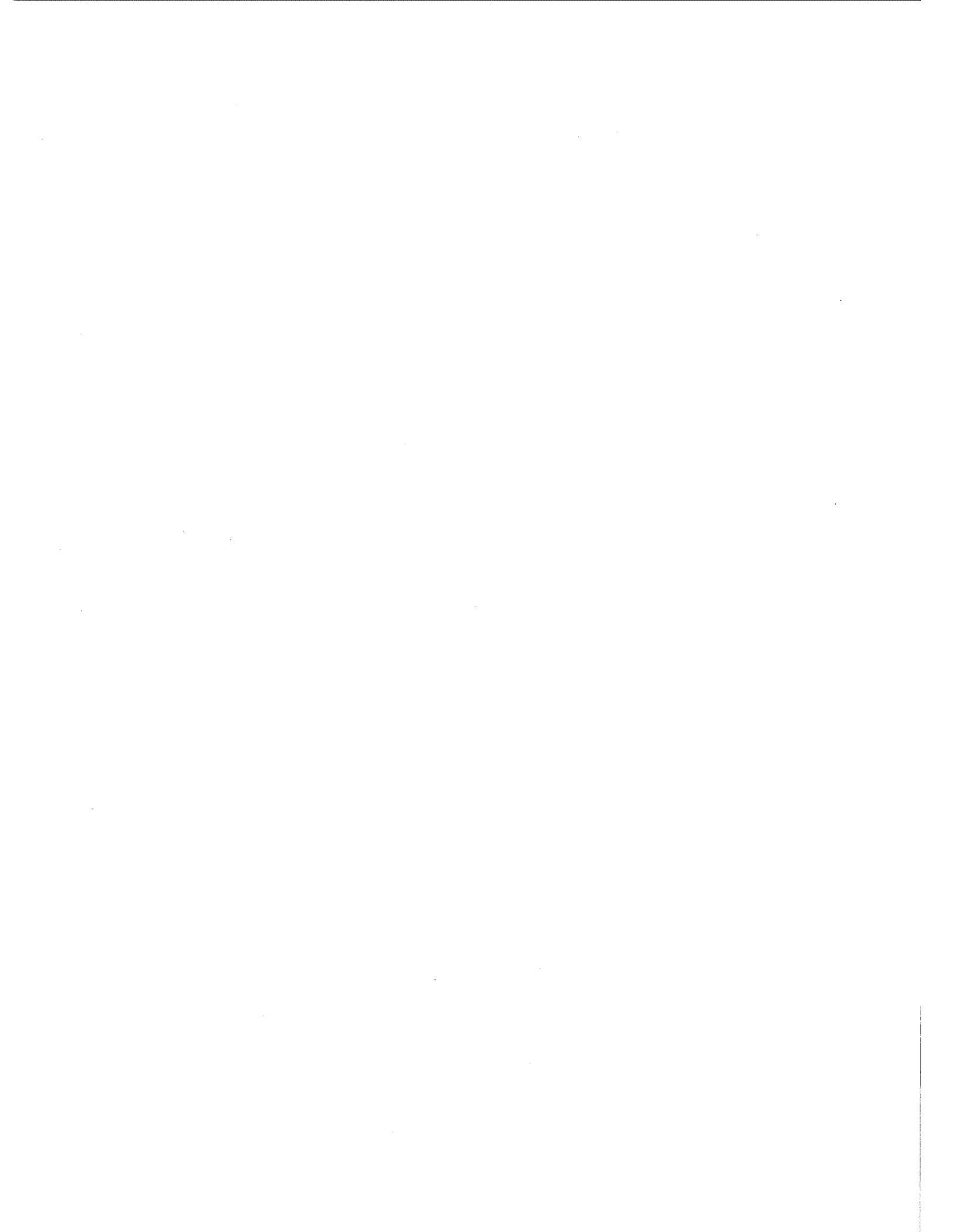
Mr. Thomas Harnett, Assistant Attorney General and Director, The Civil Rights Team Project

Ms. Maryalice Crofton, Team Leader for the Community Service Team in the State Planning Office and Director, The Maine Commission for Community Service

Ms. Nancy Anderson, Executive Director, The Maine Mentoring Partnership

Ms. Constance Manter, Regional Education Representative and Social Studies Consultant, Maine Department of Education

Mr. Gary Seekins, Contracted Service Provider, Developed Web-based Survey for Maine Department of Education



## **APPENDIX D**

### **Definitions**



## Definitions<sup>1</sup>

### **Character Education**

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, honesty, fairness, compassion, responsibility, civility, courage and kindness. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum. Character education, which attempts to instill certain virtues in students, has been praised and supported by some parents and educators as a need in our society.

### **Citizenship Education**

Citizenship education is not necessarily the same as “civics.” State civics or government standards, which guide instruction in nearly every state, generally describe the knowledge needed for a basic understanding of government and the rights and responsibilities of citizenship such as voting. Citizenship education is a more comprehensive approach aimed at instilling in students the knowledge, skills and dispositions necessary for effective civic participation.

Civic knowledge is a key component of citizenship education, but equally important are opportunities for students to practice civic *skills* such as problem solving; public speaking; consensus building; and discussion, writing and reflection on controversial issues. The attitudes or *dispositions* of effective citizenship – belief in liberty, equality, civil and human rights, personal responsibility and the common good; traits of courage, fairness, honesty, integrity; a sense of personal efficacy; and many others – are nurtured through young people’s relationships with adults, through their participation in democratically governed schools, through service-learning (community service linked to the formal curriculum) and work on real community problems, and through discussion and reflection on democratic values. And students’ acquisition of civic knowledge can be enhanced by linking classroom instruction to real-world issues through discussion of current policy debates and policy proposals and attendance at school board or city council meetings.

### **K-16 Education Systems**

In a technological age, a student’s ability to continue his or her education after high school is becoming more important. As Anthony Carnevale, of the Educational Testing Service, notes in *Crossing the Great Divide*, “Jobs today require more education. In 1959, 20% of workers needed some college; in 2000, 56% do” (Educational Testing Service, 2000). In response to this dramatic change and other developments,

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<sup>1</sup> Definitions adapted from “Education Issues” information provided by Education Commission of the States; see ECS website: <http://www.ecs.org/ecsmain.asp?page=/html/issues.asp?am=1>

communities and states across the country are looking for ways to improve student achievement, access to and success in higher education. To do this, local communities and states are trying to create a “seamless system of education” in which all levels of education — preschool through college — educate as one system instead of several.

- ❖ A K-16 system integrates a student’s education from kindergarten through a four-year college degree.
- ❖ A P-16 system integrates a student’s education beginning in preschool (as early as 3 years old) through a four-year college degree.
- ❖ A P-20 system expands the P-16 system to include graduate school education.

Regardless of the type of system a state or local community chooses, it is important to note that the goal is the same: to create a system of education that links and coordinates each education level into a seamless system fundamentally guided by the principle that success in college begins in pre-kindergarten.

## **Service-Learning**

As schools seek ways to connect students with the world around them, service-learning in schools is on the rise. A recent study by the National Center for Education Statistics (NCES) shows that 83% of U.S. high schools offered service-learning opportunities in 1999, up from 27% in 1984. The study predicted that more than 13 million students in North America would be engaged in community service-learning by 2000 (NCES, 1999).

As the name implies, service learning integrates community service into the classroom curriculum. It involves learning and using academic skills, performing needed service, reflecting on and learning from experiences, and producing real results that serve the student's own community. In service-learning:

Young people are encouraged to take the lead, at a level appropriate to their age and skills, in responding to genuine needs in their school or community. Teachers are facilitators of a service experience that relates the academic subject to community life. Service opportunities are accompanied by regular, structured and unstructured opportunities to reflect upon the meaning and significance of the service. Service-learning is built on partnerships within the school or between the school and community. Service-learning has been found to help students develop intellectually, as well as into good citizens. When the community becomes the classroom and young people learn not just from books but also from their own experiences, they learn basic academic and critical-thinking skills in new and potentially powerful ways.

For additional Information: See “State Policies to Support Citizenship Education”, ECS National Center for Learning and Citizenship, Jeffery J. Miller; November, 2003.  
<http://www.ecs.org/ecsmain.asp?page=/html/ProjectbySubject.asp?issueID=109>

**APPENDIX E**

**Bibliography of Citizenship Education Materials**



## Bibliography of Citizenship Education Materials

*"The Civic Mission of Schools"*. The Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE); 2003.

*"Every Student A Citizen: Creating the Democratic Self"*. The Education Commission of the States (ECS); 2000.

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**APPENDIX F**

**Citizenship Education in Maine: Problems, Assets and Potential Solutions**



# Citizenship Education in Maine: Problems, Assets and Potential Solutions

	<b>Problem Situations</b>	<b>Assets</b>	<b>Potential Solutions</b>
<b>Civic Attitudes and Beliefs</b>	<p>1. As a society, we lack an ethos of “personal agency” and forfeit the opportunity to instill and reinforce attitudes and beliefs regarding the ideals of citizenship in our youth <i>(Problem #5 defined by Commission on 12/3/03)</i></p> <p>2. The structure and culture of the vast majority of our schools do not allow students to participate in authentic governance and decision-making roles; and, as a consequence, deny students meaningful opportunities to “practice” democracy <i>(Problem #4 defined by Commission on 12/3/03)</i></p>	<ul style="list-style-type: none"> <li>⊕ 46% of youth say they can make a difference in solving community problems (CIRCLE, 2002)</li> <li>⊕ Half our youth (51%) say voting is important (CIRCLE, 2002)</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Revitalize the civic mission of our schools and communities in promoting attitudes that “I can make a difference” and “I should make a difference”</li> <li>⊕ Encourage student leadership opportunities from diverse student populations and perspectives by providing all students with an equal opportunity to participate and by involving advisors from the community to work with students alongside school advisors</li> <li>⊕ Empower students’ “voice” and “ownership” of school policies by enabling student groups to provide suggestions for developing and implementing proposed policies and by bringing recommendations to the entire student body for consideration prior to seeking administrative support for implementation of policies</li> <li>⊕ Reinforce the importance of participation in school AND community decision making and governance as a “duty”</li> <li>⊕ Provide opportunities for engagement both in and out of school to allow students to develop “personal agency” as they gain confidence through their personal successes</li> </ul>

**Civic & Political Knowledge & Cognitive Skills**

	<b>Problem Situations</b>	<b>Assets</b>	<b>Potential Solutions</b>
	<p>3. Data suggests that there are gaps in the knowledge and skills of a majority of students regarding the principles of our government, democracy and citizenship <i>(Problem #1 defined by Commission on 12/3/03)</i></p> <p>4. “External” accountability structures (state and federal mandates related to curriculum and assessment) may be undermining the civic mission of our schools while disempowering the “internal” accountability structures of our schools and disaffecting our educators and students <i>(Problem #3 defined by Commission on 12/3/03)</i></p> <p>5. A seeming inability, by some in our society, to engage in civil discourse and to respect the free speech rights of other individuals and groups, including those with different perspectives, opinions, backgrounds or abilities <i>(Problem #7 defined by Commission on 12/3/03)</i></p>	<ul style="list-style-type: none"> <li>⊕ 88% of high school seniors say they discuss current issues in class and 80% of high school students take a government class (CIRCLE, 2002)</li> <li>⊕ The guiding principles, content standards and performance indicators of the Maine System of Learning Results can provide local school units with frameworks for reclaiming the civic mission of our schools; and, beginning in 2003-04, the Maine Department of Education will be facilitating a review of the Learning Results (Patrick Phillips)</li> <li>⊕ Recommendations from “Promising Futures: A Call to Improve Learning for Maine’s Secondary Students” and “Taking Responsibility: Standards for Ethical Responsibilities in Maine Schools and Communities” provide examples of performance indicators related to behavior (Connie Manter)</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Provide professional development opportunities for all teachers -- not just for social studies teachers -- on effective models and content-based strategies of citizenship education</li> <li>⊕ Emphasize critical thinking skills and revitalize the “guiding principles” of the Learning Results (e.g., “a responsible and involved citizen”) in promoting citizenship education and defining the behaviors or habits of an effective citizen</li> <li>⊕ Use the “bully pulpit” to set a vision for citizenship education and reinvigorate the civic mission of our schools</li> <li>⊕ Develop broad-based discussions among teachers, students and parents regarding “internal” accountability” and “ownership” of curriculum, instruction and assessment</li> <li>⊕ Encourage cross-content training and ensure that curriculum and assessments cut across disciplines and course content areas</li> <li>⊕ Educator preparation programs need to include the teaching of tolerance; and professional development programs should remind educators that they are role models for students</li> <li>⊕ Create a recognition program to honor the top 10 schools or college campuses that promote respect for civil discourse and tolerance for diversity of perspectives</li> <li>⊕ Provide additional resources and support to high schools for voter education and voter registration initiatives.</li> <li>⊕ Establish a DOE working group on citizenship education that would examine existing resources and information, develop a publication on the core principals and practices of citizenship education, and create a resource guide and training program for educators. The working group would report annually to the Joint Standing Committee on Education.</li> </ul>

	<b>Problem Situations</b>	<b>Assets</b>	<b>Potential Solutions</b>
<b>Political and Community Participation</b>	<p>6. There are too few opportunities for students to have meaningful, authentic opportunities to participate in their communities (Problem #4 defined by Commission on 12/3/03)</p>	<ul style="list-style-type: none"> <li>⊕ 46% of U. S. high schools offer service-learning opportunities (U. S. Department of Education, 1999)</li> <li>⊕ The proportion of first year college students that volunteer has risen steadily from two-thirds in 1989 to 81% in 2000 (Hart, 2001)</li> <li>⊕ 51% of Maine youth said they were engaged in community service; and 47% of this service was organized through school as a service-learning opportunity (Maine Marks, 2003)</li> <li>⊕ 51% of Maine youth feel they are given chances to make their city/town better (Maine Marks, 2003)</li> <li>⊕ In Maine, 58% of colleges have community services offices, yet only 18% of these offices have full time staff (Campus Compact, 2002)</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Rekindle the notion of school academic and co-curricular programs as a “laboratory for democracy”</li> <li>⊕ Provide students with genuine opportunities to apply their civic knowledge and skills in real situations</li> <li>⊕ Reinforce the importance of participation in school AND community decision making and governance as a “duty”</li> <li>⊕ Provide opportunities for engagement both in and out of school to allow students to develop “personal agency” as they gain confidence through their personal successes</li> </ul>

**Social, Cultural and Political Contexts**

<b>Problem Situations</b>	<b>Assets</b>	<b>Potential Solutions</b>
<p>7. There appears to be a misperception that schools are solely responsible for “teaching” citizenship education. Maine is not utilizing the untapped potential of linking BOTH school and community resources through the “connecting glue” of shared responsibilities to engage and instill the habits of citizenship in the next generation of Maine citizens in each of our communities <i>(Problem #6 defined by Commission on 12/3/03)</i></p>	<ul style="list-style-type: none"> <li>⊕ Legislative Youth Advisory Council (LYAC) -- established in 2001, LYAC is comprised of 18 Maine H.S. and college students and is authorized to address policy issues affecting youth</li> <li>⊕ Attorney General’s Civil Rights Team Project -- has grown from 18 middle and high schools in 1996 to more than 194 schools, including 11 elementary schools, in 2003</li> <li>⊕ Secretary of State’s Fostering Youth Involvement (“FYI”) Initiatives -- including mock elections, voter registration, recognition for outstanding citizenship and essay contests related to Maine history and our Constitution have engaged 33,346 students in schools (1992 to 2002)</li> <li>⊕ Maine Commission for Community Service -- established in 1994, serves as the lead partner with the Federal Corp. for National and Community Service; is comprised of 26 citizens who develop and implement Maine’s vision for service</li> <li>⊕ Maine Mentoring Partnership -- there are over 120 mentor programs statewide, with 6,000 youth involved in one-to-one mentoring matches; 10,000 youth in group mentoring matches; and over 2,000 youth are on waiting lists for mentors</li> <li>⊕ Congressional team (Julia Underwood, Rick Lyons and Patrick Phillips) are capable of supporting Commission recommendations and can play a key role in the next stage of this work</li> <li>⊕ KIDS Consortium and Maine Campus Compact, among other organizations, provide extensive technical assistance, resources and support to K-12 school administrative units and colleges on service-learning and civic engagement</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Develop a mega-marketing and public awareness campaign to enlist civic organizations and individuals -- educators, policymakers, judges, business leaders, non-profit officials, clergy and philanthropists -- to engage students in authentic experiences across the civic life of their communities</li> <li>⊕ Schools and communities should promote citizenship education initiatives that provide students real problem-solving opportunities</li> <li>⊕ Utilize the Legislative Youth Advisory Council to organize statewide legislative hearings to provide young people with a forum to express their concerns and ideas</li> <li>⊕ Form a coalition of organizations interested in citizenship education, including but not limited to the Secretary of State’s Office, the Maine Bar Association, the Attorney General’s Office, service learning groups, etc. to jointly plan and implement conferences and activities for youth</li> <li>⊕ Hold a Blaine House Summit on citizenship education that would provide information, resources and training for civic and professional groups, educators and businesses to engage young people. The summit would also identify opportunities for youth participation on Maine boards and commissions and would create a process to recruit and train youth members of these boards and commissions</li> <li>⊕ Convene another commission to develop action and implementation plans to address this broader notion of the roles and responsibilities that schools, community agencies and other sectors of society should embrace in these efforts</li> </ul>

## **APPENDIX G**

### **Citizenship Education in Maine: Hallmarks, Problem Situations and Potential Solutions**



# Citizenship Education in Maine: Hallmarks, Problem Situation and Potential Solutions

	Hallmarks of an Effective Citizen	U.S. & Maine Data	Problem Definition	Potential Solutions
Civic Attitudes and Beliefs	<ul style="list-style-type: none"> <li>⊕ Appreciates constitutional principles and democratic traditions and believes in the ability of government to bring about positive change</li> <li>⊕ Believes one person can make a difference</li> <li>⊕ Is able to tolerate conflict, ambiguity and diversity and is willing to engage others in dialogue and understand diverse perspectives</li> <li>⊕ Understands the importance of civic duties, including respecting government and laws over passion and issues</li> <li>⊕ Believes in the value and effectiveness of working with others to solve problems</li> <li>⊕ Demonstrates curiosity about our community, nation and the world</li> <li>⊕ Demonstrates concern for the rights and welfare of others</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Only 46% of youth say they can make a difference in solving community problems (CIRCLE, 2002)</li> <li>⊕ Only 12% of college students believe that volunteering on a campaign is a way to bring about significant change (Hart, 2001)</li> <li>⊕ Almost half our youth (49%) say voting is not important, 34% see voting as a choice, 20% as a responsibility and only 9% as a duty (CIRCLE, 2002)</li> <li>⊕ In 1960, 60% of college freshmen viewed keeping up with politics as “very important” or “essential,” compared with 33% this year, 31% last year and 28% in 2000 (HERI, UCLA, 2002)</li> <li>⊕ According to an international civic education study, only 46% of youth say they can make a difference in solving community problems</li> <li>⊕ Only 39% of Maine high school youth feel that adults make them feel important (Maine Marks, 2001)</li> <li>⊕ Just 43% of Maine high school students think that adults listen to them (Maine Marks, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Many 15- to 26-year olds don’t understand the ideals of citizenship and have a limited appreciation for American democracy (ECS, 2003)</li> <li>⊕ Students do not see politics as a primary means of bringing about positive change</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Development of a state action plan -- including vision, mission, resources, opportunities and capacity building -- for improving citizenship education policies and practices that can be effective in addressing these important issues</li> </ul>

	<b>Hallmarks of an Effective Citizen</b>	<b>U.S. &amp; Maine Data</b>	<b>Problem Definition</b>	<b>Potential Solutions</b>
<b>Civic &amp; Political Knowledge &amp; Cognitive Skills</b>	<ul style="list-style-type: none"> <li>⊕ Understands the history, structure and processes of government, democracy and civic participation</li> <li>⊕ Understands the relationship between government and community</li> <li>⊕ Understands the roles of interest groups and the media in our democracy</li> <li>⊕ Is able to think critically, to formulate opinions and defend judgments, to listen to and persuade others, and to evaluate positions</li> <li>⊕ Is able to research political issues and obtain information and perspectives about these issues</li> <li>⊕ Understands how to engage in civic and political processes within and outside their community</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Most formal civic education today comprises only a single course on government; until the 1960s, as many as three courses in democracy, civics and government was common</li> <li>⊕ 88% of H.S. seniors say they discuss current issues in class and 80% of H.S. students take a class in government; still, nearly 33% of H.S. seniors lack an understanding of how government works (CIRCLE, 2002)</li> <li>⊕ 75% of students scored at “basic” or “below basic” levels on the Civics segment of the NAEP</li> <li>⊕ 30% of Maine students score at the “meets standards” level in Social Studies, students only respond correctly to 50% of the items in Civics; and 67% of students believe Social Studies won’t be useful in their future work (MEA 2002-03)</li> <li>⊕ Federal and state mandates for standards-based education and assessment have significant implications for local decisions on curriculum and allocating resources for civics education (NCLB focuses on math and reading; MEA will no longer assess social studies in 2004)</li> <li>⊕ Only 33% of college freshmen view keeping up with politics as “very important” as compared to 31% in 2001 and 28% in 2000</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Too many young people lack the basic understanding of government, democracy and civic participation</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Broadening the civic mission of our schools is a priority and should prompt policymakers to take action</li> <li>⊕ Development of a state action plan -- including vision, mission, resources, opportunities and capacity building -- for improving citizenship education policies and practices that can be effective in addressing these important issues</li> </ul>

	<b>Hallmarks of an Effective Citizen</b>	<b>U.S. &amp; Maine Data</b>	<b>Problem Definition</b>	<b>Potential Solutions</b>
<b>Political and Community Participation</b>	<ul style="list-style-type: none"> <li>⊕ Participates in their community through voting, goes to community meetings, and serves the public as a volunteer or as an elected/appointed public official</li> <li>⊕ Participates in and contributes to community-based organizations or political organizations</li> <li>⊕ Encourages others to participate in public service and the political life of their community</li> <li>⊕ Is able to work in groups and to speak in public, including voicing their concerns and opinions when they perceive an injustice</li> <li>⊕ Is able to obtain information and to engage in dialogue with their fellow citizens and public officials in addressing social and political problems and concerns</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Voter turnout rates among 18-24 year-olds have dropped by one-third since 1972; youth as a proportion of all voters had dropped from 14% in 1972 to 8% in 2000 (CIRCLE, 2002)</li> <li>⊕ Only 6% of college students participated in a political campaign during the 2000 election cycle; only 13% to 17% (depends on e-mail or mail) say that contacting an elected official will bring about significant change (Hart, 2001)</li> <li>⊕ 46% of U.S. high schools offer service-learning opportunities (U.S. Dept. of Education, 1999)</li> <li>⊕ 48% of Maine youth said they were engaged in community service (46% of which was organized through school) (Maine Marks, 2001)</li> <li>⊕ 50% of Maine youth feel they are given chances to make their city/town better (Maine Marks, 2001)</li> <li>⊕ The proportion of college freshmen that volunteer has risen steadily from two-thirds in 1989 to 81% in 2000 (Hart, 2001)</li> <li>⊕ In Maine, 58% of colleges have community services offices as compared to 59% nationally; and only 18% of these offices have full time staff compared with 64% nationally (Campus Compact, 2002)</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Too many young people are disengaged from politics and government (ECS, 2003)</li> <li>⊕ The good news is that more young people are volunteering and participating in community service activities</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Development of state action plan -- vision, mission, opportunities, resources, capacity building -- for improving citizenship education policies and practices</li> </ul>

	<b>Hallmarks of an Effective Citizenry</b>	<b>U.S. &amp; Maine Data</b>	<b>Problem Definition</b>	<b>Potential Solutions</b>
<b>Social, Cultural and Political Contexts</b>	<ul style="list-style-type: none"> <li>⊕ Policymakers, civic leaders and other community members consider factors related to the following public and private sectors of society in examining policies and practices that promote citizenship education and effective citizenship:</li> <li>⊕ School</li> <li>⊕ Community</li> <li>⊕ Media</li> <li>⊕ Popular culture</li> <li>⊕ Peer culture</li> <li>⊕ Adult behavior</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Secretary of State's Fostering Youth Involvement Initiatives (FYI), including mock elections, voter registration, essay contests re: Maine history and our Constitution, and recognition for outstanding citizens have engaged 33,346 students in Maine K-12 schools (1992 to 2002)</li> <li>⊕ Legislative Youth Advisory Council -- established in 2001, this council is comprised of 18 high school and college students from across the state and is authorized to address policy issues affecting youth</li> <li>⊕ Attorney General's Civil Rights Team Project -- has grown from 18 middle and high schools in 1996 to more than 194 schools, including 11 elementary schools, in 2003</li> <li>⊕ Maine Commission for Community Service -- established in 1994, serves as the lead partner with the Federal Corp. for National and Community Service; is comprised of 26 citizens who develop and implement Maine's vision for service</li> <li>⊕ Maine Mentoring Partnership -- 6,000 youth are in one-to-one mentoring matches; 10,000 youth are in group mentoring matches; over 2,000 youth are on waiting lists for mentors; there are over 120 mentor programs statewide</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Advocates for citizenship education initiatives may not be working effectively with key policy actors -- educators, policymakers, judges, business leaders, non-profit officials, clergy and philanthropists -- to promote and coordinate policies and practices that engage our youth and provide them with appropriate opportunities for participating in the civic and political spheres of our democratic society</li> <li>⊕ Despite our best intentions and efforts, we may not be successful in engaging certain segments of our youth population</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Allocating responsibility to the appropriate public or private sectors: the family, the state, the market or the non-profit sector</li> <li>⊕ Broadening the civic mission of our schools is a priority and should prompt policymakers to take action</li> <li>⊕ Development of a state action plan -- including vision, mission, resources, opportunities and capacity building -- for improving citizenship education policies and practices that can be effective in addressing these important issues</li> </ul>

**APPENDIX H**

**Maine Department of Education K-12 Civic Education Survey**





INFORMATIONAL LETTER: 51

POLICY CODE: KCBA/IHAK

TO: Superintendents of Schools and Curriculum Coordinators  
FROM: Susan A. Gendron, Commissioner  
DATE: December 10, 2003  
RE: Web Survey on Civics Education

During its last session the Maine Legislature authorized the establishment of the Study Commission on the Scope and Quality of Citizenship Education. The Study Commission is charged with assessing how Maine's schools and colleges are preparing students for their roles as Responsible and Involved Citizens as outlined in the Guiding Principles of Maine's *Learning Results*. The Study Commission is also charged with making policy recommendations to the Legislature.

The civic purpose of the public schools has been much under discussion at the national level this past year. The publication of "The Civic Mission of Schools" by the Carnegie Corporation and CIRCLE (The Center for Information and Research on Civic Learning and Engagement) has outlined both the critical importance of revitalizing civics education, as well as offering a collection of actions and strategies for States and localities to employ. In addition, the First Annual Congressional Conference on Civic Education in September 2003 resulted in the development of action plans by all 50 states to evaluate the current status of civics across the country and develop frameworks for improvement as needed. The Maine Study Commission is positioned well to apply these national recommendations to the Maine context.

The web link listed below will take you to the survey for Maine's school districts to determine the type and extent of curricular and co-curricular programs that currently address the civic mission of the public schools. This information is critical for the Study Commission to make informed recommendations to the Maine Legislature. I ask that you take a few minutes to gather the necessary information and respond to the survey by Wednesday, December 31, 2003. As in other recent cases, the Department is increasingly relying on web-based surveys due to the ease of response and tabulation. In order to understand the role that pre-service education programs play in preparing and supporting teachers to support the attainment of the civic mission of the schools, the Study Commission is also surveying teacher preparation programs across Maine.

If you have questions about the survey please contact Patrick Phillips, Deputy Commissioner of Education, by email at [patrick.phillips@maine.gov](mailto:patrick.phillips@maine.gov) or by phone at 624-6606.

One person can respond to all items for your district or the work may be divided among a number of individuals. It will be necessary to enter your superintendent code, as listed at the web link below, to gain access to the survey. Please note that once the survey has been submitted, it cannot be revised.

Your assistance with completing the survey will be much appreciated.

Maine Department of Education  
K-12 Civic Education Survey



Please Login:

Login

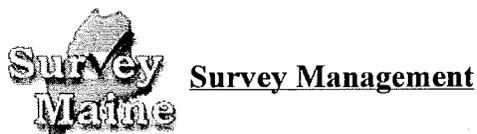
*(Be sure to click the Login button!)*

**Survey Directions**

This questionnaire is designed by the Study Commission on the Scope and Quality of Citizenship Education. The Study Commission is charged by the Maine Legislature with assessing how Maine's schools and colleges are preparing students for their roles as Responsible and Involved Citizens as outlined in the Guiding Principles of Maine's Learning Results. The Study Commission is also charged with making policy recommendations to the Legislature. In order to understand the role that the state's teacher education programs play in preparing and supporting teachers to support the attainment of this Guiding Principle, we are asking the heads of these programs to respond to this brief survey. We are also surveying the state's school districts to determine the type and extent of curricular and co-curricular programs that currently address the civic mission of the public schools.

The Maine Department of Education is administering this survey on behalf of the Study Commission. If you have questions about the survey please contact Patrick Phillips, Deputy Commissioner of Education, by email at [patrick.phillips@maine.gov](mailto:patrick.phillips@maine.gov) or by phone at 624-6606.

One person can fill out all pages or the work may be divided among multiple people. Your school or college will be identified by a pin number and you need to enter the pin to access your survey. Once a page has been submitted, it cannot be revised.



## K-12 Civic Education Survey

School: S.A.D. # [REDACTED]

1. Please describe any policies (mission or vision statements, goals, plans, requirements, etc.) related to:

a. **Civic knowledge, skills and/or attitudes**

Board Policy AE outlines the goals of MSAD [REDACTED] are it relates to "providing the community with citizens who can support and improve the social, moral, aesthetic, economic, and political milieu in which the choose to live as adults," in addition to providing each student with "rich opportunities to acquire the nowledge, skills, attitudes, ideals, and values necessary to pursue a productive, successful, and happy life."

MSAD # [REDACTED] Vision Statement further supports the above ideals by stating that the primary goals of the school system is "to promote a quality educational environment that ensures all students the opportunity to acquire the skills, knowledge, and attitudes they will need to become successful citizens and lifelong learners."

Board Policy ADAA, District Commitment to Standards of Ethical and Responsible Behavior, further strengthens the district's commitment to quality citizenship by stating that "The Board recognizes that ethics, constructive attitudes, responsible behavior, and 'character' are important if a student is to leave school as a 'Responsible and Involved Citizen'."

In addition to this, the schools in MSAD [REDACTED] have individually demonstrated their commitment to responsible citizenship by adopting and implementing a district-wide "Code of Conduct" that is in line with the ideals outlined in "Taking Responsibility," that was published by the Maine Commission for Ethical and REsponsible Student Behavior in February, 2001. This Code of Conduct guides not only student decision making but administrator responses to student behavior.

b. **Service-learning**

We currently do not have a Board policy that outlines the district's commitment to service learning. However, students in grades 7-12 at [REDACTED] Middle/High School have had the option of performing voluntary services for the school since 1999. Students record their service tasks and duration of service in a log which is authenticated by the signiture of an adult who supervises the service area. The student has the option of having the total number of hours of "Community Service" recorded on his/her transcript as part of their academic record.

c. **Community service**

Board and administrator-level discussions have occurred in the past two years that will undoubtedly lead to the development of a formal policy statement that may ultimately guide the inclusion of community service as a graduation requirement. See "b." above for additional information.

Continue

K-12 Civic Education Survey

School: S.A.D. [REDACTED]

2. What activities, curricula and programs are in place in your district to carry out these policies:

Activities, curricula, programs	Currently, which activities, curricula, programs are being implemented in your schools (K-12)? Please check all applicable items.		How would rate the effectiveness of your current activities, curricula and/or programs?				In the future, please indicate the activities, curricula, programs that would be of interest to you. Please check all applicable items.	
	Academic	Co-curricular	Very	Effective	Somewhat	Not	Academic	Co-curricular
Government/Civics Class (high school)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law/Public Policy Class (high school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies Class with civics/government component (K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
We the People: the Citizen and the Constitution (Center for Civic Education) (high school)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Citizen (Center for Civic Education) (middle and high school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service-Learning (classroom instruction connected to community service project) (K-12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choices Program (Brown University) (high school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems of Democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contemporary (Current Events) Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Model United Nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mock Trial (USM Law School/ME Bar Assoc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mock Elections (ME Secretary of State's Office)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship Award – 8th grade (ME Secretary of State's Office)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constitution Poster and Essay Contest (ME Secretary of State's Office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Amendment Schools (Freedom Forum/ASCD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace Studies Program (University of Maine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer Mediation (USM Law School/ Maine Department of Human Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights Team (ME Attorney General's Office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Leadership Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Council/Government	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Service Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Service Requirement (i.e. hours required for graduation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
After School Program with civics/government component	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boys State/Girls State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine Youth Senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Relations Club/Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other:</b>								
Student Leadership Team (Gr 7-12)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue

K-12 Civic Education Survey

School: S.A.D. [REDACTED]

3. Professional Development

a. Please list any professional development opportunities you are currently offering to faculty related to the activities, curricula, and/or programs you checked above.

Please list the title or topic of the professional development opportunities offered to faculty	Please check the type of professional development session/information					Please check the amount of time devoted to each opportunity.		
	Workshop (local)	Workshop (state)	Workshop (national)	Print/web resources	Other	Half-Day or less	Full Day	Multi-Day
#1 Local training in developing local assessments aligned with the MLRs.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
#2 Regional collaboration/training with Youth In Government	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
#3 Local training in developing local assessments aligned with the MLRs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

b. Looking ahead, what types of professional development opportunities, related to civic education, would be most valuable for your district in the future?

Strategies for building student enthusiasm related to learning about ancient history.

Strategies for effectively teaching geography.

Strategies for integrating civics/government instruction with other subject areas.

c. What challenges or obstacles will you need to overcome to implement such opportunities?

Availability of focused professional development activities.

Funds to support participation in professional development activities.

Teacher apprehension about leaving the classroom to attend professional development activities.

Continue

## K-12 Civic Education Survey

School: S.A.D. [REDACTED]

## 4. Youth Involvement in School and/or Municipal Governance

In your school district/community(ies), are youth:

- a. Officially part of the School Board?  yes  no  advisory role only
- b. Official member of any community boards or committees?  yes  no  advisory role only

If yes, please describe.

### K-12 Civic Education Survey

School: S.A.D. [REDACTED]

5. Please tell us who was involved in completing this survey (check all that apply):

- Superintendent/Assistant Superintendent
- Curriculum Coordinator
- Elementary Principal(s)
- Middle School Principal(s)
- High School Principal(s)
- Department Chair
- Teacher(s)

Other (Please list):

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## Teacher Education Civic Education Survey

School: 

1. Please describe any policies (mission or vision statements, goals, plans, requirements, etc.) related to:

**a. Civic knowledge, skills and/or attitudes**

Our mission emphasizes reflective practice, engagement, and social justice. In many of our pre-service courses students are encouraged and/or required to take on some form of social action. In other words, they are asked to take their academic learning out into the world in some manner that acts upon existing structures and practices in order to further ends that they agree with or change practices of structures that they think are in need of reform. Pre service teachers are also participating in community based curriculum development. This approach to curriculum development emphasizes knowledge of local needs, issues and assets; an asset orientation to community; and creating/implementing curricula that are meaningful and relevant to students lives (while also achieving all necessary standards, of course!). This approach to curriculum development is consistent with the research literature on civic engagement that emphasizes that beginning with the local level (vs national/global) of civic engagement and political issues is a best practice (in terms of both student motivation and learning outcomes, as measured by NEAP, see Neimi and Junn).

**b. Service-learning**

We consider the 450 hours of field work that all pre-service teachers must complete to be "service learning." Our pre service teachers participate in service learning in local schools as part of every Education course that they take within our program.

**c. Community service**

We do not promote community service, per se, but rather service learning: a philosophy that emphasizes the mutual benefits of all parties and institutions involved versus an emphasis on our students serving some "other" community.

Continue

Teacher Education Civic Education Survey

School: [REDACTED]

2. Please list any activities, programs, or curricula in your major, certification program, or continuing education program designed to help teachers deliver on the Learning Results Guiding Principle of Responsible and Involved Citizen:

Activities, curricula, programs	Which activities target pre-service and which target in-service teachers?		How would rate the effectiveness of your current activities, curricula and/or programs?				In the future, please indicate the activities, curricula, programs that would be of interest to you.
	Pre-Service	In-Service	Very	Effective	Somewhat	Not	
Methods in Government/Civics Class	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods in Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service-Learning (classroom instruction connected to community service project)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying Prevention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Leadership Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other:</b>							
I can't read or enter data in the far column which says something about the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific courses in Education Reform and Politics and Educating for Democra	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphases on Social Action and Community Based Curriculum Development--both	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue

Teacher Education Civic Education Survey

School: [REDACTED]

3. Professional Development

a. Please list any professional development opportunities you are currently offering to in-service teachers related to the activities, curricula, and/or programs you checked above.

Please list the title or topic of the professional development opportunities offered to faculty	Please check the type of professional development session/information					Please check the amount of time devoted to each opportunity.		
	Workshop (local)	Workshop (state)	Workshop (national)	Print/web resources	Other	Half-Day or less	Full Day	Multi-Day
#1 Learning communities where teachers participate in professional development	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
#2 In service teachers auditing our course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
#3 Participating in practitioner action research in conjunction with an Ed stu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

b. Looking ahead, what types of professional development opportunities, related to civic education, would you be likely to develop in the future?

Perhaps workshops targeted directly at civic education, also service learning and community based curriculum development. Helping teachers to view these pedagogies as linked to both politics, civics and learning standards and extending the notion of service beyond charity and volunteerism to more direct and explicit links with political knowledge and skills. This is an area of scholarship and teaching for one of our faculty, so she may be able to craft professional development opportunities to meet particular needs at the local and state levels.

c. What challenges or obstacles will you need to overcome to implement such opportunities?

Interest and involvement of teachers--balancing our interests and expertise as college faculty with the meeting the specific needs and interests of teachers, and fitting all of this within schedules that are too busy.

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**APPENDIX I**

**Draft of Recommended Legislation to the 121st Legislature**



LR #: 268801

Sponsor: Commission (Pursuant to Law)

Drafted by: NAD/PDM

Date: 2/27/04

File Name: G:\COMMITTEES\EDU\BILLDRFT\121st-2nd\Citizenship-Ed-Comm-LR-Draft - revised.doc (2/20/04 3:41 PM)

**Title: Resolve, To Implement the Recommendations of the Commission to Study the Scope and Quality of Citizenship Education**

**Part A**

**Sec. A-1. Considering citizenship education during review of System of Learning**

**Results. Resolved:** That the Department of Education shall consider the recommendations of the Commission to Study the Scope and Quality of Citizenship Education (Resolve 2003, chapter 85) related to implications for the System of Learning Results when it reviews the guiding principles, the performance standards and the content indicators of the System of Learning Results beginning during the 2003-04 school year in accordance with Maine Revised Statutes, Title 20-A, section 6209, subsection 10.

**Sec. A-2. Statewide public forums for youth. Resolved:** That the Legislative Youth Advisory Council shall conduct a series of statewide public forums on issues important to youth and invite Legislators from the various regions of the State to participate in these public forums. The Legislative Youth Advisory Council shall submit a report including its findings and recommendations no later than January 15, 2005 to the Governor, the joint standing committee having jurisdiction over education matters, the Judiciary and the task force established in Section B-1.

**Part B**

**Sec. B-1. Task force on citizenship education established. Resolved:** That the Department of Education and the State Board of Education shall jointly establish and provide support for the Task Force on Citizenship Education, referred to in this resolve as "the task force." The task force shall address the recommendations of the Commission to Study the Quality and Scope of Citizenship Education that was established pursuant to Resolve 2003, chapter 85 including, but not limited to the following components:

1. Developing recommendations to assist the Department of Education in its review of the guiding principles, the performance standards and the content indicators of the System of Learning Results beginning during the 2003-04 school year;
2. Engaging state and local educational agency officials, educators, college officials, researchers, policymakers, and other key stakeholders in an effort to research, produce and disseminate a resource guide to effective citizenship education in Maine;

3. Examining the content of pre-service education in Maine related to citizenship education and considering any implications for teacher certification;
4. Developing a plan for the creation of a civic education and citizenship engagement index to track data on civic skills, attitudes and behaviors of Maine youth. The task force should review the North Carolina Civic Index and other measures of citizenship engagement and coordinate the development of a Maine index that builds upon the work begun by "Maine Marks" and the Maine Economic Growth Council in this State;
5. Examining in-service professional development programs for Maine educators and identify ways to infuse civic skills, attitudes and behaviors into curricular and co-curricular programs for Maine students; and
6. Examining national voter education and voter registration models and making recommendations to the Secretary of State on ways to infuse voter education and voter registration efforts for students in our secondary schools across the State.

**Sec. B-2. Report; legislation. Resolved:** That the task force established in Section B-1 must submit an interim status report including any preliminary findings and recommendations to the joint standing committee of the legislature having jurisdiction over education matters, to the Commissioner of Education, and to the State Board of Education no later than January 15, 2005.

The task force must submit its final report, including findings, recommendations, and suggested legislation to the joint standing committee of the legislature having jurisdiction over education matters, the Commissioner of Education and the Chair of the State Board of Education no later than December 5, 2005. The joint standing committee of the legislature having jurisdiction over education matters has authority to report out legislation based on the report to the Second Regular Session of the 122<sup>nd</sup> Legislature.

### SUMMARY

This resolve proposes to implement the recommendations of the Commission to Study the Scope and Quality of Citizenship Education. The commission proposes the following recommendations for the consideration of the Legislature:

1. That the Department of Education consider the recommendations of the Commission to Study the Scope and Quality of Citizenship Education related to implications for the System of Learning Results when it reviews the guiding principles, the performance standards and the content indicators of the System of Learning Results beginning during the 2003-04 school year.
2. As part of the effort recommended by the Commission to Study the Scope and Quality of Citizenship Education to foster a statewide dialogue regarding civic

education and citizenship engagement, the Legislative Youth Advisory Council shall conduct a series of statewide public forums on issues important to youth and invite Legislators from the various regions of the State to these public forums. The Legislative Youth Advisory Council shall report their findings and any conclusions to the Governor, the joint standing committee having jurisdiction over education matters, the Judiciary and the task force established in Section B-1.

3. That the Department of Education and the State Board of Education jointly convene a task force on citizenship education to address the recommendations of the Commission to Study the Scope and Quality of Citizenship Education.