



INFORMATION GUIDE

KANSAS STATE DEPARTMENT OF EDUCATION



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Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, training and character development according to each student's gifts and talents.

Vision

Kansas leads the world in the success of each student.

Motto

Kansans CAN.

Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification the workforce, without the need for remediation.

Outcomes for Measuring Progress

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally



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Civic Engagement:

Individuals sharing their skills and knowledge through actions intended to improve communities, states, nations, the world, and themselves.

“For more than 250 years, Americans have shared a vision of a democracy in which all citizens understand, appreciate, and engage actively in civic and political life—taking responsibility for building communities, contributing their diverse talents and energies to solve local and national problems, deliberating about public issues, influencing public policy, voting, and pursuing the common good. Americans know that it is a rare and precious gift to live in a society that permits and values such participation.” -- Guardian of Democracy: The Civic Mission of Schools

In 2015, the Kansas State Department of Education hosted over 287 focus groups in twenty communities across the state, asking “What are the characteristics, qualities, abilities and skills of a successful 24-year old Kansan? Kansas community and business leader focus groups identified “citizenship, ethics, and duty to others” as an important set of interpersonal social skills critical for student success.

Civic engagement is comprised of actions and attitudes associated with social participation. The most obvious are voting, volunteering, and donating money, but civic engagement may also involve membership in civic and community organizations, public speaking, petitioning, mentoring, assisting a neighbor, or other informal volunteering activities that lead to stronger communities.

“Civic engagement is not just a feel-good element of community life or a benign expression of citizenship. . . it may also be an effective way to build social capital and valuable skills that can facilitate upward mobility for young Americans, better prepare workers for jobs, and strengthen the economic resilience of states.” (*Connecting Youth and Strengthening Communities*) “The importance of civic engagement transcends charitable acts of kindness – the skill development, increased content knowledge, and self-empowerment resulting from civic engagement activities foster the necessary confidence and skills for success in higher education and the workforce.” (*Civic Pathways Out of Poverty and Into Opportunity*)

The first three words of the Constitution, *We the People*, best underscore the principle of civic engagement. The Kansas History, Government, and Social Studies standards mission statement reinforces this principle by asking schools to prepare students to be “informed, thoughtful, engaged citizens.” Schools must provide students with the academic and cognitive preparation, and the technical skills required for future success, in an



CIVIC ADVOCACY NETWORK

environment that encourages and facilitates civic engagement pre-Kindergarten through the 12th grade. In order for schools to cultivate a culture of civic engagement students need regular opportunities to engage in civic learning, participate in their communities, and see similar behavior modeled by adults. This would involve partnering with communities, organizations, businesses and other groups to provide engagement opportunities at all academic levels. Civic engagement isn't learned by reading text, listening to a lecture, or watching a video. Students learn to be civically engaged by being civically engaged. (*Guidebook: Six Proven Practices For Effective Civic Learning*)

Purpose of Civic Advocacy Network:

The purpose of the Civic Advocacy Network is to recognize schools that actively involve students in civic engagement opportunities and to collect exemplary practices to share with schools across the state. The ultimate goal is to promote civic engagement as part of all preK-12 students' experiences.

In order for students to cultivate a commitment to civic participation and to become active members of communities, students need regular opportunities to engage in civic learning activities. Civic engagement is most effective when integrated into all components of preK-12 curricula, not just a requirement to graduate or isolated to particular courses. These opportunities for civic engagement must be part of a systematic approach which includes the school, classrooms, teachers, and students. The Civic Advocacy Network intends to recognize schools that have made civic engagement an integral part of the school culture, and as such, the application is designed to encourage collaboration among district administrators, teachers, and students to highlight how civic engagement has been integrated into school culture.

The Award:

School buildings that meet the award criteria will be awarded one of two designations; School of Excellence or a School of Promising Practice. (See Appendix A for Scoring Rubric) Awards will be made on three levels, elementary, middle, and high.

School of Excellence – The criteria for this award will be a set rubric score, so the number of schools attaining this award will vary, and hopefully increase year to year. Winners of this award will remain in the network for three years. The expectation is that the winners will become advocates for civic engagement among schools in their district, region, and state. At the end of that three-year period they must reapply and provide evidence of on-going collaboration with other school buildings, assisting them in the creation of civic engagement opportunities for their students. The criteria for maintaining the School of Excellence award is a rubric score in the School of Excellence category and evidence of significant collaboration with other schools.



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School of Promising Practice – This award will be awarded to schools who have a particularly innovative, effective, or otherwise unique program that clearly shows potential for impacting student civic engagement. Any number of schools may be awarded a promising practice award. A promising practice must align to one, or more, of the *Six Proven Practices for Effective Student Learning* and have the potential to be scaled up at the present school or reproduced at other schools. The School of Promising Practice designation is an annual award, and will be awarded to school buildings that meet the above criteria. Schools of Promising Practice may apply annually to improve their rubric score for additional award designations.

Providing Evidence:

The nature of this award requires the schools to demonstrate professional integrity in the application process. Evidence should demonstrate information consistent with the application and the scoring rubric and should be available if requested. The individual(s) responsible for the application should use their best judgement on what constitutes evidence that supports the proven practice at their school. (See [Guidebook: Six Proven Practices For Effective Civic Learning](#)) Practices that have the broadest application (impact the highest percentage of students) will be rewarded (see rubric in Appendix A). Applications will be scored by individuals with expertise in each practice. The best evidence falls into one or more of the following categories.

- Professional learning: Teachers and staff have been provided training around civic engagement or a particular proven practice
- Implementation of a curriculum: School wide initiatives, national, state, local, or corporate curriculum that address civic engagement or a particular proven practice
- School participation in national, regional, state, or corporate programs that address civic engagement or a particular practice
- Student performance and recognition: Recognition of students or groups of student for success in civic engagement, or a particular proven practice
- School recognition: Recognition of the school by an agency outside of the district for work in civic engagement or a particular proven practice



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The Application:

The application requires three pieces of evidence:

A. First Piece of School level evidence:

“What does this look like at my school?” Evidence for this level is around school wide programs that involve student civic engagement or provide professional learning for teachers who are collaborating, coordinating, and facilitating these programs. Please limit your response to a single practice that has the most significant impact or impact the most students.

“What percentage of students in the school participate in this school wide practice?” Employing professional integrity how many students are impacted by the practice evidenced above? If every teacher, for example, had significant professional learning around civic engagement then that would impact nearly all or all students, if only a single teacher had such an opportunity it might be few or many. If the activity was school wide it would have a higher impact score than an activity in a single classroom. When considering this response mark the impact of the activity that engages the highest percentage of students and staff.

B. Second Piece of School Level Evidence

“What does this look like at my school?” Evidence for this level is around school wide programs that involve student civic engagement or provide professional learning for teachers who are collaborating, coordinating, and facilitating these programs. Please limit your response to a single practice that has the most significant impact or impact the most students.

“What percentage of students in the school participate in this school wide practice?” Employing professional integrity how many students are impacted by the practice evidenced above? If every teacher, for example, had significant professional learning around civic engagement then that would impact nearly all or all students, if only a single teacher had such an opportunity it might be few or many. If the activity was school wide it would have a higher impact score than an activity in a single classroom. When considering this response mark the impact of the activity that engages the highest percentage of students and staff.

C. How do you know it is working?

“How do you know this is working in your school?” This is your opportunity to tell us why you think these practices are working. Tell a story or an anecdote about what a principal, teacher, or student has done that provides evidence of these practices and civic engagement. (Please remove or redact any personally identifiable information.)



CIVIC ADVOCACY NETWORK

Appendix A: Application

QUESTIONS

RESPONSES

Civic Advocacy Network: Application for Award (DRAFT)

Application for consideration in the Civic Advocacy Network Awards Program

School Name and Mailing Address *

Long answer text

Name of Person Responsible for This Application *

Short answer text

Phone Number *

Short answer text

E-mail *

Short answer text

USD # *

Short answer text

School Building Type *

- ☐ Elementary School
- ☐ Middle/Junior High School
- ☐ High School

Application Instructions

Provide two specific pieces of evidence that exemplifies each proven practice. A list of possible pieces of evidence is included in the Civic Advocacy Network Plan. Please note that the list is not exhaustive and other pieces of evidence not listed may help to demonstrate how the proven practice has been or is being implemented in your school. The programs that are best and most widely implemented will be rewarded.

A. A first single piece of school level evidence: Evidence of school or classroom wide practices, initiatives, programs and/or events that support the given proven practice. Examples – List of courses; assessments; service-learning projects; extracurricular activities offerings; school wide service day projects, school wide fund raisers, school government, elections, competitions, and awards.

B. A second single piece of school level evidence: Evidence of school or classroom wide practices, initiatives, programs and/or events that support the given proven practice. Examples – List of courses; assessments; service-learning projects; extracurricular activities offerings; school wide service day projects, school wide fund raisers, school government, elections, competitions, and awards.

C. Student level evidence: How do you know it is working at your school. This is a success narrative. Tell your story. What leads you to believe that your efforts in this area are successful. Please redact personally identifiable information, such as teacher or student names.



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Practice #1 Provide instruction in government, history, law, and democracy

"High-quality classroom instruction must remain at the foundation of civic learning.' However, classrooms of today are vastly different from traditional settings. There are new and exciting technologies available that provide students access to large amounts of information. Students can participate in more interactive, thought-provoking learning experiences aside from textbooks, handouts, paper quizzes, and the like." - Guidebook: Six Proven Practices For Effective Civic Learning

#1 A. What does this look like at my school? *

Please provide your first single piece of evidence of the school wide application of rigorous instruction in history, government, law, and democracy.

Long answer text

What percentage of students in the school participate in this school wide practice? *

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)

#1 B. What does this look like at my school?

Please provide your second single piece of evidence of the school wide application of rigorous instruction in history, government, law, and democracy.

Long answer text

What percentage of students in the school participate in this school wide practice?

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#1 C. How do you know this is working in your school?

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

Long answer text



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Proven Practice #2 Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their

Civic learning curricula often fail to include controversial issues. As a result, young people may not learn how to engage productively with the issues and events that animate our political system today and will continue to do so in the future. "Diversity in thought can help students appreciate others' perspectives and understand the value of living in a place where differing views are embraced. Students engaged in healthy civic discourse have opportunities to practice researching current issues in their local communities, our country, and the world, and to come up with feasible solutions. – Guidebook: Six Proven Practices for Effective Civic Learning

#2 A. What does this look like at my school? *

Please provide the first single piece of evidence of the school wide incorporation of discussion of current events and issues.

Long answer text

What percentage of students in the school participate in this school wide practice? *

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#2 B. What does this look like at my school?

Please provide the second single piece of evidence of the school wide incorporation of discussion of current events and issues.

Long answer text

What percentage of students in the school participate in this school wide practice?

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#2 C. How do you know this is working in your school?

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

Long answer text



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Proven Practice #3 Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.

Making the connection between academic objectives and service to the community can be accomplished in two ways: 1) Start with a service project and identify curricular objectives that align with the project, or 2) determine specific learning objectives and work with students to find a service project that will help them meet those objectives. One of service-learning's greatest benefits is that it is a malleable approach that can be adapted to fit a variety of age levels, learning settings, curricular needs, and timeframes, and it gives students the opportunity to co-create their learning experiences.

– Guidebook: Six Proven Practices for Effective Civic Learning

#3 A. What does this look like at my school? *

Please provide the first single piece of evidence of the school wide application of programs that provide students with opportunities to apply what they learn through performing community service.

Long answer text

What percentage of students in the school participate in this school wide practice? *

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#3 B. What does this look like at my school?

Please provide the second single piece of evidence of the school wide application of programs that provide students with opportunities to apply what they learn through performing community service.

Long answer text

What percentage of students in the school participate in this school wide practice?

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#3 C. How do you know this is working in your school?

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

Long answer text



CIVIC ADVOCACY NETWORK

Proven Practice #4 Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.

Since most extracurricular activities take place outside traditional classroom settings, students have opportunities to study in an environment where they can apply what they learn in class to real-life contexts. They are able to use their knowledge and skills in meaningful scenarios... Students who have a strong sense of self and what they have to offer are more likely to find positive ways to contribute to their communities and society. -- Guidebook: Six Proven Practices for Effective Civic Learning

#4 A. What does this look like at my school? *

Please provide the first single piece of evidence of the school wide application of programs that provide students with extra curricular opportunities for young people to get involved in their schools or communities.

Long answer text

What percentage of students in the school participate in this school wide practice? *

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#4 B. What does this look like at my school?

Please provide the second single piece of evidence of the school wide application of programs that provide students with extra curricular opportunities for young people to get involved in their schools or communities.

Long answer text

What percentage of students in the school participate in this school wide practice?

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#4 C. How do you know this is working in your school?

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

Long answer text



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Proven Practice #5 Encourage student participation in school governance.

Students today can participate in school governance in a variety of contexts: student council, youth advisory boards, and department committees, to name a few. . . Students should be allowed to practice civic skills within the relatively controlled environment of the classroom and within school walls. Here they can learn from challenges and triumphs, responses and failures—all the varied realities of the democratic process. – Guidebook: Six Proven Practices for Effective Civic Learning

#5 A. What does this look like at my school? *

Please provide the first single piece of evidence of the school wide application of programs that encourage student participation in school governance.

Long answer text

What percentage of students in the school participate in this school wide practice? *

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#5 B. What does this look like at my school?

Please provide the second single piece of evidence of the school wide application of programs that encourage student participation in school governance.

Long answer text

What percentage of students in the school participate in this school wide practice?

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#5 C. How do you know this is working in your school?

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

Long answer text



CIVIC ADVOCACY NETWORK

Proven Practice #6 Encourage students' participation in simulations of democratic processes and procedures.

Mock trials and elections are traditional, popular, and effective programs for many high school students, and they provide many benefits—increased civic knowledge, teamwork, analytic thinking, public speaking, and more. Aside from these established simulations, technology can and does play a meaningful role in the classroom. Students can simulate a professional work environment by trading emails, planning meetings, and conducting research. – Guidebook: Six Proven Practices for Effective Civic Learning

#6 A. What does this look like at my school? *

Please provide the first single piece of evidence of the school wide application of programs that encourage students' participation in simulations of democratic processes and procedures.

Long answer text

What percentage of students in the school participate in this school wide practice? *

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#6 B. What does this look like at my school?

Please provide the second single piece of evidence of the school wide application of programs that encourage students' participation in simulations of democratic processes and procedures.

Long answer text

What percentage of students in the school participate in this school wide practice?

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

#6 C. How do you know this is working in your school?

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)



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Community and Family Involvement

To adequately address the issues surrounding civic engagement administrators, teachers, parents, and community partners must work together to empower, enable and promote the creation of real life civic engagement opportunities so that students are not simply equipped to be engaged in their communities, but are engaged in their community before leaving school.

This is an opportunity to provide evidence of innovative and successful ways ^{*} that teachers, families, and community partners have worked together to provide civic engagement opportunities for students in your school.

Long answer text

Appendix B: Scoring Rubric

Proven Practice #1	Practice Score	Participation Score	Sub-Score	(Score 8 - 10 points)	(Score 5-7 points)	(Score 1-4 points)	No Evidence (0 Points)
School wide: Practice #1 Provide instruction in government, history, law and democracy.		+5 (All students) +4 (Nearly All students) +3 (Most students) +2 (Many students) +1 (Few students)		Promotion and professional learning for instruction is innovative Shows evidence of added rigor, and that student inquiry, project based learning, problem solving, community issues and connections are integrated throughout the school and across the curriculum Students have regular instruction in government, history, law, and democracy and activities and/or classroom practices that reinforce their learning	The level rises above promoting instruction and professional learning typical of Kansas schools Shows evidence of added rigor, student inquiry, project based learning, problem solving, community issues and connections, or other innovative approaches or programs Students have regular instruction in government, history, law, and democracy	The level of promoting instruction and professional learning is consistent with expectations for Kansas schools	Section is blank or the response is not applicable to this practice
Practice #1 Score							
Promising Practice?							

Rationale-



CIVIC ADVOCACY NETWORK

Proven Practice #2	Practice Score	Participation Score	Sub-Score	(Score 8 - 10 points)	(Score 5-7 points)	(Score 1-4 points)	No Evidence (0 Points)
School wide: Practice #2 Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		+5 (All students) +4 (Nearly All students) +3 (Most students) +2 (Many students) +1 (Few students)		Promotion and professional learning are innovative around the use of discussion in the classroom Shows evidence of intentional school wide efforts to inform and engage both students and teachers about the community, state, nation, and the world Shows evidence of students engaged in healthy discourse, research, and problem solving about school, community, state, national, and/or world issues	The promotion and professional learning around the use of discussion in classrooms rises above that typical in Kansas schools Shows evidence of intentional school wide efforts to inform students about the community, state, nation, and the world Shows evidence of teacher facilitated discussion of current events, but lacks problem solving opportunities for students	The level of promotion and professional learning around the use of discussion in classrooms is consistent with expectations for Kansas schools	Section is blank or the response is not applicable to this practice
Practice #2 Score							
Promising Practice?							

Rationale-



CIVIC ADVOCACY NETWORK

Proven Practice #3	Practice Score	Participation Score	Sub-Score	(Score 8 - 10 points)	(Score 5-7 points)	(Score 1-4 points)	No Evidence (0 Points)
School wide: Practice #3 Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		+5 (All students) +4 (Nearly All students) +3 (Most students) +2 (Many students) +1 (Few students)		Promotion and professional learning are innovative around service learning and community service Implementation and administration of community service and service learning is innovative Shows evidence of cooperation and collaboration with community partners to provide community service opportunities throughout the school year Community service and service learning opportunities are directly linked to student interest and school wide learning and curriculum objectives	Promotion and professional learning around service learning and community service rises above the typical Kansas High School The level rises above community service and service learning in the typical Kansas school Shows evidence of cooperation and collaboration with community partners to provide community service and service learning opportunities Community service and service learning opportunities may not be directly linked to student interest and school wide learning or curricular objectives	The level of community service and service learning is consistent with expectations for Kansas schools	Section is blank or the response is not applicable to this practice
Practice #3 Score							
Promising Practice?							



CIVIC ADVOCACY NETWORK

Proven Practice #4	Practice Score	Participation Score	Sub-Score	(Score 8 - 10 points)	(Score 5-7 points)	(Score 1-4 points)	No Evidence (0 Points)
School wide: Practice #4 Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.		+5 (All students) +4 (Nearly All students) +3 (Most students) +2 (Many students) +1 (Few students)		Implementation and administration of the creation and promotion of extracurricular opportunities is innovative Shows evidence of school wide efforts to engage students in clubs and activities in the service of their school and community outside of regular school hours Shows evidence of students, clubs, and other student organizations engaged in activities designed to improve their community	The creation and promotion of extracurricular opportunities rises above the typical Kansas school Shows evidence of the encouragement of clubs and activities to serve, and/or address school and community problems Shows evidence of students, clubs, and other student organizations engaged in activities designed to improve their school or community	The creation and promotion of extracurricular opportunities is consistent with expectations for Kansas schools	Section is blank or the response is not applicable to this practice
Practice #4 Score							
Promising Practice?							

Rationale-



CIVIC ADVOCACY NETWORK

Proven Practice #5	Practice Score	Participation Score	Sub-Score	(Score 8 - 10 points)	(Score 5-7 points)	(Score 1-4 points)	No Evidence (0 Points)
School wide: Practice #5 Encourage student participation in school governance.		+5 (All students) +4 (Nearly All students) +3 (Most students) +2 (Many students) +1 (Few students)		<p>Encouragement and participation in student governance are promoted and facilitated in innovative ways</p> <p>Shows evidence of empowering and enabling students to address issues involving school administration and planning</p> <p>Shows evidence of student elections, student led institutions, student leadership in CTSOs and other student organizations, student forums, and student participation in school site councils and school or district advisory boards.</p>	<p>The level of encouragement for students to participate in student government rises above the typical Kansas school</p> <p>Shows evidence that students are able to contribute to the governance of their school</p> <p>Shows evidence of student elections, service in student government, student leadership in CTSOs and other student organizations</p>	The level of promotion is consistent with expectations for Kansas schools	Section is blank or the response is not applicable to this practice
Practice #5 Score							
Promising Practice?							

Rationale-



CIVIC ADVOCACY NETWORK

Proven Practice #6	Practice Score	Participation Score	Sub-Score	(Score 8 - 10 points)	(Score 5-7 points)	(Score 1-4 points)	No Evidence (0 Points)
School wide: Practice #6 Encourage students' participation in simulation of democratic processes and procedures.		+5 (All students) +4 (Nearly All students) +3 (Most students) +2 (Many students) +1 (Few students)		Encouragement to participate in simulation of democratic processes and procedures are implemented in innovative ways Shows evidence of school wide participation in appropriate grade level simulations and programs across all grade levels Shows evidence of school/student participation in democratic simulations that go beyond the school building	The level of encouragement to participate in simulation of democratic processes and procedures rises above the typical Kansas school Shows evidence of school wide participation in appropriate grade level simulations and/or programs across several grades Shows evidence of school/student participation in democratic simulations that are confined to the school building	The level of promotion is consistent with expectations for Kansas schools	Section is blank or the response is not applicable to this practice
Practice #6 Score							
Promising Practice?							

Rationale-



CIVIC ADVOCACY NETWORK

	Practice Score	Participation Score	Sub-Score	(Score 8 - 10 points)	(Score 5-7 points)	(Score 1-4 points)	No Evidence (0 Points)
Community and Family Involvement		Sub Score X 2		<p>Promotion and engagement of all stakeholders is innovative</p> <p>Shows evidence that collaboration, cooperation, and coordination are the norm when engaging all stakeholders</p> <p>Shows evidence of passionate, compassionate, and enthusiastic investment by many stakeholders</p>	<p>The level of promotion and engagement rises above the level of a typical Kansas school</p> <p>Shows evidence of cooperation and collaboration between the school and several stakeholders</p> <p>Shows evidence of passionate, compassionate, and enthusiastic investment by some stakeholders</p>	<p>The level of promotion and engagement is consistent with expectations for Kansas schools.</p>	<p>Section is blank or the response is not applicable to this practice.</p>
Community and Family Involvement Score							
Promising Practice?							

Rationale-



CIVIC ADVOCACY NETWORK

Appendix C (Secondary Network Evidence Guidance)

Proven Practice and Examples	Categories of Evidence	Possible Evidence You might Include
<p>Practice #1 Provide instruction in government, history, law and democracy.</p> <p>A well-structured curriculum features instruction in the following areas:</p> <ul style="list-style-type: none"> • U.S. Constitution and its principles • Comparisons to other political systems • Structure and processes of government • Powers and limitations of different branches of government at the federal, state and local levels • Realistic instruction and learning of legal and political systems that illustrates how society has changed and can change to reflect “a more perfect union” and the geography and economics that impact policy options • Explicit connections between formal instruction, current issues or events and actions students’ may take • U.S. History and an understanding of how history shapes the present and is linked to contemporary issues and events • Resources not simply a text book—primary source materials, visits from experts and other resource people in the community—to learn about important events, ideas, and issues affecting students, their communities, the nation, and the world • Key democratic knowledge, skills and concepts 	<p>Professional learning activities for staff around instruction in Social Studies</p> <p>Implementation of a school wide initiatives that add rigor to regular social studies curriculum</p> <p>Participation in rigorous state, and or national history, government, law, and democracy programs or competitions</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided or made possible by the school around instruction in government, history, law, and democracy.</p> <p>Description and % of teachers receiving professional learning in the area of government, history, law, and democracy</p> <p>Government and Public Relations Pathway at the Secondary level and exploratory opportunities at all levels</p> <p>% of different students in AP, IB, Dual Credit classes in Government, History, Law and Democracy</p> <p>% of students passing the Naturalization Exam</p> <p>% increase of students taking AP, IB, and/or dual credit classes in government, history, law, and democracy</p> <p>% increase of students taking elective government, history, law and democracy classes</p> <p>Common Assessment, % of students participating, and scoring average pre-test post test</p> <p>Government and Public Relations Pathway at the Secondary level and exploratory opportunities at all levels</p> <p>% of students participating and iCivics or other program improvement data</p>
Proven Practice and Examples	Categories of Evidence	Possible Evidence You might Include



CIVIC ADVOCACY NETWORK

<p>Practice #2 Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.</p> <p>Quality classroom engagement with current and controversial issues features:</p> <ul style="list-style-type: none"> • Discussion of controversial public issues • Information through a variety of sources • Discussion is balanced and does not indoctrinate • Open-ended questions are asked • Relevant background knowledge is used • Different opinions are expressed, heard, and respected • Students have opportunities to listen, speak and feel welcome to participate • Students are engaged intellectually and emotionally • Students develop reasoned positions using ideas and arguments presented in the discussion • Students have the opportunity to change their minds or reach different conclusions based on evidence and insights offered during a discussion 	<p>Professional learning activities for staff around using discussion in the classroom</p> <p>Implementation of a school wide program that makes discussion of current events a regular classroom practice</p> <p>Participation in rigorous state, and or national discussion or debate programs or competitions</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided or made possible by the school around facilitating critical classroom discussions</p> <p>School wide use of NEWSOLA, Time for Kids, Channel One, or other grade appropriate current events type publication to promote moderated student discussion in classes and the % of students participating</p> <p>Student survey data (must include total # to be surveyed and response rate) on the % of classrooms and students that report participation in moderated discussion on international, national, or local current events</p> <p>School or discipline wide implementation of one or more of the following :</p> <ul style="list-style-type: none"> • Socratic or Paideia Seminars • We The People or Project Citizen • Deliberating in a Democracy • Democracy in Action • Facing History and Ourselves • Student Voices • Opposing Voices • Touchstones Discussion Project • Or other discussion based approach
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CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You might Include
<p>Practice #3 Design and implement programs that provide students with opportunities to apply what they learn through performing community service that <u>is linked to the formal curriculum and classroom instruction.</u></p> <p>Successful integration of service learning in schools is marked by the following indicators:</p> <ul style="list-style-type: none"> • Intentional focus on taking action to solve problems; participating in civic dialogue; working for the common good • Meaningful student work on public issues with a chance of seeing positive results • Students selecting and designing projects and strategies and reflecting on their experiences and work • Focus on increased student knowledge of the community • Opportunities for students to identify political problems and pursue solutions within a non-partisan classroom setting 	<p>Professional learning activities for staff around service learning and connecting the community and classroom.</p> <p>Implementation of a school wide program that makes connections between the community and instruction a part of the school environment</p> <p>Participation in rigorous state, and or national programs or competitions that link classroom learning to community service</p> <p>Student performance in competitions or recognition of student or school performance around service learning by an agency other than the school or USD</p>	<p>Teacher survey(must include total # to be surveyed and response rate) on professional learning opportunities provided or made possible by the school around service learning</p> <p>Student survey date (must include total # to be surveyed and response rate) indicating what % of students and classrooms link community service to specific learning outcomes or specific learning outcomes to community service projects</p> <p>Description of and % of students involved in a locally created service learning project tied to instruction in a minimum of two grade levels and classrooms</p> <p>Implementation of school wide programs like:</p> <ul style="list-style-type: none"> • Government and Public Relations Pathway at the Secondary level • National Youth Leadership Council • Youth Service America • See Kids Dream/Penny Harvest Program • Civic Action Project • Points of Light • Kansas Mentors • Citizen Science • Career Technical Student Organizations • Potential resources: Kansas Enrichment Network, ...and others that might offer assistance) <p>One-time curriculum group service project that is a part of the normal class work for a course</p> <p>Action research project that develops data around a community problem and creates an action plan</p> <p>Multi-course project that is broadly based and has two or more courses or grade levels of supervision and instruction and result in a group or individual capstone project</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You might Include
<p>Practice #4 Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.</p> <p>Multiple opportunities for involvement in school or community</p> <ul style="list-style-type: none"> • Support and encouragement for students to take advantage of these opportunities • Encouragement and facilitation by the school for clubs and student organizations to engage in service work in the school and community • School and Community Volunteer opportunities • High student volunteer rate • Use of experiential learning activities and games (elementary) 	<p>Professional learning activities for staff around the promotion of extracurricular involvement and providing opportunities for students to serve their school and community</p> <p>Implementation of a school wide program that makes connections between the community and extracurricular activities a part of the school culture</p> <p>Participation in rigorous state, and or national programs or competitions that link clubs and other student organization to community service and/or leadership</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around engaging students in community service activities</p> <p>Student survey (must include total # to be surveyed and response rate) data on the % of students that participate in extracurricular activities and the % of those students who participate in community service projects as a part of those activities</p> <p>% of students engaged in experiential opportunities such as: learning a physical skill (sports), performing (music, drama, forensics, debate, etc.), cognitive performance (chess club, forensics, debate, scholars bowl) doing (working a job, volunteering, teaching/tutoring/mentoring) outside of the normal school day.</p> <p>Evidence of access for elementary student experiences in the community (field trips, excursions) relating to human services, philanthropy, or charities</p> <p>% of students who have experienced a presentation before, after, or during school from a human services provider or a charity</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You might Include
<p>Practice #5 Encourage student participation in school governance.</p> <p>Authentic student leadership and decision-making opportunities include:</p> <ul style="list-style-type: none"> • Class elections and officers • Active Student Council or Student Government • Club and student organization leadership opportunities • Student representation in boards and policy making councils • Opportunities to discuss school policies and be heard respectfully • Information about student rights and responsibilities in school • Opportunities to work with others to address school problems • Established processes for students to air their grievances, including issues of fairness • Meaningful decision-making roles for addressing facets of school life that are important to students • Authentic student roles in resolving tensions and issues in school • Established school mechanisms and processes by which to gauge and respond to student voices 	<p>Professional learning activities for staff around the promotion of student governance and providing opportunities for students to participate and/or lead their school or community</p> <p>Implementation of a school wide program that makes student participation and leadership a part of the school culture</p> <p>Participation in rigorous state, and or national programs or competitions that support student leadership</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around student government and/or student voice</p> <p>Student survey (must include total # to be surveyed and response rate) % of students participating in student government at least by voting, or % of different students holding leadership roles in various student and school organizations, or % of students who feel their voice is heard in the school</p> <p>Passage from student handbook that address student governance, student voice, and processes for students to initiate changes in their school</p> <p>Evidence of classroom use of democratic practices and expectations that all students should be civically engaged</p> <p>Evidence of the following:</p> <ul style="list-style-type: none"> • Highly developed and democratic student government • Student participation in advisory groups • Student participation in site councils • Student participation in and turn out for school elections • Defined process for building leadership to consider student input <p>Staff member recognizes as KSHSAA Dr. Earl Reum Kansas Advisor of the Year</p> <p>% of STUCO officers and Advisors attending the KSHSAA Summer Leadership workshop</p> <p>Number of Student Leaders and Advisors attending KSHAA Regional Student Council Conference</p> <p>Send student delegates to the National Association of Student Councils (NASC) National Conference</p> <p>NASC Council of Excellence or Gold Level Award</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You might Include
<p>Practice #6 Encourage students' participation in simulation of democratic processes and procedures.</p> <p>Students practice democratic roles and processes in a safe way</p> <ul style="list-style-type: none"> • Mock elections, campaigns, and platforms • Simulated hearings, debates, legislation, and trials 	<p>Professional learning activities for staff around the creating and providing opportunities for students to participate in democratic simulations</p> <p>Implementation of a school wide program that creates democratic simulations for all students</p> <p>Participation in rigorous state, and or national programs or competitions that support student participation</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around providing access to democratic simulations</p> <p>Student survey (must include total # to be surveyed and response rate) data on the % of students that participate in simulations of democratic processes and procedures while in class or through recognized simulation programs like those listed below</p> <p>Evidence of the % of students involved in one or more regional, state, or national simulation programs like;</p> <ul style="list-style-type: none"> • iCivics • Mock Trial • Youth Court • Model UN • Project Citizen • We The People • Junior Achievement • Mikva Challenge Programs • Kids voting • Youth In Government • Simulations on real voting machines and polling places • EverFi Commons • Other <p>Participation by staff/advisors in one or more nationally recognized simulation program trainings</p> <p>Evidence that students are provided or have access to democratic simulations</p>

Appendix D (Elementary Network Evidence Guidance)

Proven Practice and Examples	Categories of Evidence	Possible Evidence You Might Include
Practice #1 Provide instruction in government, history, law and democracy. <ul style="list-style-type: none"> • Create and use a chronological sequence of events • Compare specific past events to events happening today • Generate questions about the past • Explain what individuals and groups have changed perspectives over time • Recognize and compare different ways of making decisions • Explain how rules and laws change societies and how people change rules and laws • Recognize the importance of “others” • Identify important or core civic virtues that allow communities to progress • Explain the origins and the impact of rules, laws, and constitutions • Identify the origins of the US Constitution • Explain separation of powers • Define the 3 branches of government • Recognize rights and responsibilities 	<p>Professional learning activities for staff around the creating and providing opportunities for students to participate in democratic simulations</p> <p>Implementation of a school wide program that creates democratic simulations for all students</p> <p>Participation in rigorous state, and or national programs or competitions that support student participation</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around instruction in government, history, law, and democracy.</p> <p>Description and % of teachers receiving professional learning in the area of government, history, law, and democracy</p> <p>“Leader In Me” character traits incorporated into all lessons.</p> <p>Election process taught so that students have an understanding of how the process works and why.</p> <p>Leaders highlighted monthly building wide.</p> <p>Incorporate Early Learning Standards: Social Studies, Rendell Center for Civic Education (http://rendellcenter.org/)</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You Might Include
<p>Practice #2 Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.</p> <p>Quality classroom engagement with issues important to kids features:</p> <ul style="list-style-type: none"> • Discussion of school or community issues • Information through a variety of sources • Discussion is balanced and does not indoctrinate • Open-ended questions are asked • Relevant background knowledge is used • Different opinions are expressed, heard, and respected • Students have opportunities to listen, speak and feel welcome to participate • Students are engaged intellectually and emotionally • Students develop reasoned positions using ideas and arguments presented in the discussion • Students have the opportunity to change their minds or reach different conclusions based on evidence and insights offered during a discussion 	<p>Professional learning activities for staff around the creating and providing opportunities for students to participate in democratic simulations</p> <p>Implementation of a school wide program that creates democratic simulations for all students</p> <p>Participation in rigorous state, and or national programs or competitions that support student participation</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around facilitating critical classroom discussions</p> <p>School wide use of NEWSELA, Time for Kids, Channel One, Weekly Reader, or other grade appropriate current events type publication to promote moderated student discussion in classes and the % of students participating</p> <p>Student survey data (must include total # to be surveyed and response rate) on the % of classrooms and students that report participation in moderated discussion on international, national, or local current events</p> <p>School or discipline wide implementation of one or more of the following :</p> <ul style="list-style-type: none"> • Socratic or Paideia Seminars • Deliberating in a Democracy • Democracy in Action • Facing History and Ourselves • Student Voices • Opposing Voices • Touchstones Discussion Project • Or other discussion based approach <p>Discuss/share family customs and traditions</p> <p>Partner with another school (in another state, country) via electronic (Skype) or other means to share the different routines, cultures, etc.</p> <p>Rendell Center for Civic Education (http://rendellcenter.org/)</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You Might Include
<p>Practice #3 Design and implement programs that provide students with opportunities to apply what they learn through performing community service that <u>is linked to the formal curriculum and classroom instruction.</u></p> <p>Successful integration of service learning in schools is marked by the following indicators:</p> <ul style="list-style-type: none"> • Intentional focus on taking action to solve problems; participating in civic dialogue; working for the common good • Meaningful student work on public issues with a chance of seeing positive results • Students selecting and designing projects and strategies and reflecting on their experiences and work • Focus on increased student knowledge of the community • Opportunities for students to identify political problems and pursue solutions within a non-partisan classroom setting 	<p>Professional learning activities for staff around the creating and providing opportunities for students to participate in democratic simulations</p> <p>Implementation of a school wide program that creates democratic simulations for all students</p> <p>Participation in rigorous state, and or national programs or competitions that support student participation</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey(must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around service learning</p> <p>Student survey date (must include total # to be surveyed and response rate) indicating what % of students and classrooms link community service to specific learning outcomes or specific learning outcomes to community service projects</p> <p>Description of and % of students involved in a locally created service learning project tied to instruction in a minimum of two grade levels and classrooms</p> <p>One-time curriculum group service project that is a part of the normal class work for a course</p> <p>Action research project that develops data around a community problem and creates an action plan</p> <p>Multi-course project that is broadly based and has two or more courses or grade levels of supervision and instruction and result in a group or individual capstone project</p> <p>Grade level community service projects starting at Prek through 5th grade.</p> <p>“Leader In Me” strategies will be utilized and embedded into all curriculum. Service projects at school: clean-up of grounds, plant flowers, etc.</p> <p>Make cards for retirement homes, children’s hospitals, etc.</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You Might Include
<p>Practice #4 Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.</p> <p>Multiple opportunities for involvement in school or community</p> <ul style="list-style-type: none"> • Support and encouragement for students to take advantage of these opportunities • Encouragement and facilitation by the school for clubs and student organizations to engage in service work in the school and community • School and Community Volunteer opportunities • High student volunteer rate • Use of experiential learning activities and games (elementary) 	<p>Professional learning activities for staff around the creating and providing opportunities for students to participate in democratic simulations</p> <p>Implementation of a school wide program that creates democratic simulations for all students</p> <p>Participation in rigorous state, and or national programs or competitions that support student participation</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around engaging students in community service activities</p> <p>Student survey (must include total # to be surveyed and response rate) data on the % of students that participate in extracurricular activities and the % of those students who participate in community service projects as a part of those activities</p> <p>Evidence of access for elementary student experiences in the community (field trips, excursions) relating to human services, philanthropy, or charities</p> <p>% of students who have experienced a presentation before, after, or during school from a human services provider or a charity</p> <p>Community Garden with food given to families in need. Grade level representatives who serve their community as part of their classroom Students present their project to the student body. Representatives also serve their community by cleaning the school grounds or the elderly that live in the community surrounding the school. Recycling for school and expand to our community. Conduct a food or book drive</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You Might Include
<p>Practice #5 Encourage student participation in school governance.</p> <p>Authentic student leadership and decision-making opportunities include:</p> <ul style="list-style-type: none"> • Class elections and officers • Active Student Council or Student Government • Class leadership opportunities • Opportunities to discuss school policies and be heard respectfully • Information about student rights and responsibilities in school • Opportunities to work with others to address school problems • Established processes for students to air their grievances, including issues of fairness • Meaningful decision-making roles for addressing facets of school life that are important to students • Authentic student roles in resolving tensions and issues in school • Established school mechanisms and processes by which to gauge and respond to student voices 	<p>Professional learning activities for staff around the creating and providing opportunities for students to participate in democratic simulations</p> <p>Implementation of a school wide program that creates democratic simulations for all students</p> <p>Participation in rigorous state, and or national programs or competitions that support student participation</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around student government and/or student voice</p> <p>Student survey (must include total # to be surveyed and response rate) % of students participating in student government at least by voting, or % of different students holding leadership roles in various student and school organizations, or % of students who feel their voice is heard in the school</p> <p>Passage from student handbook that address student governance, student voice, and processes for students to initiate changes in their school</p> <p>Evidence of classroom use of democratic practices and expectations that all students should be civically engaged</p> <p>First through fifth grade elected representatives. Students participate in a primary and general election. Follow the election process as much as possible. Our partners help the day of the election which is held on Election Day.</p> <p>Annual classroom election</p> <p>Monthly meetings held with the representatives in which they can share concerns expressed at their grade level meetings.</p> <p>Elect class officers. Hold class meetings. Design a school or class flag. Talk about the national flag.</p>



CIVIC ADVOCACY NETWORK

Proven Practice and Examples	Categories of Evidence	Possible Evidence You Might Include
<p>Practice #6 Encourage students' participation in simulation of democratic processes and procedures.</p> <p>Students practice democratic roles and processes in a safe way</p> <ul style="list-style-type: none"> • Mock elections, campaigns, and platforms • Simulated hearings, debates, legislation, and trials • 	<p>Professional learning activities for staff around the creating and providing opportunities for students to participate in democratic simulations</p> <p>Implementation of a school wide program that creates democratic simulations for all students</p> <p>Participation in rigorous state, and or national programs or competitions that support student participation</p> <p>Student performance in competitions or recognition of student performance by an agency other than the school or USD</p>	<p>Teacher survey (must include total # to be surveyed and response rate) on professional learning opportunities provided for or made possible by the school around providing access to democratic simulations</p> <p>Student survey (must include total # to be surveyed and response rate) data on the % of students that participate in simulations of democratic processes and procedures while in class or through recognized simulation programs like those listed below</p> <p>Participation by staff/advisors in one or more nationally recognized simulation program trainings</p> <p>Evidence that students are provided or have access to democratic simulations</p> <p>First through fifth grade elected representatives. Students participate in a primary and general election. Follow the election process as much as possible. Our partners help the day of the election which is held on Election Day.</p> <p>Monthly meetings will be held with the representatives in which they can share concerns expressed at their grade level meetings.</p> <p>During class meetings practice raising hands, taking turns talking. Practice voting for various decisions in the classroom. Students practice counting the votes and deciding which group has more and less.</p>